

**Examining the implementation of the Continuing Professional Development
Framework Trainings in Malawi: A Case Study of selected Secondary Schools in
Lilongwe District**

By

Musathe Sitima

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Declaration

I **Musathe Sitima** declare that “*Examining the implementation of the Continuing Professional Development framework trainings in Malawi: A case study of selected secondary schools in Lilongwe District*” is my work and that all the sources I have used or quoted have been indicated through complete references. It is being submitted in partial fulfilment of the requirements for the award of the degree of Master of Education in Leadership and Management at Mzuzu University. It has not been submitted before for any degree at any other university.



14th April, 2025.

Musathe Sitima

Date

(MEDLM 3222)



14th April, 2025.

Supervisor's Signature

Date

Dr. Grames Wellington Chirwa

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Dedication

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Abstract

The Continuing Professional Development Framework trainings is an important aspect of quality education programs. This is so because through these training programs, teachers acquire new knowledge and teaching skills which help to improve their classroom practices. Therefore, the purpose of this study was to examine the implementation of the Continuing Professional Development framework trainings in the secondary schools in Malawi. This study had the following four specific objectives: firstly, to investigate the nature of the continuing professional development framework trainings for teachers. Secondly, to analyze the influence of the Continuing Professional Development framework trainings on teachers' classroom practices in the secondary schools in Malawi. Thirdly, to assess the challenges faced by the Continuing Professional Development framework trainings in the secondary schools in Malawi. Finally, to explore the strategies for improving the Continuing Professional Development framework trainings in Malawi.

This study adopted a qualitative research approach which employed a case study design. It was conducted in the four mainstream Community Day Secondary Schools in Lilongwe Rural East. This study targeted twenty three participants which included three National trainers of CPD Framework trainings, four secondary school headteachers and sixteen teachers of Lilongwe rural east in the Central Western Education Division (CWED). Snowballing sampling was used to select the National trainers of CPD framework trainings. Head teachers were purposively while teachers were randomly sampled. Data was collected through semi-structured face to face interviews and documents analysis to provide methodological triangulation. The data collection tools or instruments that were used in this study were semi-structured interview guide, CPD implementation record files and CPD framework documents. Qualitative data were analyzed

thematically. Overall, the results showed that both the headteachers and teachers received the CPD framework trainings. The study also found that the CPD framework trainings influenced teachers' classroom practices in the secondary schools in Malawi through many ways. However, the study also found that there were a lot of challenges faced by the CPD framework trainings in the secondary schools in Malawi. Therefore, recommendation for improvement to the Ministry of Education, Headteachers and teachers have been made.

Key Words:

Continuing Professional Development Framework, training, implementation, Directorate of Teacher Education and Development, Andragogy, Models of CPDs

Glossary of Acronyms/Abbreviations

ACME - Advisory Committee of Mathematics Education

CDSS - Community Day Secondary Schools

CERT - Centre for Educational Research and Training

CIPD - Chartered Institute of Personnel and Development

CoP - Community of Practice

CPD - Continuing Professional Development

DTED - Directorate of Teacher Education and Development

EFA - Education for All

GCE - Global Campaign for Education

IPTE - Initial Primary Teacher Education

JCE - Junior Certificate of Education

LIDC - Low Income Developing Country

MANEB - Malawi National Examinations Board

MIE - Malawi Institute of Education

MoE - Ministry of Education

MSCE - Malawi School Certificate of Education

NEP - National Education Policy

NESP - National Education Sector Plan

NGO - Non-Governmental Organization

NSTED - National Strategy for Teacher Education Development

OECD - Organization for Economic Co-operation and Development

PIF - Public Investment Fund

SMASSE - Strengthening of Mathematics and Science in Secondary Education

SNE - Special Needs Education

TALULAR - Teaching and Learning Using Locally Available Resources

UNICEF - United Nations Children's Fund

UNESCO - United Nations Education, Scientific, and Cultural Organization

USA - United States of America

USAID - United States Agency for International Development

VSO - Voluntary Service Overseas

WHO - World Health Organization

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CHAPTER 1: INTRODUCTION

1.0 Chapter Overview

This chapter presents an overview orientation to the study. It explains the background against which the study on the implementation of the Continuing Professional Development framework trainings in the secondary schools in Malawi was conducted. It also discusses the nature of the problem and provides the significance of the study. It further presents the research objectives that set the parameters for the investigation. Lastly, it presents the theoretical and conceptual framework which guided the study.

1.1 Background of the Study

The provision of an education of good quality is compounded by many factors, including the quality of teachers. Improving the efficiency and quality of schooling depends in large measure on ensuring that teachers are highly skilled and motivated to perform at their best. This implies that in order to improve education quality, a great focus has to be placed on teachers' initial preparation and continuing learning. In order to enhance teacher continuing learning, it is essential to know the strengths of teachers and those aspects of their practice which could be further developed. This is why the initiation of programs to enhance the continuing professional development of teachers is a vital step in the drive to improve the effectiveness of teaching and learning and raise education standards.

The Ministry of Education (MoE) has developed the National Continuing Professional Development framework (CPD Framework) for teachers and teacher educators in Malawi to guide the design and implementation of continuing professional development programs. The Continuing Professional Development Framework builds on the aspirations of national educational policies

and strategies, and the lessons learnt from existing interventions aimed at promoting teacher professional development (MoE, 2018). These policies and interventions are, but not limited to: National Education Sector Plan (2008-2017), Education Sector Implementation Plans I and II (2014-2018), National Strategy for Teacher Education and Development (NSTED, 2007), National Education Standards (2015), Teacher Education Standards (2016), National Decentralization Policy (1998), Ministry of Education Devolution Guidelines (2013), Primary School Improvement Program (2017), National Reading Program (2015), and Strengthening Mathematics and Science in Secondary Education program (2000).

In Malawi the formal education system comprises of primary, secondary and tertiary education. All the education systems fall under the Ministry of Education (MoE). According to the national strategy for teacher education development (NSTED, 2007), teacher education is offered in two categories: primary teacher education and secondary teacher education (NSTED, 2007). Hence the broad policy of teacher education in Malawi is to provide teachers with adequate pre-service training and systematic in-service and refresher training (NSTED, 2007). Continuing Professional Development (CPD) falls within in-service and refresher training for serving teachers. These are designed to address individual teacher's knowledge and skills development needs and improve their professional practice, through sharing effective practice, knowledge and skills. There are three major goals of professional development programs for teachers, these are: change in classroom practices of teachers, change in teacher's attitudes and beliefs and change in the learning outcomes of students (Kizilbash, 2016). In Malawi, the Ministry of Education (MoE) launched and rolled-out in some districts the national continuing professional development framework in 2011. Continuing professional development for teachers is currently receiving global attention. This is so because CPD helps teachers to improve their teaching skills.

Professional development programs are systematic efforts to bring change in the classroom practices of teachers in their attitudes and beliefs and in the learning outcomes of students (Gray, 2005). The most important outcome of CPD is a positive impact in changing teacher's knowledge and practices as it in turn improves learner performance.

1.2 Statement of the Problem

Malawi has made extraordinary achievement in expanding education at all levels of the system. However, it seems that this achievement in terms of students' increased enrolment has not met quality education standards. Quality of education has become a serious concern among all stakeholders. The national assessment results of 2018 for secondary school (MoE, 2018) indicated that, in many schools, learners were not mastering basic skills. Despite the concerted effort by the government, improving quality of education while at the same time keeping the expansion of the education program has become a challenge. In order to address problems related to quality of education, Ministry of Education has introduced many programs. Continuing Professional Development framework trainings has been one of these programs aimed at improving teachers' competence and thereby enhance students' achievement.

According to Malawi vision 2063, much has been done in the field of education in the following areas: reconstructing the curriculum, policies books and pedagogy. However, for a long time until 2011, there was very little done by the government in terms of Continuing Professional Development for teachers. The government is clearly aware that pre-service training alone cannot make a teacher effective in the classroom and so the government has put in place a CPD framework (MoE, 2018). The Ministry of Education (MoE) launched the CPD framework in 2011. So far, the Continuing professional development framework trainings are being implemented in thirteen districts of the six education divisions of the country. These districts are: Chitipa, Karonga,

Kasungu, Salima, Lilongwe Rural East, Mchinji, Balaka, Zomba Rural, Phalombe, Mulanje, Chikwawa, Mwanza and Neno.

Surely, in Malawi, while some studies focused on the implementation of the Continuing Professional Development programs for primary schools teachers in Malawi (Selemani-Meke, 2013) and Continuing Professional Development for School Managers (Luhanga, 2015), they still left a gap as none focused on the implementation of the Continuing Professional Development Framework trainings in the secondary schools in Malawi. This study concentrated on the implementation of the Continuing Professional Development Framework trainings in the secondary schools in Malawi where literature gap still existed as none of the available studies on Malawi addressed that aspect.

1.3 Significance of the Study

This study is significant for various stakeholders in the field of education. It has the potential of unearthing the current status and nature of the implementation of CPD framework trainings for secondary school teachers. This knowledge is important for improving the implementation of the Continuing professional development framework trainings. The study has also the potential of providing insights into how well teachers are supported in their professional growth (Government of Pakistan, 1998). It also has the potential to guide decisions of education policy makers on prioritisation of specific areas for teacher development. Furthermore, the study has the potential to help education stakeholders in determining whether there is a correlation between CPD initiative for teachers and improved student achievement, should the study establish that the CPD initiative positively influences teacher performance.

1.4 Main Objective of the Study

The main objective of the study was to examine the implementation of the Continuing Professional Development framework trainings in the Secondary Schools in Malawi.

1.4.1 Specific Objectives of the Study

The specific objectives of the study were to:

1. Investigate the nature of the Continuing Professional Development framework trainings for teachers.
2. Analyse the influence of Continuing Professional Development framework trainings on teachers' classroom practices in the secondary schools in Malawi.
3. Assess the challenges faced by the Continuing Professional Development framework trainings in the secondary schools in Malawi.
4. Explore the strategies for improving the Continuing Professional Development framework trainings in Malawi.

1.5 Theoretical Framework

A Theoretical framework is a system of concepts, assumptions and expectations that support and inform a particular research (Maxwell, 1998). This study set out to examine the implementation of the Continuing Professional Development framework trainings in the secondary schools in Malawi. As the CPD trains teachers, who are more or less adult learners, the study therefore adopted an adult learning theory. The study used the theory of “Andragogy” to examine the implementation of the CPD framework trainings. This theory was supported by a Conceptual framework related to CPDs. This conceptual framework was Models of CPDs as postulated by Kennedy (2005).

The concept of *Andragogy* (“the art and science of helping adults learn”) was put forward by Malcolm Knowles (1980). Knowles posited a set of assumptions about adult learners. These assumptions are that, firstly, the adult learner moves from dependency to increasing self-directedness as he/she matures and can direct his/her own learning. Secondly, the adult in his/her learning draws on his/her accumulated reservoir of life experiences to aid learning. Thirdly, the adult is motivated to learn by internal, rather than external factors.

Inherent in these assumptions are implications for teaching adults. For example, Knowles (1980) suggests that adult educators set a cooperative climate for learning in the classroom; assess the adult learner’s specific needs and interests; develop learning objectives based on the adult learners needs, interests and skill levels; design sequential activities to achieve the objectives; work collaboratively with the adult learner to select methods, materials and resources for instruction; and evaluate the quality of the learning experience and make adjustments, as needed, while assessing needs for further learning.

Knowles (1980) further expounds that because adults need to know why they are learning something, effective adult educators explain their reasons for teaching specific skills (Knowles and Associates, 1984). According to Knowles (1980), since adults learn by doing, effective instruction focuses on tasks that adults can perform, rather than on memorization of content. Since adults are problem-solvers and learn best when the subject is of immediate use, effective instruction involves the learner in solving real-life problems (Knowles, 1980). This study considered the theory of *Andragogy* as the most suitable for this study because the participants who were trained were adults. The study therefore was also interested in investigating whether adult learning approaches were used in the CPD framework trainings.

1.6 Conceptual Framework

A conceptual framework is a structure which the researcher believes can best explain the natural progression of the phenomenon to be studied (Camp, 2001). It is linked with the concepts, empirical research and important theories used in promoting and systemizing the knowledge espoused by the researcher (Peshkin, 1993). This study on examining the implementation of the Continuing Professional Development framework trainings in the secondary schools in Malawi adopted the Models of Continuing Professional Development (CPD) proposed by Kennedy (2005). The choice of Kennedy's (2005) CPD models as a Conceptual framework for this study is based on the fact that all the five CPD models integrated in Kennedy's (2005) CPD model are relevant to the present study. The five CPD models integrated in Kennedy's CPD model provided this study with the variables to be included in the data collection instruments for the study. Kennedy's Models of CPD integrates five models of CPD into a single framework. The five CPD models integrated in Kennedy's models of CPD are presented in details in the sub-sections below:

The Training model

This is the most recent model of continuous professional development for teachers. It is a skill-based model where skills are taught by the experts to the teachers. Training may be given on-site as well as off-site. But most of the time, off-site training is provided to the teachers. The main focus of this model is on standardization of the teaching process. This model is the most effective model to introduce new knowledge to teachers (Hoban, 2002). This model is relevant for this study because this study set out to investigate the type of knowledge taught to the headteachers and teachers in the CPD framework trainings.

The Award-bearing model

An award-bearing model of CPD is one that relies on, or emphasizes, the completion of award-bearing programs of study – usually, but not exclusively, validated by universities. This external validation can be viewed as a mark of quality assurance, but equally can be viewed as the exercise of control by the validating and/or funding bodies.

The introduction of the chartered teacher program in Scotland provides an interesting example of the way in which university validated award-bearing provision can become the bedrock of a particular CPD structure. While it has been argued that this, together with GTCS accreditation, provides a necessary element of quality assurance and continuity, in practice it also serves to limit the availability of other award-bearing provision (Purdon, 2003) and to standardize the experiences of those working towards chartered teacher status. This model of CPD has also been adopted by many countries including Malawi.

The Deficit model

In this model, deficiencies in teachers' performance are identified and a professional development program is developed in this way where these deficiencies can be removed. There is two main cause of the poor performance of teacher; one is related with individual and other is related to the organizational and management practices (Rhodes and Beneick, 2003). This model of CPD is relevant for this study because this study also set out to investigate the nature of the CPD framework trainings provided to the teachers in terms of whether they were designed to address the needs of teachers after assessing their professional needs before conducting the trainings.

The Cascade model

In this model, training is given to a few teachers and teachers show their experiences of training with their colleagues. The benefit of this training model is cost-effectiveness. With the help of limited resources, this type of training may be conducted. The focus of this model is on skills and knowledge. This model ignores the values and the content of learning (Nieto, 2003).

It could therefore be argued that the cascade model supports a technicist view of teaching, where skills and knowledge are given priority over attitudes and values. The cascade model also neglects to consider the range of learning contexts outlined by Eraut (1994), assuming that it is the knowledge per se that is the important part of the process and not necessarily the context in which it is gained or used. This model is relevant to this study because it is the main model used to train teachers in Malawi. However, the cascade model of CPD has the challenge of diluting information from the first recipient of the training to the last recipient. This study set out to assess the challenges of the CPD framework trainings including those related to Cascade model of training, mainly the dilution of information, including misinformation.

The Standards-based model

This model considers teaching as a complex process. It also considers the political and moral content of the learning process. This model adopts the behaviouristic approach of learning and emphasis on the enhancement of teacher competency. The drawback of this model is a lack of respect for teachers. Clear expectations are set for the teachers and teachers must take the responsibility to fulfill these expectations (Soleman & Tresman, 1999).

Summary of Kennedy's Models of CPD

While each of the above models describes a set of characteristics, it is not suggested that the models will, or should, stand alone; rather they describe the dominant characteristics of particular approaches to CPD. This allows the creation of a framework through which CPD policies and practice can be analyzed.

For example, the purposes for CPD would necessitate very different models of CPD. For example, CPD which is conceived of as fulfilling the function of preparing teachers to implement reforms aligns itself with the 'Training', "Award-bearing", "Deficit" and "Cascade" models discussed earlier. On the other hand, CPD which is conceived of as supporting teachers in contributing to and shaping education policy and practice would align itself more naturally with the Standard-based model. Table 1.1 below presents the Kennedy's (2005) CPD models which has five integrated models and their purposes.

Table 1. 1 : Kennedy's (2005) CPD Models

Model of CPD	Purpose of model
The Training model The Award-bearing model The Deficit model The Cascade model	Preparing teachers to implement education reforms.
The Standards-based model	Supporting teachers to contribute to and shape education policy and practice.

1.7 Chapter Summary

This chapter has presented the background to the study on the implementation of the Continuing Professional Development Framework trainings in the secondary schools in Malawi. It has shown that the Ministry of Education (MoE) developed the National Continuing Professional Development Framework (CPD Framework) for teachers and teacher educators in Malawi to guide the design and implementation of continuing professional development programs (MoE, 2018). In addition, it argued that the Ministry of Education (MoE) launched the CPD framework in 2011 so that all the CPDs conducted in the secondary schools in Malawi should be conducted basing on the CPD framework. It has also presented the statement of the problem, the theoretical framework guided this study, that is, the Andragogy as developed by Knowles (1980). Finally, this chapter has also presented the Conceptual framework which supported the theoretical framework of the study. This Conceptual framework was Models of CPDs proposed by Kennedy (2005). The next chapter reviews literature relevant to this study.

CHAPTER 2: LITERATURE REVIEW

2.0 Chapter Overview

A literature review is an attempt to interpret and synthesize what has been studied, researched and published in an area of interest (Aleman, 1999).

As this study was specifically on examining the implementation of the continuing professional development framework trainings in the secondary schools in Malawi, the review of literature has revolved around the subject of definition of CPD, categories of CPD, importance of CPDs, Course content of CPD programs, influence of CPDs on quality of teaching and learning, challenges facing the implementation of CPD trainings and Strategies for improving the CPD training programs.

The issue of Continuing Professional Development Framework initiative has raised a lot of concerns over the years particularly in the 21st century where the world is at the peak of different advancements in terms of development (Brody, 1992). This is so because it is the learner who is affected the most if he or she has attained little or poor education at all as this leads to retarded development in a country. Although his or her contributions to the society are not directly recognized, felt and appreciated by the society, the learners' education contributes to the national development to a greater extent. This has caused people to have a quest for the proper learning of the learners in secondary schools for them to be self-reliant and to contribute to the national development.

This study has been conceived on realization that learners in some secondary schools perform poorly at the last level of their secondary school cycle, that is, the Malawi School Certificate of Education, despite the launch of continuing professional development Framework training in 2011

(MoE, 2018). The implementation of the continuing professional development framework trainings for teachers can directly be linked to the performance of learners. If the Continuing Professional Development framework training is implemented well, learning can be improved in one way or another, learners' performance is likely to be improved too.

This study set out to examine the implementation of the continuing professional development framework trainings in the secondary schools in Malawi. As the study focused on the continuing professional development, an attempt would first be made to review the meaning of the term “continuing professional development”, categories of the CPD initiative, significance or importance of CPDs and the benefits of CPD initiative in relation to learner achievement. Secondly, the literature would further endeavor to review studies which have been conducted on the influence of CPDs on the quality of teaching and learning as well as the challenges faced by the CPD initiatives. Finally, the literature would be made to review the regional and international studies conducted on the challenges of CPD program implementation and findings from other studies on the implementation of CPD programs for teachers as unveiled by other studies. The review of these studies would be conducted in order to find out as to whether the challenges which other education systems have experienced on the implementation of CPDs are similar to those in Malawi. The review of these studies would also help to glean some lessons on how such education systems were able to improve their Continuing professional development framework. Malawi may adopt and adapt similar strategies to improve continuing professional development framework initiative in the secondary schools in order to improve performance of learners.

2.1 Definition of Continuing Professional Development (CPD)

The Organization for Economic Cooperation and Development (2009) defined CPD as *‘Activities that develop an individual’s skills, knowledge, expertise and other characteristics as a teacher’*.

All teachers and teacher educators need to have their knowledge, skills and other characteristics developed in the process of their career for them to remain relevant and up to date, and this is achieved through CPD, which is implemented in the form of a series of activities. The activities can take many forms, including self-learning, distance learning, digital learning, peer to peer teaching or mentor teaching.

According to Gray (2005), continuing professional development of the individual is an ongoing process that has been started after his initial training. This training is provided at on – job to the individuals to become lifelong learners. Continuous professional development is a systematic and ongoing process. It improves the knowledge, expertise, and competency of individuals for their entire work in life. It increases the level of job satisfaction of the employees. Continuous professional development is provided according to the needs of society, organization, and personnel.

Continuing professional development is a long-term process. It involves opportunities and experiences. It plans and organizes systematically to promote the professional development of teachers both individually and collectively to enhance the quality of learning (Ganser, 2000).

According to Friedman, Davis and Phillips (2000), continuous professional development is a process or program that develops the personal qualities among individuals that are necessary to perform their professional and technical roles. It systematically enhances and enlarges the knowledge and skill of the individual throughout the individuals working life.

Continuous professional development is long term process. It fulfills the personal as well as professional needs of the individual for effective professional development. It must be according to the needs of the individual. Individual needs vary according to the environment, personal and professional histories, and current status CPD Provides learning experiences according to the workplace so that it has a positive influence on pupils' performance (Day, 1999).

Continuing Professional Development framework can better be understood by the three models namely transmissive, transitional and transformative. In transmissive model, CPD is conducted by external expert focusing mainly on imparting skills to the teachers, for example, the technical aspect of the job hence the cascade model of training follows the transmissive method. The cascade model trainings have a small group of specialists called key resource persons, who are first oriented to the training and are entrusted to train a larger number of middle –level personnel such as college lecturers who later on form the resource person and train teachers at local level (Selemani-Meke, 2013).

Transitional model is used to enhance the status and profile of teaching professional by creating opportunities that support and contribute to shaping the educational policy and practice (Edward, 1999). Teachers work together to support each other professional growth through peer coaching and mentoring using experimentation, observation, reflection and exchange of professional ideas and share problem solving.

The transformative model uses action research model in the curriculum, school based CPD models and teacher networks. Action model involves teachers in research and evaluation of their own performance creating room for change and improvement at local levels. Transformative implementation models demonstrate the most effective efforts of change to take place close to the action. They aim at meeting the needs and expectations of the teachers, they are practical, and

they occur continuously and give teachers the opportunity for professional development and growth (Kennedy, 2008). In order for effective changes to take place on teachers the three models need to be complementary.

In terms of the process of delivering CPD, it is categorized into two: on- school site and off-school site. On-school site is the school based CPD activities whereby teachers within the school develop their professional skills jointly and be led and initiated by teacher educators. The activities include peer review, coaching and study groups, hence the teachers networking brings an opportunity as different schools network and help each other professionally (Gray, 2005). The time to time meetings are stimulating and refreshing and they assist teachers overall professional development.

The off-site CPD activities take place outside the school sites. They usually come in form of workshops or seminars at venues designated by the CPD program, facilitators and implementers. These programs focus on specific subject topics or strategies for teaching also associated with the implementation and revision of policy issues and even called top-down (Mwanza, 2018).

The national strategy for teacher education development (NSTED, 2007) in Malawi recognizes the fact that teaching requires professionals who are committed to life long term learning in order to remain relevant and effective in the education system. The strategy emphasizes the point that initial teacher preparation is not enough as it simply launches one into an ever changing and developing profession, it is a Continuing Professional Development (CPD) that enables a teacher to go on teaching effectively. The government of Malawi through Ministry of Education has shifted from teacher centred pedagogy to a more interactive approach of learner centred.

Despite having the CPD initiative in Malawi, very little change is observed, in professional knowledge, methods and attitude as teachers still stick to old ideologies and learners continue to

perform poorly (Centre for Educational Research and Training, 2009). When professional development programs are not achieving what they are meant to achieve and teachers are not changing their practices, the end result is poor participation in the classroom for both teachers and learners (Maistry, 2008). Despite the recognized importance of CPD, there was a need to investigate the influence of CPD on the quality of teaching and learning in the secondary schools in Malawi, particularly in Lilongwe Rural East.

2.2 Categories of Continuing Professional Development (CPD)

Continuing professional development can be categorized into two groups: These are Updating CPD programs and Upgrading CPD programs. These have been discussed in details below:

2.2.1 Updating CPD programs

This is continuing professional development which every teacher and teacher educator must Participate in during their career in order to update their knowledge, skills and change their attitudes for improved classroom practices. This CPD will be used for regular renewal of teaching licenses (MoE, 2018).

2.2.2 Upgrading CPD programs

This is continuing professional development which teachers can choose to participate in at the appropriate times in their career in order to update their knowledge, skills and change their attitudes for improved classroom practices (MoE, 2018). This CPD will be used for upgrading qualifications from one level to another. This CPD will be accredited appropriately and offered by institutions of higher learning. Teachers and teacher educators will have to apply and make a financial contribution in order to attend this CPD.

The sub-section below delves into review of the importance of CPDs.

2.3 Importance of Continuing Professional Development (CPDs)

Literature has revealed that CPDs have great significance in the following areas. These are improvement in professional growth and organization success, enhanced competence as well as knowledge and skills, career advancement, adaptation to Changing industries, increased productivity, global competitiveness, enhancing professional competence, professional recognition and career progression, ethical and regulatory compliance, networking and collaboration as well as personal satisfaction and motivation. These points have been discussed in details below:

Continuing Professional Development (CPD) is an essential aspect of the modern workforce, playing a pivotal role in professional growth and organizational success. Continuing Professional Development activities must fulfill the needs of the teacher as well as students and the institution. It creates innovation skills among teachers. It helps teachers to increase their confidence and motivates them to do their job more effectively in the classroom (Rogan and Grayson, 2003). Teachers get knowledge about new teaching skills, technology, and how these are used in the classroom. A specific standard should be maintained to get the desired results. It develops scientific thinking among teachers. It motivates and helps teachers to perform their current duty in a better way. It helps teachers to adopt new roles. It provides opportunities to the teacher for their career progression. It is necessary for the future professional development of the teacher (Purdon, 2003). Other significant reasons why CPD is crucial, with relevant references, are explained below:

Enhanced Competence as well as knowledge and skills is one of the importance of CPD initiative. Continuing Professional Development helps professionals stay current in their field, enhancing their knowledge and skills, which is vital for providing high-quality services or products (Lepine & Pruitt, 2020). Moreover, Continuing Professional Development programs provide individuals with opportunities to expand their knowledge and acquire new skills. By staying updated with the latest industry trends, advancements, and best practices, professionals can improve their overall competence and effectiveness in their respective fields. Continuing professional development also enhances Personal and Professional Growth. Continuing Professional Development programs not only focus on technical skills but also foster personal and professional growth. They encourage individuals to reflect on their performance, identify areas for improvement, and develop strategies to enhance their capabilities. This leads to increased self-confidence, motivation, and satisfaction in one's professional life (ACE, 2021).

Career Advancement is another significance of CPD. Engaging in Continuing Professional Development initiative activities can significantly contribute to career advancement opportunities. Employers value individuals who are committed to their professional development since it indicates a continuous drive for improvement. With enhanced knowledge and skills, professionals become more competitive in the job market and are better positioned for promotions or new job opportunities. Thus, continuing professional development initiative opens doors to career progression, as employers often value a commitment to ongoing learning when making promotional decisions (O'Sullivan, 2019).

Apart from that, adaptation to Changing industries is another significant of CPD initiative. Continuing professional development equips professionals with the tools to adapt to a rapidly changing world by embracing new technologies and methodologies (Johnston, 2018). Moreover,

in a rapidly evolving industries, professionals need to stay updated with emerging trends and technologies. Continuing Professional Development initiative ensures that individuals remain relevant and adaptable to changes in their field. By continuously updating their knowledge, professionals can respond effectively to new challenges and opportunities, ensuring their long-term professional success (Learning for All Organization Assertion, 2016).

In addition to that, it leads to Increased Productivity. Well-trained professionals are more productive, benefiting both the individual and the organization (Rogers, 2017). To proceed with, ethical responsibility. Maintaining professional knowledge and ethical standards is a cornerstone of Continuing Professional Development, promoting trust in professional services (ACM, 2020).

Furthermore, Global Competitiveness. In an increasingly globalized world, CPD helps professionals and organizations remain competitive on an international scale (OECD, 2016). Moreover, it brings innovation. Continuing professional development fosters creativity and innovation as professionals learn from new experiences and knowledge sharing (Pisani, 2019).

Enhancing Professional Competence is another importance of Continuing Professional Development initiative. Continuing Professional Development initiative provides opportunities for professionals to improve and expand their knowledge and skills. It allows them to stay at the forefront of their field, ensuring they can deliver high-quality services to their clients or students (Cameron & Girard, 2019). Moreover, Continuing Professional Development (CPD) helps to Keep Up employees with industry changes. Various industries undergo continuous changes, such as advancements in technology, new research findings, or evolving best practices. Continuing Professional Development initiative ensures that professionals remain aware of these changes, enabling them to adapt and incorporate innovative approaches into their work (Grant, 2020).

To proceed with, professional recognition and career progression. Engaging in Continuing Professional Development (CPD) demonstrates a commitment to continuous improvement and professional growth. It enhances professional credibility, fosters trust, and increases the chances of career advancement opportunities (Harte, 2016). It also helps in networking and collaboration. Continuing Professional Development initiative activities often involve networking and collaboration opportunities with peers and industry experts. Engaging in such activities allows professionals to build valuable connections, exchange ideas, and learn from others' experiences. These interactions broaden professional networks and provide access to diverse perspectives and insights (Inkson & Jackson, 2018).

There is also ethical and Regulatory Compliance. Continuing Professional Development initiative plays a crucial role in ensuring professionals comply with ethical standards and regulatory requirements. Many industries have established licensing bodies or professional organizations that mandate a certain number of CPD hours for license or certification renewal. By participating in CPD initiative, professionals stay informed about ethical guidelines, professional standards, and legal obligations, ensuring they operate within the defined parameters of their industry (Cameron & Girard, 2019).

Last but not least, networking and collaboration. Continuing Professional Development activities often involve professional networking opportunities, allowing individuals to connect with peers, share experiences, and learn from one another. These interactions can lead to collaborations, partnerships, and access to a valuable professional support network (Grant, 2020).

Lastly, Personal Satisfaction and Motivation. Engaging in CPD can be personally enriching and fulfilling. It allows professionals to explore new interests, develop new perspectives, and gain a sense of accomplishment, leading to increased job satisfaction and motivation. Continuing

Professional Development can also boost employee morale and engagement, leading to a more satisfied and motivated workforce (CIPD, 2017).

2.4 Course Content of CPD Programs

The literature has shown that adults, like children, need to be motivated to learn (Speck, 1996). This chapter highlights some of the factors that motivate adults to learn. CPD providers need to take them into consideration when planning and designing CPD programs for teachers. For instance, adults must see the benefit of learning in order to motivate themselves to learn the subject (Lieb, 1991). Guskey (2002) argues that,

“What attracts teachers to professional development is their belief that it will expand their knowledge and skills, contribute to their growth, and enhance their effectiveness with students. What they hope to gain through professional development are specific, concrete, and practical ideas that directly relate to the day-to-day operation of their classrooms. Development programs that fail to address these needs are unlikely to succeed (p.382”.

Hence, Birman, Desimone, Porter & Garet (2000) argue that targeting a professional development activity on a specific subject area or subject specific teaching method is preferable. In a study on Sport Education by Sinelnikov (2009) which focused on content specific to Sport Education (such as team affiliation, responsibility, etc.) and specific teaching and management strategies for sport education, it was noted that teachers utilizing Sport Education specific pedagogical behaviours, considered benchmark elements of Sport Education during their teaching.

These studies have illustrated how critical it is to provide support to teachers as they engage in a process of teacher change. Concrete experiences such as teachers observing CPD facilitators teach

specific teaching skills is very important for the teachers to risk trying out change in their classroom practice. It is also important that teachers are observed teaching and given supportive feedback on the process. This motivates them and gives them the confidence to implement what they learn from CPD programs. However, the researcher feels that effectiveness of this assertion depends very much on the expertise of the CPD facilitators. In the cascade mode of training, it has been reported that some facilitators lack confidence, knowledge and understanding to manage the training process (Engelbrecht *et al.*, 2007). In such cases, one wonders how such facilitators can be role models to the teachers.

Similarly, Desimone, Porter, Garet, Kwang Suk Yoon, & Birman (2002) in their longitudinal study of the Effects of Professional Development on Teaching Practice established that professional development focused on specific teaching practices, increased teachers' use of those practices in the classroom. One important feature of Desimone's *et al.* (2002) study was the monitoring and support strategies that were inbuilt into their CPD program. Without that, it would not have been easy to make conclusions that, specific teaching practices, increase teachers' use of those practices. This shows how important it is for CPD providers to monitor how teachers put into practice what they learn from the CPD programs. This study also sought to find out the monitoring and support mechanisms that are in place to facilitate implementation of CPD programs in Lilongwe Rural East. Desimone's *et al.* (2002) further concluded that, in addition to content focus, five key features of professional development are effective in improving teaching practice and these include reform type, duration, collective participation, active learning and coherence.

Further, researchers worldwide including Armour & Makopoulou (2006) and Birman *et al.* (2000); advocate active learning in CPD programs. They believe that when teachers are involved in active

learning during their professional development, they are more likely to increase knowledge and change classroom practices. Active learning, according to Birman *et al.*(2000), includes opportunities to observe and be observed teaching; to plan classroom implementation; to review student work; and to present, read, and write'. In a study by Sinelnikov (2009), the results supported this notion of providing opportunities to observe. Specifically, in Sinelnikov's study, teachers reported a need for observation of a number of sample lessons taught in accordance with key principles of Sport Education prior to the start of their own teaching. The data also suggested the need of those observations to have a clear focus on specific pedagogical strategies that are novel or that extend outside of common teaching practices currently utilized by teachers. One other aspect of active learning included the opportunity for teachers to obtain coaching and feedback on their teaching (Little & Houston, 2003).The findings of Sinelnikov's (2009) study suggest that regular lesson observation as well as briefing and debriefing sessions may provide the feedback necessary for teachers to provide validation of the congruence of their teaching to Sport Education. The data also suggest that regular teaching-to-model congruence validation between the teacher and a person delivering professional development contributes to the effectiveness of the programme.

Nevertheless, the argument posed here guided the researcher in this study to solicit views from teachers about how involved they are in active learning during CPD programs and the type of feedback, if any, that they receive from the CPD facilitators. In addition, they guided the researcher on support mechanisms that are in place for teachers that have attended CPD programs. The responses helped supplement the answers to some of the questions of this study, such as the one on how CPD programme facilitators impart knowledge and skills to teachers during CPD training.

2.5 Influence of Continuing Professional Development (CPDs) on Quality of Teaching and Learning

A resounding benefit of CPD is the opportunity that it provides to empower and stimulate individuals, it is a process whereby dreams and aspirations can be realized and people can move towards their future goals. CPD should make individuals thirsty for more knowledge, to learn new skills and create opportunities to build on what they already know (Whitaker and Megginson, 2007). However, this could be perceived as a somewhat idealistic view of CPD for all professions. Bubb (2006) identifies good teacher professional development as containing key ingredients encompassing a clear and agreed vision, taking into account a participant's previous knowledge and promoting continuous enquiry and problem solving. Additionally, it should involve opportunities for staff to develop subject knowledge, expand their range of teaching strategies and stay updated with advances in new and emerging technology. Bubb (2006) further asserts that if any of these key elements are absent then the impact of CPD is further reduced. Clearly, programmes based on high quality meaningful teacher professional development can affect teachers' skills and attitudes in the classroom, further increasing the quality of the education that the students receive (Beavers, 2011).

It is evident that there is a need, and a place for teachers' CPD in particular, for the growth, and improvement of our educational establishments, most teachers would acknowledge the need for continued training on new technologies, classroom practice, assessment and updates on educational policy. Certainly high quality and effective teacher enhancement can affect teachers' skills and attitudes in the classroom, which is undoubtedly a fundamental benefit to further increasing the education that students receive (Hien, 2008 in Beavers, 2011).

Continuing Professional Development (CPDs) have several influence on the quality of teaching and learning as explained below:

Improved Teaching Skills: Continuing Professional Development (CPD) allows educators to stay current with the latest teaching methods, technologies, and educational research. This helps them refine their teaching techniques and strategies, leading to more effective instruction (Johnston, 2018). Moreover, Continuing Professional Development helps educators stay current with advancements in their field, allowing them to update and enrich the curriculum with the latest information and insights.

Enhanced Subject Knowledge: Continuous learning ensures that teachers remain well-informed about their subject matter. This knowledge is then passed on to students, resulting in a more comprehensive and up-to-date curriculum. It also encourages teachers to explore and adopt more effective teaching methods, resulting in engaging and impactful lessons that cater to diverse learning styles (O'Sullivan, 2019).

Student Engagement: Updated teaching methods and fresh insights gained through CPD can make lessons more engaging and relevant to students, fostering a more positive learning environment. Continuing Professional Development (CPD) often promotes student-centered and personalized learning approaches, which can lead to improved individualized support and attention for students (Rogers, 2017). Continuing professional Development also leads to personalized learning in the sense that it often emphasizes individualized and student-centered teaching approaches, enabling educators to tailor their instruction to the diverse needs of their students.

Professionalism: Continuing Professional Development (CPD) encourages educators to uphold high professional standards, which can lead to improved classroom management, ethics, and

communication with students and colleagues (Pisani, 2019). When teachers model the importance of continuous learning through Continuing Professional Development, they inspire students to adopt a lifelong learning mindset, empowering them to pursue knowledge outside of the classroom.

Innovation and Adaptation: As education evolves, CPD helps teachers adapt to new technologies and teaching trends, ensuring that they remain adaptable and responsive to changing educational needs. Thus, Continuing Professional Development introduces educators to new educational resources, technologies, and materials that enhance the learning experience (OECD, 2016).

Increased Confidence: Teachers who participate in Continuing Professional Development tend to feel more confident in their abilities, which can positively impact their teaching and interactions with students. It can also lead to improved assessment in such way that Continuing Professional Development (CPD) leads to the development of more effective assessment methods, providing valuable feedback to students and helping them understand their progress (CIPD, 2017).

Networking and Collaboration: CPD often involves networking opportunities, enabling teachers to collaborate with peers, share ideas, and learn from each other's experiences. Moreover, engaging in Continuing Professional Development can increase educators' motivation and enthusiasm for teaching, which can positively influence student motivation and engagement (Lepine & Pruitt, 2020). Engaging in Continuing Professional Development can also open up opportunities for career advancement, leadership roles, and specialization within the field of education.

Enhanced Student Outcomes: Ultimately, the combination of these effects can lead to improved student outcomes, including higher achievement levels, increased motivation, and a deeper love

of learning (Johnston, 2018). Continuing Professional Development also promotes innovative Pedagogy by encouraging the use of innovative pedagogical techniques, fostering creativity and critical thinking among students.

In summary, Continuing Professional Development (CPD) is a vital component of maintaining and enhancing the quality of teaching and learning, benefiting both educators and students alike. Continuing Professional Development plays a crucial role in improving the quality of learning by equipping educators with the knowledge, skills, and attitudes necessary to create a dynamic and effective learning environment that benefits students (Mtunda and Safuli, 1997).

2.6 Challenges facing the implementation of Continuing Professional Development

Trainings

Despite its significance, Continuing Professional Development initiatives encounter various challenges. Different authors have written on a number of challenges in CPD implementation. These challenges deal with the duration and time constraints; resource constraints, resistance to change, travel difficulties, the quality of CPD programs including the expertise of facilitators, the use of the cascade mode of training, abandonment of CPD training sessions by some teachers due to lack of their involvement in planning and designing of the content to be included in CPD programs as well as lack of recognition and awareness. These challenges are discussed in details below starting with duration and time constraints.

2.6.1 Duration and Time Constraints

Professionals often face time constraints due to heavy workloads and personal commitments, making it challenging to allocate time for CPD activities. Balancing work, family, and CPD requirements can be a significant challenge. Teachers' time factors relate to work-time and

personal and family time. Heavy teacher workloads take away much of teachers' free time and reduce their intentions to participate in CPD activities. Also, the intensity of participation in CPD can support or hinder participation (Avalos, 2011). Studies have suggested strategies for providing adequate time for teachers to participate in CPD activities. Ozer (2004), for instance, proposed that CPD activities be integrated into teachers' working schedules at school. Others have suggested extending the school day or year, taking some time from existing school schedules, and buying and restructuring time (Corcoran, 1995; Raywid, 1993).

Several authors including Penuel, Fishman, Yamaguchi & Gallagher (2007) have pointed out that a common criticism of professional development activities designed for teachers is that they are too short and offer limited follow-up of teachers once they begin to teach. This results in teachers either assimilating teaching strategies into their current repertoires with little substantive change or rejecting the suggested changes altogether (Coburn, 2004; Tyack & Cuban, 1995). Brown (2004) argues that professional development that is of longer duration and time span is more likely to contain the kinds of learning opportunities necessary for teachers to integrate new knowledge into practice. This argument was supported by a study by Supovitz and Turner (2000) which employed hierarchical linear modeling to examine the relationship between professional development and the reformers' vision of teaching practice. Supovitz and Turner's (2000) study found that longer durations of professional development were needed to create "investigative cultures" in science classrooms, as opposed to small-scale changes in practice. Further, Armour & Yelling (2004) and Connelly & James (1998) quoted in Sinelnikov (2009) argue that evidence exists suggesting that sporadic 'one-off' professional development activities are unlikely to have lasting impact upon teachers' practice.

Related to the duration of CPD programs is the challenge of timetabling CPD programs. Issues of timetabling of CPD program activities to accommodate teacher preferences can contribute to the failure of the program if it is not handled carefully. Sometimes providers are very unresponsive to the preferences of teachers when timetabling CPD activities (Gray, 2005). In such cases, training might be offered mid-term, during busy periods, or at long distances from schools. According to Gray's (2005) findings, teachers usually prefer to engage in training when things were quieter at school, particularly at the beginnings and endings of school terms. Some teachers preferred 'twilight' sessions given after school, during the late afternoon and early evening, whereas others found these too draining after a full working day.

Further, Gray (2005) noted that some teachers were happy to give up a day or two of their holidays each year to attend conferences or training sessions. Others felt that they needed the holidays to recover from the demands of term time, or to care for dependents. Gray (2005) also reported teachers who preferred online learning, so they could participate in training at their own convenience, according to their own interests. This was of particular value to some teachers with dependents, who described feelings of being 'overlooked' and 'left out' of career-related training owing to time and financial constraints associated with family life. However, this is only possible in countries which are technologically advanced and not countries like Malawi where internet services in rural schools are non-existent.

From the above discussion, it would appear that the duration or time span for CPD program implementation is critical in achieving success of such programs. The longer the duration for training, the greater the probability of such a training resulting in teacher change and consequent improvements in learning outcomes. Similarly, the shorter the duration for training, the lower the

chances of such programs resulting in teacher change. As noted earlier, it has to be borne in mind that the process of teacher change is a gradual process, hence, teachers need to be supported over a longer period of time during the implementation of what they learn from CPD programs (Guskey, 2002). However, the major challenge to the design of CPD programs that spread over longer periods of time, especially in many developing countries lies in the financial as well as material resources to sustain such programs.

Further, teachers seem to have different preferences of timetabling the CPD programs. Designers or providers of CPD programs need to be aware of the individual preferences and to design their programmes in such a way that they take into account those individual preferences. They can offer a variety of courses throughout the year, to accommodate these different preferences as highlighted by Gray (2005). Otherwise the attendance of teachers of CPD programs which do not fit into their schedules may be haphazard.

2.6.2 Resource Constraints/ Inadequate Financial Resources

Financial resources can hinder professionals' ability to engage in CPD (Inkson & Jackson, 2018). Availability and accessibility of relevant CPD resources and materials can vary. Professionals may struggle to find quality resources suitable for their specific needs, which can impact the effectiveness of their CPD efforts. Apart from that, there is also high Cost. Some Continuing Professional Development activities, such as conferences or workshops, may involve expenses related to registration fees, travel, and accommodation. Limited financial resources can hinder professionals' ability to engage in certain CPD opportunities.

Almost all CPD programs need a certain amount of monetary and material inputs to run. It does not matter whether it is on-school or off-school site based CPD. Mohammed (2006) reports that

budgets for CPD activities in Nigeria are often small and indeed rarely allocated and where available, funds are inadequate and often misused. In Zambia, due to limited resources for In-service training, the government has come up with strategic approaches to the provision of INSET that includes demand driven programs, school focused programs held in schools or resource centres, cascade models for special subjects and cost effective programs (Tindi, Shanyinde, Banda & Banda, 2001). Similarly, in South Africa, the government adopted the cascade model of training teachers following curriculum reviews due to financial constraints. This is because the model is seen as cost effective (Shez, 2008).

Developed countries also face their own challenges when it comes to funding for CPD programs. For instance, Merson (1989) bemoans the control of funding for INSET in the United Kingdom as well as the wide disparity among local authorities in the provision of INSET. Merson (1989) further writes that it could not be guaranteed that the funds calculated within the Rate Support Grant for Local Education Authorities expenditure in the UK on in-service training would in fact be used for that purpose. This is an indication that funds intended for CPD activities in different countries, may not necessarily be used for such a purpose and Malawi might not be an exception.

Without financial resources, CPD programs cannot run. These programs need financial resources for logistical purposes. These may include transportation, buying of materials to use during and after the training, paying allowances to resource persons and participants and paying for accommodation of participants if the training is an off-school site based CPD program. Governments need to commit themselves to CPD program budgets and ensure that they are used for the intended purpose. Cost effective ways of running effective CPD programs need to be explored so that the programs do not suffer much due to limited funding.

2.6.3 Resistance to Change

Some professionals may resist adopting new practices or technologies, impeding the success of CPD initiatives (Vandewaetere et al., 2018). In addition to that, some professionals may resist engaging in CPD due to a complacent mindset or a fear of stepping out of their comfort zone. They may see CPD as an additional burden and fail to recognize the long-term benefits it can bring.

2.6.4 Travel difficulties

This is one common limitation to attending CPD programs. Gray (2005) reports that some teachers based outside London had difficulties in finding the time and funding for travel costs to attend courses in the capital, and they expressed a preference for locally based training. Headteachers outside London also described the negative effect that high travel costs had on balancing CPD budgets within their schools. London based teachers described the difficulties in travelling around the capital, and the disproportionate amount of time that this could take.

Travel difficulties are a genuine concern and indeed they can be a challenge to both the CPD program designers as well as the participants. This is especially the case with off-school site based CPD programs where teachers operate from their working places to the training venues designated by the CPD program facilitators (Back *et al.*, 2009). In developing countries where teachers get low salaries that do not even suffice for their basic needs till the end of the month, teachers may face the challenge of how and where to get money for transport to the workshop (World Bank, 2007). In typical rural schools, teachers and CPD program facilitators may face problems of access to CPD program centres, especially during the rainy season. Again in some rural schools where the main mode of transportation is hiring a bicycle, teachers may face problems of arriving at the workshop venues very late when sessions are already in progress (Selemani-Meke, 2013).

2.6.5 Poor quality of CPD programs due to Lack of expertise of facilitators

A good quality CPD program leaves teachers satisfied and eager to implement what they have learned from the CPD program whereas a poor quality CPD program leaves teachers frustrated and full of regrets for having attended the program. In a study reported by Gray (2005) on participation in subject-based continuing professional development for teachers in the UK, it was divulged that headteachers expressed difficulty in linking the impact of CPD with classroom outcomes and wondered whether the impact of CPD justified the investment of resources. Teachers criticized training providers who were disorganized, rambling, poor at public speaking, cut sessions short, and who failed to take into account different learning styles, levels of ability and prior knowledge amongst the teachers attending the course (Gray, 2005). As educators themselves, teachers felt justified in demanding high standards of preparation and delivery. Wight & Buston (2003) concur with Gray (2005) when they assert that in-service education programs often fail because they are built on a 'deficit model' and therefore emphasize inadequacies rather than identifying and developing teachers' existing strengths. In a deficit model, teachers' individual knowledge, understandings and beliefs are not sufficiently recognized by those designing the CPD courses.

2.6.6 The use of the Cascade mode of training

This mode of training hampers the quality of CPD training because it dilutes information. In the Cascade mode of training, the idea is that top-level personnel are trained intensively; they in turn train the next level personnel, and so on till all available personnel have been trained by the level above them (Dove 1983; Johnson, 2000; Hayes, 2000). The model assumes, of course, that 'top-down' training can disseminate good educational concepts and practices to successively larger numbers of personnel in a relatively short time. It is almost inevitable, given the gaps in

professional expertise in secondary teacher training running right through the system, that the dissemination of improved practices from top down will be rather weak. Dove (1983) alleges that new ideas and skills will be communicated only in so far as the trainers are fully at ease with them. Meanwhile, conventional ideas and habits will be discarded slowly. This is also supported by other studies which have criticized the use of the cascade model in most formal Continuing Professional Development programs, claiming that the ‘cascading’ of information results in the ‘watering down’ and / or misinterpretation of crucial information. Hence, the messages become diluted and distorted at each level of the cascade model (Khulisa, 2001 cited in Engelbrecht, Ankiewicz, & de Swardt, 2007). Further, the trainers during workshops, especially those involved in the cascade model of training, lack confidence, knowledge and understanding to manage the training process (Engelbrecht *et al.*, 2007).

In South Africa, this was the approach that the South African Department of Education relied on for In-service training of teachers when Outcome Based Education (OBE) was introduced (Ono & Ferreira, 2010). At the top of the structure was the National Department itself which trained personnel from the Provinces, who in turn trained personnel from the Districts. The latter were charged with the responsibility of training personnel from circuits and key teachers, who were then expected to train colleagues at the school level for the implementation of change. Shezi (2008) conducted a study in South Africa which aimed at exploring the experiences of teachers in their training and development through the cascade model for the implementation of Integrated Quality Management Systems. The study found that the cascade model failed to yield effective learning on the part of the trainees and that, after training workshops, the teachers went back to their schools with some knowledge gaps.

From what has been discussed, it appears that the cascade model of training has been utilized in In-service education because of its cost effective nature, in that, those who have been trained can then train others, thus limiting expenses. In addition to being cost effective, the model allows for training in stages so that progress can be monitored and information can be disseminated quickly and to a large number of teachers within a short period of time. However, it appears that the use of the cascade model of training greatly challenges the successful implementation of a CPD program because the quality of the information that is passed on to the teachers at the grassroots level is compromised. To expect teacher change through such a process is just being overly presumptuous.

2.6.7 Abandonment of CPD Training Sessions by some Teachers due to lack of teachers' involvement in planning and designing of the CPD programs

The literature, for instance, Clarke & Hollingsworth's (2002); Cohen & Hill (1998); Guskey (1986); and Kennedy (1998), has emphasized the lack of success of most CPD programs. Several explanations have been suggested, some at the individual and others at the school level. Some argue that teachers' individual knowledge, understanding and beliefs have not been sufficiently recognized by those developing courses, since teachers will only adopt new ideas if they are fairly congruent with their own (Hamilton & Richardson, 1995). Some reasons have touched on the course content offered at the CPD programs. For instance, Gray (2005) writes of some teachers who criticized CPD providers for failing to tailor their courses sufficiently to the subject matter, instead, running the same course under different titles to maximize income. Gray (2005) had encountered teachers who described how they had left one course at lunchtime and gone back to school, as they felt it was of such a low standard that they could not justify spending time at the afternoon session. Teachers, being loyal to their learners, frequently describe feelings of guilt and

professional negligence if they take a day away from the classroom to attend a course that fails to offer anything of use to their learners.

However, the challenge for CPD program implementers is to tailor their course content in such a way that it takes into account inputs from teachers themselves; and that it meets the expectations of the teachers. Otherwise course content if not well designed, can be a challenge to the successful implementation of a CPD program.

2.6.8 Lack of employers' Recognition of importance of CPDs

Some employers may not value or recognize the importance of CPD, hindering employees' motivation (Harte, 2016). On other hand, Professionals may not be fully aware of the importance and benefits of CPD, or they may underestimate its impact on their careers. This lack of awareness can lead to a reluctance to invest time and effort into CPD activities.

2.7 Strategies for improving the CPD Programs for Teachers

This section discusses studies conducted elsewhere on strategies for improving the Continuing Professional Development for teachers. These strategies are explained in details below starting with the process of teacher change.

2.7.1 Bottom-up planning and designing of CPDs

Teacher change is a complex process as highlighted by writers such as Andreassen *et al.* (2007); Clarke & Peter (1993); Clarke & Hollingsworth (2002); Cobb, Wood, & Yackel (1990); Desimone (2009); and Guskey (1986) among others. Continuing Professional Development program implementers need to be aware of what is involved for teachers as well as the CPD providers to achieve the goals of an effective CPD programme. These goals include the need to initiate change in the classroom practices of teachers, change in their attitudes and beliefs, and

change in the learning outcomes of students. They also need to be aware of the order in which the change progresses. According to Guskey (1986), significant change in teachers' attitudes and beliefs occurs primarily after they gain evidence of improvements in student learning. These improvements typically result from changes teachers have made in their classroom practices.

Guskey's (1986) assertion was further verified by a study conducted by Sinelnikov (2009) which aimed at providing a description and evaluation of an on-site professional development program and its essential elements for Russian Physical Education teachers as they learned to teach a novel curriculum. The results of the study supported the notion of a gradual process of teacher change in line with Guskey's model of teacher change (Guskey, 1986; 2002) which states that there is a certain order to the sequence of the three major outcomes of professional development. The significant changes in teacher beliefs and attitudes occur after they gain evidence of improvements in student learning. In turn, the improvements in student learning result from the teacher changing his/her classroom practices. Sinelnikov (2009) affirms that the study provided empirical evidence for this notion as teachers had difficulty letting go of the control of the events that transpired 'in the gym' until they saw evidence of the desired outcomes in student learning. This confirmation resulted in teachers attempting a different approach to teaching and developing a partnership with the students, which in fact is an alteration of teachers' prior beliefs about order and life in the gym. The findings also suggest that the process of teacher change may be more difficult for more experienced teachers. Unfortunately, the study did not go further to articulate how CPD programs for such experienced teachers that resist change should be conducted. This study gives some insights into CPD programs that cut across all the stages of teacher development. Realizing the complexity of the process of teacher change and the value of professional development for teachers, Gray (2005) in her study on a decline in participation in subject-based

continuing professional development for teachers, recommended that each teacher have a personal entitlement that would allow her / him to engage in subject-based training, relevant to his/her own skills and the needs of the learners as the teacher perceives them. This could be supplemented by a professional entitlement that promotes generic training, if necessary to fit in with the needs of school development plans and Government policy as appropriate. Gray (2005) argues that the introduction of a personal entitlement would also help to ensure equality of access to training, offering scope for monitoring participation in CPD according to gender, race, or disability, amongst other things.

Though Gray (2005) advocates giving teachers personal and professional entitlements to ensure that they attend subject-based CPD programs, the researcher feels that this recommendation is valid in countries where secondary school teachers specialize in subjects to teach. It does not hold for teachers in countries like Malawi where secondary school teachers specialize other area but also teach the subjects of other departments offered in the specific classes they are teaching. Nevertheless, Gray's (2005) recommendation gives guidance on how CPD programs should be conducted to ensure that each teacher gets a chance to participate.

2.7.2 Using Collective participation

Continuing Professional Development programme providers can deliberately plan for CPD programs to include a number of teachers from the same school, department, subject, grade or from nearby schools so that they support each other in line with what they learned from the CPD programme. This is called collective participation according to Bernauer, (2002). The benefit of collective participation, or 'participation of teachers from the same department, subject, or grade lies in the contribution to a shared professional culture and will more likely result in active learning opportunities (Birman et al., 2000). Sinelnikov's (2009) study on Sport Education also

touched on the same point when it found that collective participation encouraged sharing knowledge, provided the basis for peer support, and stimulated teacher reflection. In addition, teachers in the study developed a common understanding of goals, objectives, instructional strategies, and shared understanding of how to support effective student learning which allowed for considerable cooperation between teachers and created a sense of shared professional culture.

In an evaluation of a national Physical Education and school sports professional development programs in the United Kingdom, Armour and Makopoulou (2006) also confirmed the ability of teachers to engage in effective and sustained learning when teachers from the same school participate together in a continuous professional development activity. There is also some evidence suggesting that such an effect is long-term (Armour and Makopoulou, 2006). Further, Desimone *et al.* (2002) in their longitudinal study of Effects of Professional Development on Teaching Practice established that professional development is more effective in changing teachers' classroom practice when it has the collective participation of teachers from the same school, department, or grade. Adey, (2004) concurs with the above authors in emphasizing the need for a supportive change environment and that there must be collegiality among the teachers, the support of school management and, again, a strong sense of ownership. Adey (2004) further noted the fragility of sustained change in schools with high teacher turnover.

From this discussion, it shows that several authors including the researcher in this study agree that collective participation is very important in ensuring a supportive environment for teachers to implement what they learn from CPD training. However, the above studies have ignored the importance of teacher relationships within and outside the school. Teacher relationships play a great role if collective participation is to yield fruits in the schools. If teachers are not on good terms with each other, it will be difficult for them to support each other in implementing what

they learn from the CPD training even if they all participated in the training. Nevertheless, the findings on collective participation by the above studies were an inspiration for this study in that the researcher was guided on how CPD programs should be conducted.

2.7.3 Enhancement of Teacher networking

Teacher networking according to Gray (2005) is another learning opportunity where teachers from different schools network and help each other grow professionally by sharing experiences, doing team teaching, observing each other teach, planning lessons together and doing many more things related to their profession together. In a study in the UK, conducted by Gray (2005) on teacher networking, it was observed that teachers were enthusiastic about networking and learning opportunities that took place outside school. They reported that although these opportunities took relatively little time out of their working lives, they found them stimulating and refreshing, and that they assisted in their overall professional development. Studies conducted by Wenger (1998), and Riding (2001) found similar results. Gray (2005) also noted that many teachers expressed great enthusiasm for observing peers teaching the same or similar subject areas. The ability to visit other schools was felt to be extremely important, as it prevented staff teams from becoming too introspective. Teachers felt that peer observation was an extremely cost-effective and time-effective professional development opportunity. They argued that, in the present uncertain funding climate for CPD programs in most countries, this was one method of training that could play a more important role within schools. Further, in networking, there is collaboration.

Ashton & Webb (1986) captured in an Advisory Committee of Mathematics Education (ACME) Report (2006) on ensuring effective Continuing Professional Development for teachers of Mathematics in primary schools in the UK, argue that collaboration encourages risk taking, learning from mistakes and sharing strategies. This has arisen from concerns that,

“Opportunities for teacher learning focus almost exclusively on activities or methods of teaching and seldom attempt to help teachers develop their own conceptual understanding of the underlying mathematical ideas, what students understand about those ideas, or how they learn. ... Programs that provide readymade, worked-out solutions to teaching problems should not expect that teachers will see themselves as in control of their own learning (p.20)”.

Recently, researchers have been turning their attention to investigating what forms of primary mathematics CPD are ‘generative’; that is, those that continue beyond the ‘life’ of professional development. Collaborative CPD with colleagues would seem to be one approach (ACME report, 2006).

From this discussion, teachers value networks and find them useful in improving their classroom practices. They provide them with an opportunity to go out to other schools on education visits and learn from colleagues how they handle similar classroom challenges. Above all, teachers in networks encourage each other on how best to deal with issues that negatively impact the teaching and learning process. Noteworthy, however, is the fact that the effectiveness of teacher networks is dependent on a number of factors, one of which could be how conversant the teachers are with the issues that they want to address through the network. If all the teachers in a given network are limited in content or pedagogical skills and other skills required in solving their challenges, then the network would be rendered useless. Nevertheless, networks are asserts in the effective implementation of CPD programs as they provide a foundation for collaboration and support.

2.7.4 Provision of enough Funding for CPD activities

Money is a valuable resource as far as professional development is concerned (Gray, 2005). Without money CPD programme implementation will be a non-starter. It does not really matter whether it is off-school site or on-school site based CPD, that is, both forms of CPD require money. However, money like time, is a scarce resource and usually a limiting factor in the implementation of most CPD programs for teachers. In a study in the UK, conducted by Gray (2005), it was found that teacher enthusiasm for CPD was tempered in many cases by frustration at existing structures for planning, resourcing and delivering CPD. Emphasizing this point, Gray (2005) writes that,

“Unregulated free market with no system of quality assurance meant that time and money was being wasted on courses of dubious quality. Erratic funding patterns meant that it was hard to plan effective CPD programs from year to year. Varying distribution of CPD funding across the regions has resulted in a 'postcode lottery' of provision, with some teachers feeling overlooked, and others feeling barely able to address their CPD needs on top of their already considerable workloads (p.26)”.

The above discussion shows that enough funding is paramount for the successful running of CPD training sessions. Without enough funding, CPD programs cannot run. These programs need financial resources for logistical purposes. These may include transportation of the facilitators and trainees, buying of materials to use during and after the training, paying allowances to facilitators and participants and paying for accommodation of trainers and participants if the training is an off-school site based CPD program. Governments need to commit themselves by allocating enough CPD program budgets and ensure that they are used for the intended purpose.

Cost effective ways of running effective CPD programs need to be explored so that the programs do not suffer much due to inadequate funding.

2.7.5 Using Experienced and highly qualified CPD program facilitators

One of the major determining factors of good quality CPD programs for teachers is the professional experiences / qualifications of the CPD programme facilitators. Just like in a study conducted by Burchinal, Cryer, Clifford, & Howes (2002) which confirmed that the quality of early education programs is strongly associated with the qualifications of the programmes' teachers, the same applies to the quality of CPD programs for secondary school teachers. Experience coupled with good professional qualifications of the CPD programme facilitators play a role in the good delivery of lessons during the training. Similarly, a study conducted by Neuman & Cunningham (2009) in Michigan on the impact of professional development on teacher knowledge and quality early language and literacy practices in centre - and home-based care settings, suggested that, to meet the demands of quality teaching, trainers need to know not only what to teach but how to teach it effectively. They need to understand what individual teachers bring to the training, their cultural histories, building upon their prior knowledge in a way that engages the teacher's understanding of the concepts at hand. All this is not possible if the facilitators are limited in both subject and pedagogical content. Hence, this study endeavoured also to find out the professional experiences as well as qualifications of the CPD facilitators in Lilongwe Rural East, as this plays a critical role in the successful implementation of CPD programs.

2.7.6 Allocation of enough time and duration for CPD Training Programs

This chapter has already unveiled the necessity of treating in-service professional growth as a process that continues over time, and needs regular and long-term support. This has been verified by different studies. One such study was conducted by Wiesenmayer & Koul (1999) in West Virginia, on the Level of Internet use among Science Teachers involved in a Professional Development Project. The study found that there was a significantly higher level of Internet use among completers of the Rural Net courses (those that were exposed to a longer period of training, in this case, one year of training and support), implying that sustained in-service teacher training helps teachers to develop the most effective ways to use network technologies with students.

Similar to these findings was that of Sinelnikov (2009) on a study of Sport Education in Russia. The study involved teachers and researchers holding briefing and debriefing meetings twice a week prior to and after the teachers taught the lessons. Similar to findings from other projects such as Project Science (Birman *et al.*, 2000), such extensive involvement resulting from an extended duration contributed to and facilitated the high-quality substance of the programme. Askew, Brown, Rhodes, William & Johnson (1997) captured in an ACME Report (2006) on ensuring effective Continuing Professional Development for teachers of Mathematics in primary schools report on extended CPD of at least 14 days, as having a statistically significant effect on teachers' beliefs and practices and on children's learning. Furthermore, the report indicates that at least 2 years is needed for real change to come about, and that new classroom practices only become embedded after around 30 hours of trying them out (Adey, 2004). However, Desimone (2009) notes that though research has not indicated an exact duration for effective CPD training, there is evidence that activities that are spread over a semester (or intense summer institutes with follow-up during the semester) and include 20 hours or more of contact time are more effective.

In addition to CPD programme providers taking into consideration the length of CPD programs, other writers have suggested that In-service meetings need to be held at times that do not disrupt teaching, for example, after school hours or during weekends (NSTED, 2007).

The findings of the different studies above on the time and duration of CPD programs, identify time as another very valuable resource as far as effective implementation of CPD programs is concerned. CPD programme providers need to be aware of when and how long to conduct their CPD programs so as to achieve their intended purposes. “One shot off” workshops of just a few hours or days do not mean much to teachers and they are considered a waste of the teachers’ valuable time. The findings of different studies discussed above guided this study in determining how much time is allocated for CPD activities in Lilongwe Rural East as well as gaining input from teachers on their feelings about the time and their preferences in terms of how long CPD activities should be conducted in the district. The findings of the other studies were used as benchmarks in responding to the question of how much time is allocated for CPD trainings in Lilongwe Rural East.

2.8 Chapter Summary

In brief, this chapter highlighted literature reviewed from related studies. The literature presented the definition of the term “Continuing Professional Development”, categories of CPDs, importance of CPDs, course content of CPD programs, influence of CPDs on the quality of teaching and learning, challenges facing the implementation of CPD training programs for teachers and strategies for improving the CPD training programs for teachers. However, none of the reviewed literature focused on the Continuing Professional Development Framework trainings in the secondary schools in Malawi. This suggests that little research has been done on this topic. The next chapter discusses the methodology that was employed in this study.

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Chapter Overview

This chapter describes the methodology that was used to carry out the study on the implementation of the CPD framework trainings in the secondary schools in Lilongwe Rural East. The chapter has discussed related issues to methodology such as research paradigm, research approach, research design, research sites and participants, sampling procedures, data collection methods, data collection instruments, reliability and validity information or trustworthiness and ethical considerations, and how the data was interpreted and analyzed.

3.1 Research Paradigm

The social phenomenon has to do with experiences from the perspectives of the individuals (Lester, 1999). Therefore, it was imperative to use interpretive inquiry which would help the researcher to find out what happens, how it takes place and why it happens in that way. Using the interpretive research paradigm would not only allow the researcher to scrutinize the phenomenon under study, but would also enable him to explain the situation in a nuanced way. It also provided the researcher with the best opportunity to establish the necessary understanding from engagement with the participants (McMillan & Schumacher, 2006, p. 15 Creswell, 2012). Using this approach, the researcher would construct understandings of teachers' experiences and practices in the implementation of the Continuing Professional Development (CPD) framework trainings in the secondary schools in Malawi.

3.2 Research Approach

This study used qualitative approach method of research which employed a case study design. The qualitative research uses methods of data collection and analysis that are not quantitative in nature and aims at exploring or describing experiences of the respondents (Creswell, 2009). This

study complied to qualitative research approach because qualitative research is interested in gaining insight and understanding of a phenomenon (Creswell, 2009), just as this study tries to gain insights and understanding of the implementation of the Continuing Professional Development framework trainings in the secondary schools in Malawi. It assumes that multiple realities are socially constructed through individual and collective definitions of a situation (McMillan & Schumacher, 1993). The study assumes that teachers and head-teachers construct realities in their schools respectively, individually and through interactions with their fellow teachers and learners. In so doing, they adapt, transform or interpret a CPD framework training to suit their situation. According to Creswell (2009) and Denzin & Lincoln (2000), qualitative research is described as an interpretive and naturalistic approach to the world. This study satisfied these descriptions because data was collected in the natural setting and was interpreted in order to construct meaning from the data. The strength of qualitative design is that it enables collection of multiple accounts of an experience across participants as well as individual accounts in specific contexts. The aim of this study therefore, was to examine the implementation of the continuing professional development framework trainings in the secondary schools in Malawi which is in accordance with qualitative research approach.

3.3 Research Design

As already mentioned above, this study used a case study design. In a case study, a single case is studied in depth, which could be an individual, a group, an institution, a program or a concept (Creswell, 2009; Polit & Beck, 2008). A case study design has a potential to enable the study of things in detail and explain why certain things happen (Creswell, 2009). With case studies, it is possible to gain a unique perspective of a single individual or group (Denscombe, 2003). This research adopted a case study design because it focused on examining the implementation of the

CPD framework trainings in the secondary schools in Malawi. The use of multiple cases in this study created opportunities for within- case and across-case approaches of data analysis to be done and to determine the worthiness of the study (Creswell, 2009). Case studies, however, are faulted for questionable credibility of generalizations. There is a perception that there is a general difficulty in defining boundaries of the cases, problems of negotiating access to study settings and the effect of the observer on the natural setting (Denscombe, 2003). However, this is a simplistic way of looking at case studies based on some misunderstandings. Such misunderstanding can be the belief that all research should always aim at generalizable findings. Such a belief contradicts the important role that specific information about particular case helps in understanding the phenomena.

3.4 Sampling Method of the Research Site and Participants

The setting or site of the research and schools were selected with a view that they would provide the desired data. The sampling approaches for the research site and participants have been described in details below:

3.4.1 Research Site

The study was conducted in four secondary schools in Lilongwe district. The district of study was purposively selected because it is one of the districts where Continuing Professional Development framework trainings are being implemented. Therefore, it was easy for the researcher to collect data from the district as this would make him easily access the targeted schools.

3.4.2 School Sample

The study used purposive sampling of the schools to be involved in the study. The four schools were purposively sampled because it is where the CPD framework trainings were being

implemented which was the target of this study. The researcher conducted this study in four community Day secondary schools namely: A, B, C and D. It would therefore be hypothesized in this study that examining the implementation of the Continuing professional development framework training in the four secondary schools studied in Lilongwe Rural East was applicable to most of the secondary schools in Malawi.

3.4.3 Participants Sample

The four head teachers involved in the study were purposively sampled because they were the key role players in ensuring the implementation of Continuing Professional Development framework training at school level. Head-teachers are the chief supervisors of CPD framework trainings implementation at a school level. Teachers were randomly sampled because there were many teachers at each secondary school but the researcher only interviewed four teachers at each school using random sampling. Moreover, this study also used snowballing sampling to choose the National trainers of CPD framework trainings. In snowballing sampling technique, one identified National CPD framework trainer identified the other two National CPD framework trainers involved in this study. Therefore, the involvement of the National trainers of CPD framework trainings, head teachers and teachers helped in collecting data on the implementation of the Continuing Professional Development framework trainings in the secondary schools in Malawi. Therefore, four teachers were selected at each school making the total of sixteen. Therefore, this study used twenty three participants in total, that is, three National trainers of CPD framework trainings, four head teachers and sixteen teachers.

3.5 Data Collection Methods, instruments

In this study, two methods of collecting data were used. The data collection methods that were used in this study were document analysis, and face to face interviews (Creswell, 2009). These

methods were chosen because they provided the necessary information that helped the researcher to gain insight into an understanding of the head-teachers and teachers' perceptions on the implementation of the continuing professional development framework trainings in the secondary schools in Malawi. These methods were chosen because they are in accordance and consistent with the qualitative research methods. In addition to that, the two methods complement each other to provide methodological triangulation in the study (Creswell, 2009; Cohen & Manion, 1986). Methodological triangulation helped to cross check the credibility of the data in this study. The results of the study were analyzed using thematic content analysis method. According to Creswell (2009), this method of data analysis is described as a way of analyzing data by organizing it into categories on the basis of themes, concepts or similar features.

Moreover, methodological triangulation helps to cross check the reliability or the worthiness of the data of a study and that is why this study used interviews.

The methods of collecting data have been discussed in details below:

3.5.1 Semi-structured face to face interviews

Face to face interviews were used to collect data from the National Trainers of the CPD framework trainings, headteachers and teachers of the selected secondary schools. These interviews were individual and "semi-structured." The individual interviews were adopted in this study over group interviews because the interviewees had more freedom to express their thoughts especially on the implementation of the Continuing Professional Development framework trainings in the secondary schools in Malawi. In addition to that, some National trainers of the CPD framework trainings, head-teachers and teachers would not be free to express themselves openly on the sensitive issues if interviewed in a group. The interviews that were used in this

study were “semi-structured” because the questions were open ended or flexible. In semi-structured interviews, the interviewer generally starts with some defined questioning plan, but pursue a more conversational style, that may see questions answered in an order merely natural to the flow of the conversation. The interviewee on the other hand has the freedom to say whatever comes to mind (Cohen and Manion, 1986). According to Cohen and Manion (1989), the semi-structured interview allows the interviewer greater scope and depth to probe and expand the interview responses. Cohen and Manion (1989, p. 309) argue that, ‘the semi-structured interview is an open situation having greater flexibility and freedom’. All the interviews were transcribed. Two copies of the transcripts were made for each interview and one copy was sent to the interviewee for comments where interviewees would feel that the transcripts had not fully represented what they would have intended to say. The data collection instrument that was used in semi-structured face to face interviews was an interview guide with question items regarding the implementation of the CPD framework trainings in the secondary schools in Lilongwe Rural East. Data was also captured using long hand and a voice recorder.

3.5.2 Document Analysis

This method was used to validate data received from school managers and teachers (Maree, 2007). This included National CPD framework document, staff minutes, CPD files, log books and CPD folders. The documents helped the researcher to check the content covered in the CPDs. It also assisted the researcher to find out methodologies or approaches to the trainings including training participants. The Continuing professional development documents also helped the researcher to cross check the types of the CPD framework trainings received by teachers and the challenges faced during the running of CPDs. To cite an example, almost the majority of school managers

and teachers received the CPD framework trainings. However, they also faced many challenges during the CPD training sessions.

The researcher was aware that document analysis is another important supplementary tool for the gathering of data in studies of this kind. The researcher accessed CPD implementation reports from CPD programme facilitators or the National trainers. These reports were scrutinized to get a good view of the implementation process. Visitor's books in schools that were visited were also checked for frequency of visits of CPD framework training facilitators and the main purpose of their visits.

The National CPD framework document was reviewed and analyzed in order to find out the content, methodologies and resources prescribed by the Ministry of Education which were expected to be covered and used in the delivery of the CPDs. The data from the CPD framework document analysis would be used to establish as to whether the content, the methodologies and the resources used in the delivery of the CPDs at school level were those prescribed in the National CPD framework. Document review guideline was the data collection instrument that was developed and used as a checklist for analyzing the National CPD framework document.

3.6 Data Analysis Procedures

Analyzing qualitative data involves understanding how to make sense of text and images so that one can form answers to research questions (Creswell, 2012, p. 236). The data analysis of this qualitative study followed the six-step model as presented by Creswell (2012, p. 237). The first step involved preparing and organizing the data for analysis. This began with transcribing the recorded data (spoken word or field notes) into typed word files. The process of converting

audiotape recordings or field notes into text data is termed transcription. Therefore, the data was transcribed manually.

In addition, within this first step, the researcher decided to analyze the data manually with minimal use of a computer. The hand analysis of qualitative data involved the researcher in reading, marking the data, and dividing it into parts. Traditionally, analyzing text data involved cutting and pasting text.

The second step involved the researcher's initial exploration of the data. The researcher read through text data to get a sense of the whole interview transcription and the field notes. The researcher read through the text several times to develop a more general picture of the data.

The third step was coding. This is the process of segmenting and labelling text to form descriptions and broad themes in the data using numbers or letters. While initially, the researcher read the whole text, at this stage, he divided the text into segments of information and labelled those segments with codes. After coding the whole text, the researcher made a list of all code words. Similar codes were grouped to reduce overlap and redundancy. Finally, the researcher collapsed codes into themes. Themes (also called categories) are similar codes aggregated together to form a major idea in the database.

The fourth step was representing the findings through narratives and visuals; the fifth involved interpreting the meaning of the results by reflecting personally on the impact of the findings and on the literature that might inform the findings. The final step was validating the accuracy of the findings. This included referring to critical literature related to the study.

3.7 Trustworthiness

Credibility, dependability, transferability and confirmability are the four widely used criteria for evaluating trustworthiness of quality qualitative research (Cohen et al., 2007). Since Bryman (2012, p.71) highlighted that case study research aims to generate an intensive examination of a single case, it is important for the information to be confirmable for the audience to be convinced about the credibility and significance of the interpretations offered. This ensures the trustworthiness of the research. Trustworthiness involved checking the accuracy of the findings (Creswell, 2012). Therefore, this study ensured trustworthiness by triangulation of information by obtaining it from different sources such as National trainers, Headteachers and teachers. The study also piloted the data collection instruments in order to refine the items in the data collection instruments so that the question items would collect the required data. The study also triangulated data collection methods by using face to face semi-structured interviews, and document analysis. Finally, the preliminary findings of the study were shared with participants for them to confirm whether the data collected from them was correctly captured. Eventually, the findings of the study were trustworthy.

3.8 Ethical Considerations

The researcher ensured that the study adhered to all ethical requirements by obtaining permission from Mzuzu University Research Ethics Committee to conduct this study. Permission was also sought from the Education Division Manager of the Central West Education Division and the Head-teachers of the sampled schools to participate in this study for the researcher to be allowed to collect data from the schools. As advised by Creswell (2012) participants were made aware of their right to refuse or participate in the study.

All names of the National trainers of the CPD framework trainings, headteachers and teacher participants and the names of their schools were represented with pseudonyms throughout this study in accordance to the standard requirements of Mzuzu University.

The researcher endeavoured to ensure the anonymity of the respondents from data collection to data analysis by ensuring that the personal details of the respondents did not appear anywhere in the instruments. The respondents' details were excluded in analysis especially during coding. The researcher ensured to cite all the sources and not to plagiarize any other person's work. The information gathered was used for the purposes of research and the information was made available to the respondents who were asked to have their voice recorded.

3.9 Limitations of the Study

Although the study has found interesting results, it is important to recognize that the current findings also have limitations. Firstly, the study only involved four community Day secondary schools in Lilongwe Rural East while in Malawi there are many secondary schools, as such the results could not be generalized to all the secondary schools in Malawi. Secondly, this qualitative study may have limited application in other contexts other than those in which it was carried out. This is because the current study only focused on the implementation of the Continuing Professional Development framework trainings in the secondary schools in Malawi. Therefore, there is a need to conduct a similar study in the primary schools in Malawi.

3.10 Research Dissemination Strategy

Preliminary findings of the study were shared with the participating institutions for confirmation and later published copies for practitioner learning purposes. Bound copies have been submitted

to Mzuzu University for assessment and public access through the library. Resources permitting, the findings of this study will be published in professional journals for wider circulation.

3.11 Chapter Summary

This chapter has discussed the design and methodology used in this study. The qualitative research approach which employed a case study design was used in this study. This study targeted four community Day secondary schools and all these schools were from Lilongwe Rural East. The participants involved in the study were the National trainers of the CPD framework trainings, headteachers and teachers. The participants were selected using purposive, random and snowballing sampling techniques. Semi-structured face to face interviews and document analysis were used to collect data. Thematic analysis was used to analyze the data. Issues of validity, reliability, trustworthiness, data analysis and ethical considerations were also discussed in the chapter.

CHAPTER 4: FINDINGS AND DISCUSSION

4.0 Chapter Overview

This chapter presents and discusses the findings of the study in relation to the literature review. The chapter provides description of the study participants, analysis of the nature of the Continuing Professional Development framework trainings for teachers, the influence of the Continuing Professional Development framework trainings on teachers' classroom practices in the secondary schools in Malawi, the challenges faced by the Continuing Professional Development framework trainings in the secondary schools in Malawi and the strategies for improving the Continuing Professional Development framework trainings in the secondary schools in Malawi.

This study examined the implementation of the Continuing Professional Development framework trainings in the four Community Day Secondary schools in Malawi. All these four community Day Secondary Schools were from Lilongwe Rural East in the central region of Malawi. The researcher gave pseudonyms A, B, C, and D to these secondary schools to protect their identities.

The study used a qualitative research approach. Data was collected through semi-structured face-to-face interviews and document analysis. Data was analyzed thematically. According to Braun and Clarke (2012), thematic analysis is a method for systematically identifying, organizing and offering insight into themes across a dataset. The method involves coding and analyzing qualitative data systematically, which can then be linked to broader theoretical or conceptual issues (p.1). The detailed approach taken to analyze the data is presented in sub-sections 4.1 and 4.2 below:

4.1 Analysis of face to face interviews data

The analysis of interview data began by listening to the audio recordings and then transcribing them. After transcription, the researcher read all the interview transcripts to get a better sense of the data. In the course of doing that, the researcher attempted to identify key themes and patterns from the data.

4.2 Transcribing the Data

By reading through all the interview transcripts, the researcher selected one transcription, read through and identified key points to be coded. All the codes were written on the margins of the paper. The researcher followed this procedure until all the transcribed interviews were covered. Conclusions on the findings were drawn from the themes.

The following section presents the key findings of the study, starting with a description of the research participants.

4.3 Description of Research Participants

This section highlights the demographic information and characteristics of the research participants. The information presented includes the participants' sex, qualifications, age, and their education experience where applicable. The research informants were the National trainers of the continuing professional development framework trainings, headteachers and teachers. The demographic information of the study participants has been presented in the sub-sections below:

4.3.1 Gender of the Participants

In total, the study involved twenty three participants. Out of these, eleven were females and twelve were males. In terms of categories, there were three National trainers of the continuing

professional development framework trainings (2 females and 1 male), four headteachers (1 female and 3 males), and sixteen teachers (8 females and 8 males). The National trainers of the continuing professional development framework trainings, the headteachers and teachers participated through one-on-one interviews. These teachers were assigned the anonymous identities of 1-4 at each secondary school that corresponded with their school. On the other hand, the four community Day Secondary schools involved in the study were given pseudonyms A to D while the National trainers of the continuing professional development framework trainings were assigned numbers 1 to 3 following the same order.

4.3.2 Age of the Participants

Data revealed that ages of the participants ranged from thirty four to fifty eight years with the majority being above forty two years. This meant that most of the participants involved in the study were cognitively mature enough to grasp the concept of examining the implementation of the Continuing Professional Development framework trainings in the secondary schools in Malawi.

The fact that most of the study participants were cognitively advanced in age (above 34 years), the researcher hypothesized that teachers would possibly find it easy to implement the knowledge and skills gained through the Continuing Professional Development framework trainings in their respective schools. This was because flexibility to incorporate emerging issues usually increases with advancing age and experience.

The findings on participants' academic qualifications and professional experience have been presented in the following sub-sections.

4.3.3 Academic Qualification and professional Experience of the National trainers of the Continuing professional Development Framework Trainings

Data revealed that the academic qualifications of the National trainers of the Continuing Professional Development framework trainings ranged from Bachelor's Degree to Master's degree. For example, out of three national trainers of the CPD framework trainings involved in the study, two had Bachelor's degrees and one had Master's degree. That is, data on National trainers of the CPD framework trainings' qualifications revealed that they were well educated academically thereby increasing the chances of apparently being able to impart knowledge to headteachers and teachers on examining the implementation of the CPD framework trainings in the secondary schools in Malawi.

The study also investigated the experience of those National trainers of the CPD framework trainings who were involved in the study. The data showed that all of them had enough experience. That is, two out of three had five years of working experience as National trainers of the CPD framework trainings while the remaining one had four years of working experience in training the headteachers and teachers on the CPD framework trainings. The characteristics of the National trainers of the CPD framework trainings are summarized in the Table 4.1.

Table 4. 1 : Summary of the National Trainers' Characteristics

National Trainer of the CPD	Sex	Age	Academic Qualification	Experience of the National Trainer
1	Female	42 Years	Bachelor's Degree	5 Years
2	Male	43 Years	Master's Degree	5 Years
3	Female	44 Years	Bachelor's Degree	4 Years

4.3.4 Academic Qualification and professional Experience of the Headteachers

Data revealed that the academic qualifications of the headteachers ranged from Diploma in Education to Bachelor's Degree in Education. For example, out of four headteachers involved in the study, two had Bachelor's Degrees in Education while the remaining two had Diplomas in Education. That is, headteachers' qualifications revealed that they were well educated academically thereby increasing the chances of apparently being able to enhance the implementation of the CPD framework trainings at school level.

The study also investigated the experience of those headteachers who were involved in the study. The data showed that all of them had enough experience. The teaching experience of the headteachers ranged from nineteen years to thirty three years while their professional experience as the headteachers ranged from seven years to eighteen years. That is, headteacher of secondary school A had thirty three years of teaching experience and sixteen years of experience as a

headteacher, headteacher of secondary school B had twenty nine years of teaching experience and seven years of experience as a headteacher, headteacher of secondary school C had also twenty nine years of teaching experience and eighteen years of experience as a headteacher while the headteacher of secondary school D had nineteen of teaching experience and nine years of experience as a headteacher. This data really shows that all the four headteachers involved in the study were knowledgeable enough on the concept of the implementation of the CPD framework trainings in the secondary schools because they had enough teaching experience and also working experience as the headteachers. The characteristics of the headteachers have been summarized in the Table 4.2.

Table 4. 2: Summary of the Headteachers' Characteristics

Headteacher	School	Sex	Age	Academic Qualification	Headship Experience
1	A	Male	58 Years	Diploma	16 Years
1	B	Female	47 Years	Bachelor's Degree	7 Years
1	C	Male	55 Years	Diploma	18 Years
1	D	Male	50 Years	Bachelor's Degree	9 Years

4.3.5 Demographic Information of Teachers

In addition to the headteachers, the researcher also interviewed sixteen teachers from the four community Day secondary schools in Lilongwe rural east, that is, four teachers at each secondary school and the following was their biographic data. The data revealed that all the sixteen teachers involved in the study, eight were females and the other eight were males. Their ages ranged from thirty four to fifty five years with work or teaching experience ranging from eight years to thirty years. In terms of their Professional qualifications, the range is from the Malawi School Certificate of Education (MSCE) or T2 Teaching Certificate to Bachelor's Degree in Education. The characteristics of teachers have been summarized in the Table 4.3.

Table 4. 3: Summary of the Teachers' Characteristics

Teacher	School	Sex	Age	Professional Qualification	Teaching Experience
1	A	Female	37 Years	Diploma	13 Years
2		Male	34 Years	Diploma	10 Years
3		Male	54 Years	MSCE/ T2	28 Years
4		Male	51 Years	MSCE/ T2	24 Years
1	B	Female	38 Years	Degree	14 Years
2		Male	35 Years	Degree	8 Years
3		Female	45 Years	Degree	20 Years
4		Male	48 Years	Degree	22 Years
1	C	Male	55 Years	Diploma	30 Years
2		Female	49 years	Degree	23 Years
3		Male	50 Years	Degree	22 Years
4		Female	37 Years	Degree	12 Years
1	D	Female	46 Years	Degree	20 Years
2		Male	52 Years	Degree	24 Years
3		Female	48 Years	Degree	22 Years
4		Female	44 years	Degree	19 Years

4.4 Key Research Findings on the Implementation of the Continuing professional Development Framework Trainings

The study set out to examine the implementation of the Continuing professional Development framework trainings in the secondary schools in Malawi. The study had four objectives as follows; firstly, to investigate the nature of the Continuing Professional Development framework trainings for teachers. Secondly, to analyze the influence of the Continuing professional Development framework trainings on teachers' classroom practices in the secondary schools in Malawi. Thirdly, to assess the challenges faced by the Continuing professional Development framework trainings in the secondary schools in Malawi and finally to explore the strategies for improving the Continuing Professional Development framework trainings in the secondary schools in Malawi.

The key findings for these four objectives are presented in the sub-sections below starting with the nature of the Continuing Professional Development framework trainings for teachers.

4.4.1 The Nature of the Continuing Professional Development Framework Trainings for Teachers

This study set out to establish the types of trainings which teachers and headteachers involved in the study received through the Continuing professional development framework trainings. The study found that headteachers and teachers were trained in the community of practice, continuous assessment, lesson planning, classroom management, inclusive or Special Needs Education, teaching methods and positive disciplining of students.

These key themes have been discussed in details below:

4.4.1.1 The Community of Practice

In terms of the types of the continuing professional development framework trainings which the headteachers and teachers received, the study found that the community of practice is one of them. For example, out of twenty three participants which included the National Trainers, the headteachers and teachers, twenty of these participants indicated the community of practice as one of the types of the CPD framework trainings. For example, when asked through the interviews about the types of trainings which the National trainers were giving to teachers, National trainer 1 explained that, *“We trained the teachers in the community of practice so that they might know the advantages of working in groups to address individual challenges in a particular area of study”*.

Similarly, all the headteachers involved in the study explained that they were trained in the community of practice. For example, headteacher of secondary school A had this to say,

“We were trained in the community of practice. The Community of practice refers to teachers of the same subject area coming and working together to address individual challenges in lesson delivery. Teachers conduct lesson analysis starting with preparation, delivery and analysis or evaluation. On the part of learners, community of practice is where learners are assigned different tasks and responsibilities to meet the lesson demands in time such as making sure that materials are available before the teacher comes in to class such as taking in advance dusters, chalk, flip charts and pentel markers among others”.

Likewise, teachers involved in the study explained that they were trained in the community of practice. For example, teacher 1 of school A had this to say, *“We were trained in the community of practice. This training has helped us to improve our teaching classroom practice”*.

This finding concurs with Learning For All Organization assertion (2016), which indicated that the community of practice (CoP) is a group of people who share a common concern, a set of problems, or an interest in a topic and who come together to fulfill both individual and group goals. Communities of practice often focus on sharing best practices and creating new knowledge to advance a domain of professional practice. Interaction on an ongoing basis is an important part of this. Therefore, this study has established that the training in the community of practice which the teachers and the headteachers involved in the study received has really helped them to work cohesively which in turn improved their teaching.

4.4.1.2 Classroom Management

The study also found that the classroom management is another type of the training which the headteachers and teachers involved in the study received through the CPD framework trainings. For example, out of twenty three participants involved in the study which included the National trainers, the headteachers and the teachers, all of them mentioned classroom management as one of the types of the CPD framework trainings. For example, National trainer 2 had this to say,

“We trained headteachers and teachers in the classroom management. The purpose of this training was to equip the teachers with the different skills of handling the large classes and difficult students”.

Similarly, headteachers involved in the study explained that they were trained in the classroom management. For example, headteacher of secondary school A explained that,

“We were trained in the classroom management. The knowledge and skills we acquired through the training has helped me and my teachers to improve our teaching practice. We have got few teachers at this school and we do not have enough classrooms as well. We teach more than one hundred students in some classes like forms one and two. This training has answered our prayer because now I and my teachers are able to handle the large classes or overcrowded classes without any problem. Indeed, the Ministry must continue giving us such types of trainings because they are helping us a lot”.

Likewise, all the teachers involved in the study explained that they were trained in the classroom management. For example, teacher 2 of secondary school A had this to say,

“There are more than one hundred students in forms one and two at this school. The skills of classroom management which I gained at the CPD framework training has assisted me to be able to manage the large classes without any problem which has greatly improved the learners’ performance”.

The findings of the CPD framework training in classroom management which teachers and headteachers involved in the study received have revealed that teachers and headteachers were really helped to gain the new skills of managing the large classes and difficult students because most of the rural community Day secondary schools in Lilongwe and Malawi as whole are congested since the performance of students who are selected to learn there is average as compared to the students selected in convention, district or National secondary schools.

This finding concurs with Pidarta (1998) who indicated that class management is a part of school organization which determines the quality of education. Good management is management that

does not deviate far from the concept, and is in accordance with the object being handled and the organization it is in (Pidarta, 1998). The achievement of teaching objectives is a measure of teaching success is very dependent on the ability to organize classes that can create situations that allow students to learn, so that it is the starting point for successful teaching. By reviewing the basic concepts of classroom management, and studying various management approaches and trying them out in various situations and then analyzing them, the result is systematically expected that every teacher will be able to manage the learning process better (Yamin & Maisah, 2009). The teacher is expected to be able to create an effective learning environment and manage the class in order to increase the teacher's role in the teaching and learning process and student learning outcomes.

4.4.1.3 Inclusive Education/ Special Needs Education

The study also found that the headteachers and teachers involved in the study were trained in inclusive education or special needs education. For example, when asked through the interviews about the types of the trainings which the National Trainers were giving to the headteachers and teachers, out of twenty three participants involved in the study which included the National Trainers, the headteachers and the teachers, eighteen of these participants indicated inclusive education or special needs education as a type of the CPD framework training given to the teachers and the headteachers. For instance, National Trainer 3 explained that,

“We trained teachers in special needs education. Our target was to equip the teachers with different skills on how to assist students with various impairments and how to detect students with disability. On teaching and learning materials, we taught them that before bringing them to class, the teacher should be aware of the extent to which such materials enhance or limit learning. A good teaching and

learning material should simplify complex concepts for students. The teacher should also ensure that the materials do not discriminate against certain students”.

Similarly, headteachers involved in the study explained that they were trained in special needs education. For example, headteacher of school D had this to say, *“We were trained in special needs education. We gained several skills of handling learners with impairments”.*

Likewise, teachers involved in the study also explained that they were trained in special needs education. For example, teacher 2 of school A had this to say, *“We were assisted much on how to write on the chart so that students with visual impairment can be able to see clearly what has been written”.*

This finding concurs with Favazza et al. (2000) who indicated that just like any other child, children with special needs are truly included in the mainstream classroom only when their teachers and peers appreciate them. There is need for teachers to create a positive environment where the classroom becomes a community in which each member is socially accepted. Teachers are critical in creating this positive classroom environment in terms of their attitude, expectations and collaborative skills (Favazza et al., 2000). In agreement, Mastropieri and Scruggs (2001), observed that learners have a tendency to emulate their teacher’s example as their model. Therefore, teachers need to be exemplary in their attitudes and behavior towards children in their class. In addition to this, there is also need to enhance teacher-learner relationship. Teachers should make a deliberate effort to facilitate maximum interaction among learners with various capabilities. Such efforts include involving children in group activities and rotating leadership roles to give chance to every child including girls and those with disabilities. Apart from helping children to improve their relationships and acquire leadership skills, this practice also helps them develop a sense of belonging.

The study has also revealed that at the centre of a successful inclusion of learners are the teaching strategies that teachers use to deliver content. Effective teaching and learning involves participation of both the teacher and the learner (Mtunda and Safuli, 1997). Tom et al, (2004) indicate that children with disabilities may profit directly from the same type of strategies that benefit all children. However, as the teacher prepares lessons, he or she needs to consider the extent to which the chosen methods are inclusive in relation to the diversity of abilities in his or her class. There is need for the Ministry of education to put more emphasis on providing teachers with the basic skills for handling children with various disabilities. To ensure adequate acquisition of this skill, training practice evaluation instrument needs to include it more explicitly.

Much as teachers may have the adequate basic skills for teaching students with special needs, there will be some cases that will require the expertise of a specialist. Therefore, this study urges the Government of Malawi through the Ministry of Education to ensure that schools across the country have adequate and accessible specialist teachers to provide assistance to special cases of disabilities. In connection with this, it is necessary for referral institutions for students with special needs to be sufficiently accessible.

4.4.1.4 Continuous Assessment

The study also found that headteachers and teachers were trained in how to conduct continuous assessment effectively. Continuous assessment means assessing aspects of learners' knowledge and understanding throughout their course as opposed to a final examination. Continuous assessment looks at the students' overall capabilities in the form of regular assignments. It provides a more accurate and complete picture of the student's level and their understanding of what they have learned. Continuous assessment allows both the student and their teacher to understand where they need to improve at an earlier stage. Any particular 'problem areas' can be

addressed at a much earlier stage of the learning process. Therefore, this study has revealed that the training in continuous assessment which both headteachers and teachers involved in the study received has greatly encouraged the students to use their knowledge on a more frequent basis. When asked through the interviews about the types of the CPD framework trainings which the National Trainers were giving to teachers and headteachers, all the twenty three participants involved in the study which included the National Trainers, headteachers and teachers mentioned the continuous assessment as a type of the training given to the headteachers and the teachers. For example, National Trainer 2 had this to say,

“We trained teachers on the continuous assessment. We saw it wise to train them on this aspect because most students perform poorly in rural community Day secondary schools especially during the national examinations because teachers do not know the advantages of administering such type of assessment. Therefore, the training in continuous assessment has helped the teachers to provide feedback to the students at regular intervals that help in assessing the progress of learning and in taking corrective action accordingly”.

Similarly, all the headteachers involved in the study explained that they were trained in the continuous assessment. For example, headteacher of school A had this to say,

“We were trained in the continuous assessment. Previously, my teachers were resisting from administering it. But now I am happy because my teachers were trained in this and they are able to administer it frequently following the right procedure. This has helped in evaluating progress for individuals and groups of students”.

Likewise, teachers involved in the study also remarked that they were trained in the continuous assessment. For example, when asked through the interviews about the types of the trainings which the National trainers were giving, teacher 2 of school D had this to say,

“We were trained in the continuous assessment. Previously, it was difficult for us to administer the continuous assessment because we didn’t know the benefit of it. Therefore, the Continuing professional Development framework training came at the right time whereby we gained the different skills on how best we can conduct the continuous assessment. Now we are able to administer it the way it was supposed to be done which has assisted many students to put much effort in their studies to avoid failing. This has also made many students to perform well at this school because there is a lot of competition among students since we normally announce the names of those students who have performed very well during the assembly and the best performing students also receive gifts which has really motivated our students to start working harder”.

This finding concurs with NEP (2020) which indicated that continuous assessment is vital for improving the quality of education in schools. Continuous assessment refers to the practice of assessing students’ progress and learning throughout the academic year, rather than just at the end of the year through a final examination. It involves the use of a variety of assessment methods, such as quizzes, assignments, projects, presentations, and tests, to evaluate students’ understanding of the subject matter. The implementation of continuous assessment brings about significant changes in the education system. By using multiple assessment methods, providing regular feedback, and personalizing students’ learning experiences, continuous assessment will

help students develop a deeper understanding of their subject matter and improve their overall learning outcomes (NEP, 2020).

4.4.1.5 Lesson Planning

A lesson plan is the teacher's road map of what students need to learn and how it will be done effectively during the class time. Having a carefully constructed lesson plan allows a teacher to enter the classroom with more confidence and maximizes teachers' chance of having a meaningful learning experience with students. The study found that the teachers and headteachers were trained in the lesson planning. For example, when asked through the interviews about the types of the CPD framework trainings which the National Trainers were giving to the teachers and the headteachers, out of twenty three participants involved in the study which included the National trainers, the headteachers and the teachers, seventeen of these participants mentioned the lesson planning as one of the types of the CPD framework trainings. For example, National Trainer 3 explained that,

“We trained the teachers and the headteachers in lesson planning. We were informed in advance by headteachers through their cluster leaders and the Central West Education Division coordinator that most teachers in the community Day Secondary schools in Lilongwe rural east do not write the lesson plans. Therefore, we had the discussion with the Division Manager on the need to teach the teachers on the importance of lesson planning. During the training, we taught the teachers that a successful lesson plan addresses and integrates three key components, namely: learning objectives, learning activities and the assessment to check for student understanding. All the headteachers who attended the training commended us for bringing in that aspect of CPD because previously in their schools, teachers

were resistant to write the lesson plans and the training has sensitized the teachers to prepare well for all the lessons which has also helped them to teach with confidence”.

Similarly, headteachers involved in the study reported to the researcher during the interviews that they were trained in the lesson planning. For example, headteacher of school C had this to say,

“We were trained in the lesson planning. As of now, I am happy because my teachers are able to prepare well before going to class than before which has assisted many students to enjoy learning. There is a great change now at this school in terms of student’s performance because the knowledge of the lesson planning which the teachers acquired at the CPD framework training has assisted them to teach the students in logical sequence”.

Likewise, teachers involved in the study also explained to the researcher during the interviews that they were trained in the lesson planning. For example, teacher 1 of school C had this to say,

“We were trained in the lesson planning. Right now we are able to write lesson plans in advance and daily which gives us confidence when teaching. This has helped us a lot because learners are also able to understand the content very well than before which is very good. Moreover, lesson plan is assisting me to manage time properly because it reminds me what to do in particular time during lesson delivery”.

This finding concurs with education Scientists who believe the opinion that good teaching requires a good planning and this plan must be determined in advance (Frotan, 2007, p. 200). Teaching without a pre-planned program is a blind work and designing without implementation

is a fruitless activity that will only adorn the pages of paper (Sha'bani, 2011, p. 247). In simple words, the lesson plan is a plan that the teacher prepares to create effective learning in the students (Aghazadeh, 2014, p. 235). In other words; the lesson plan is a teacher's guide and a regular and organized framework for educational events (Sha'bani, 2011, p. 247). The lesson plan consists of planning and organizing the activities that the teacher and students do on the way to achieve the learning goals. The lesson plan actually deals with how to organize and present the material in a way that has a logical form so that a topic is conveyed to the students in an appropriate way. The existential philosophy of the lesson plan, which is also called educational design or textbook is one of the skills before teaching and one of the most important skills of the teaching profession (Molki, 2013).

4.4.1.6 Innovative Teaching Strategies

Innovative teaching strategies is the process of proactively introducing new teaching strategies and methods into classroom. The purpose of introducing these new teaching strategies and methods was to improve academic outcomes and address real problems to promote equitable learning. The study found that teachers and headteachers were trained in the innovative teaching strategies. For example, when asked through the interviews about the types of the CPD framework trainings which the National Trainers were giving to the teachers and headteachers, out of twenty three participants involved in the study which included the National Trainers, the headteachers and the teachers involved in the study, Nineteen of these participants indicated the innovative teaching strategy as one of the types of the CPD framework trainings. For example, National trainer 1 explained that,

“We trained the teachers and headteachers in the innovative teaching strategies.

During the training, we emphasized much on the modern teaching strategies that

are learner centred in nature. We did that because it is the wish of the Ministry of Education that every teacher should promote learners' participation during the learning process.

Similarly, headteachers involved in the study explained that they were trained in the innovative teaching strategies. For example, when asked through the interviews about the types of the CPD framework trainings they received, headteacher of school B had this to say, “*We were trained in the innovative teaching strategies. These new teaching strategies put a learner in the forefront. They trained us that learners must dominate in every lesson*”.

Likewise, teachers involved in the study explained through the interviews that they were also trained in the innovative teaching strategies. For example, teacher 2 of school A had this to say,

“We were trained in the innovative teaching strategies such as grouping students. Now I am able to put the students in groups according to the recommended number such as five to seven students in one group instead of ten or more. I also consider gender when grouping them to make sure that every group should have students with mixed sex such as two females and three males and vice versa. Group work has assisted students to share ideas and skills which in turn has started yielding good results like boosting student's performance. This has also greatly improved the relationship among students which has also assisted me to teach well than before because I am able to give them the group work and students receive it positively and do it the way it was supposed to be done”.

This finding concurs with Assali (2015) who indicated that learners today are in need of new methods and techniques in acquiring both theoretical and practical knowledge to equip

themselves with skills for tackling various life challenges. Therefore, schools, colleges, and universities need to embrace innovative teaching methods in their approach. These teaching approaches help the learners to think critically, solve problems efficiently, collaborate effectively, and manage themselves competently. Some concepts of this teaching method makes use of cooperation, digital apparatus, and skills of problem solving to find out suitable answers to the questions. Through this method, the students develop in-depth knowledge of the content, power of critical thinking, creative potential, and communication skills (Assali, 2015).

4.4.1.7 Positive Disciplining of Students

Positive disciplining of students is a more effective way to manage misbehaving students in the classroom, rather than using punishment or rewards. It allows students to learn and adapt their behaviours to meet expectations in the classroom, while simultaneously teaching them how to make better choices in their path to adulthood. When asked through the interviews about the types of the CPD framework trainings given to the headteachers and teachers, out of twenty three participants involved in the study which included the National trainers, the headteachers and the teachers, fourteen of these participants mentioned the positive discipline of students as one of the types of the CPD framework trainings. For example, National trainer 2 had this to say,

“We trained teachers in the positive disciplining of students because previously we have been hearing news that students have resorted into vandalism due to disagreements with their teachers and the administration. This has been happening because most school managers and teachers didn’t know the steps or right procedures of correcting deviant behaviours among students. Instead, they were using harsh treatment and sometimes corporal punishments which made students to be angry and start vandalism. Therefore, the training in the positive disciplining

of students greatly assisted both teachers and headteachers to start treating the students well because now they know what to do when such scenarios happen in their schools which we think would enhance cordial relationship between the teachers and students”.

Similarly, headteacher of school B remarked that,

“We were equipped with the good techniques of disciplining students because previously when a student has misbehaved we were rushing to tough punishment so that such student should get a lesson yet it was a wrong method. Now, we have learnt that sometimes, it is better to teach the students who have misbehaved a lesson by showing them love through positive reinforcement. The training has really greatly helped my teachers to improve and start treating the students well which has also strengthened cordial relationship between teachers and students”.

Likewise, teachers involved in the study also reported to the researcher through the interviews that they were trained in the positive disciplining of students. For instance, teacher 1 of school C had this to say,

“We were trained in the positive disciplining of students. This time around, we are implementing this when executing our job. That is, we are able to handle the indiscipline cases among learners very well in the way that learners should benefit rather than demotivating them”.

This finding concurs with Assali (2015) who indicated that positive discipline (PD) is a teaching and parenting model that achieves a balance between two focal deliberations: effective teaching from one side, and respecting the rights of the child from another side. It puts emphasis on

supporting the moral behaviors of students and decreasing the bad behaviors without physical or verbal violence (Assali, 2015). Positive discipline contains providing positive support for good selections in addition to concerns for poor selections. It also discards the usage of violence as an instrument for teaching. It is about making a long-standing investment in a student's growth, instead of grasping for instant obedience (Naker & Sekitoleko, 2009). This means that positive discipline is a "preventive strategy" that focuses on guiding student's behavior through attention to their emotional and psychological requirements and desires. It is also considered a "supportive strategy" that is based on positive behavior, thus less need for corrective interventions. Therefore, the study established that teachers were trained to use positive disciplining of students in the classroom situations because it fosters a respectful and cooperative learning environment, encourages students to develop self-discipline and responsibility, and promotes social and emotional learning. This approach reduces behaviour problems by addressing their root cause, enhances student engagement, and builds a strong teacher-student relationship.

4.4.2 The Influence of the Continuing Professional Development Framework Trainings on Teachers' Classroom Practices

The second objective of the study was to analyze the influence of the Continuing Professional Development framework trainings on teachers' classroom practices in the secondary schools in Malawi. The study found that the CPD framework trainings influenced teachers' classroom practices in the following ways, starting with improvement of teaching skills.

4.4.2.1 Improvement of Teaching Skills

The study found that improved teaching skills was one of the influences of the Continuing professional development framework trainings on teachers' classroom practice. For example,

when asked through the interviews about the influence of the CPD framework trainings on teachers' classroom practice, out of twenty three participants involved in the study which included the National trainers, the headteachers and teachers, sixteen of these participants indicated improvement of teaching skills as one of the influences of the CPD framework trainings. For instance, National Trainer 1 had this to say,

“Yaaa, continuing professional development framework trainings helped teachers to know the modern methods of teaching and diverse of the knowledge and skills because if the teachers are at college or university, most of the things or work they do there are just theory, that is, pass and proceed. If they go on the ground or in the classroom situation they do not come practical. Then we gave them the CPDs because we wanted them to have the experience of the classroom activities. Through the CPDs we were able to give them the actual things that were supposed to be done when teaching and we were also able to equip them with knowledge and even modern skills on how to assist the learners for the betterment of Malawi”.

Similarly, headteachers involved in the study concurred with the National Trainers on the improvement of teaching skills. For example, headteacher of school A concurred with National Trainer 1 and explained that,

“Indeed, the CPD framework trainings helped to improve teachers' classroom practices by improving the teaching skills of teachers. He further explained that, “During the last training, my teachers and I acquired the modern teaching skills which have assisted us to teach effectively in classroom. I have also learnt new teaching methodologies, new teaching approaches and some of the skills that can be used in the classroom for effective teaching and learning. As a head of this

institution, these skills have assisted me on how to run the school very well in terms of records keeping and searching other important records which are kept by the headteachers”.

Likewise, teachers involved in the study remarked that the CPD framework training helped them to improve their teaching skills. For example, teacher 1 of school D remarked that,

“The CPD framework trainings have assisted us to be backed very well and now we are able to teach well in class which has helped the pass rate of students to improve at this school than before. For example, right now, this school is able to send some students to public universities which was not happening before. The modern teaching methods we are using during lesson delivery motivate students. This has helped the student’s attendance to improve at this school”.

This finding concurs with Johnston (2018) who indicated that continuing professional development helps to improve the teaching skills. Continuing Professional Development (CPD) allows educators or teachers to stay current with the latest teaching methods, technologies, and educational research. This helps them refine their teaching techniques and strategies, leading to more effective instruction (Johnston, 2018). Moreover, Continuing Professional Development helps educators or teachers to stay current with advancements in their field, allowing them to update and enrich the curriculum with the latest information and insights. In addition, Continuing Professional development helps to enhance the knowledge of Subject among teachers due to the new teaching skills acquired through the training. Continuous learning ensures that teachers remain well-informed about their subject matter. This knowledge is then passed on to students, resulting in a more comprehensive and up-to-date curriculum. It also encourages teachers to

explore and adopt more effective teaching methods, resulting in engaging and impactful lessons that cater to diverse learning styles (O'Sullivan, 2019).

4.4.2.2 Improvement of Teacher Professionalism

The coming in of the Continuing Professional Development framework trainings have helped to improve teacher's professionalism in most common areas of dressing, discipline and lesson delivery. Teachers are able to dress smartly than before and they are also able to display good behaviour towards the students. In support of the above argument, out of twenty three participants involved in the study which included the National trainers, the headteachers and teachers, eighteen of these participants mentioned improvement of teacher professionalism as one of the influences of CPD framework trainings on teachers' classroom practices. For example, National Trainer 3 had this to say through the interviews,

“Because of the introduction of the CPD framework trainings, most teachers are able to teach very well in the classroom which motivates learners to remain in schools. For example, the introduction of study circles in schools has helped students to perform very well at national level because they are able to help each other after knocking off. Moreover, teachers are also able to assist the learners after knocking off which has helped to boost students' academic performance”. She further explained that “Nowadays teachers are demonstrating good behaviour by being exemplary in many scenarios than before because they have realized that teaching is a noble professional”.

Similarly, headteachers involved in the study concurred with the National trainers by explaining that the CPD framework trainings have really helped to improve professionalism among teachers. For example, headteacher of school B concurred with the National Trainer 3 and explained that,

“Whenever the student has done something wrong, corrective measures are usually given after knocking off not within the learning period so that the student should not suffer in two different angles at the same time. This gives them opportunity to concentrate on their studies”.

Likewise, teachers involved in the study remarked that the CPD framework trainings have helped to improve their professionalism. For instance, teacher 2 of school C had this to say,

“Due to the coming in of the CPD framework trainings, we are able to differentiate what is bad and what is good. Now we are able to maintain discipline when we want to face the students because we learned during the CPD training that if we want our students to perform well, we must intensify discipline and for us to do this, firstly, we must discipline ourselves because charity begins at home. Right now, we are able to maintain social distance between ourselves and students in order to promote our respect”.

This finding concurs with Pisani (2019) who indicated that continuing professional Development plays a pivotal role in the improvement of teachers’ professionalism. Continuing Professional Development (CPD) encourages teachers or educators to uphold high professional standards, which can lead to improved classroom management, ethics, and communication with students and colleagues (Pisani, 2019). When teachers model the importance of continuous learning

through Continuing Professional Development, they inspire students to adopt a lifelong learning mindset, empowering them to pursue knowledge outside of the classroom.

4.4.2.3 Improvement of Students' participation in the teaching and learning process

The study found that the Continuing Professional Development Framework trainings have led to improved student's participation in the teaching and learning process due to the birth of the community of practice in schools. For example, out of twenty three participants involved in the study which included the National trainers, the headteachers and the teachers, twenty of these participants indicated improvement of students' participation in the teaching and learning process as one of the influence of the CPD framework trainings on teachers' classroom practices. For instance, the National Trainers involved in the study explained through the interviews when asked that the CPD framework trainings have helped many teachers to start engaging the students in lesson delivery than before. For example, National Trainer 1 explained that,

“The CPD framework trainings which we conducted have influenced the birth of the community of practice in schools which gives rooms to the students to perform different roles in class before, during and after the lesson. This has helped teachers to teach effectively because it has improved students' active participation in the teaching and learning process. Students know what to do in every lesson because of their thorough preparation”.

Similarly, all the headteachers involved in the study concurred with the national trainers by explaining to the researcher through the interviews when asked that the CPD framework trainings have helped teachers to start engaging students when teaching. For example, headteacher of school B explained that,

“Our teachers are able to deliver the lessons smoothly this time around due to the introduction of the community of practice here at our school. During the community of practice, learners are put into groups so that they should be given roles, for example, collecting materials from the staffroom and others are there as energizers and keep the class work. Some learners are given the task of recapping the lesson. These learners write the main points during lesson delivery so that they should go over them during the conclusion of the lesson. This gives opportunity to learners to be working on their own even when the teacher is out of the classroom before another teacher comes in which stimulates their thinking capacity. Due to the introduction of the community of practice, it is a must that each and every learner should have a role to perform in class which we never had before hence improved students’ active participation in the teaching and learning process”.

Likewise, teachers involved in the study reported to the researcher during the interviews that the CPD framework trainings have led to improvement of students’ participation in the teaching and learning process in such a way that some of these types of trainings have led to the birth of the community of practice in the rural community Day secondary schools. For example, teacher 2 of school C had this to say,

“The introduction of the community of practice at our school has improved students participants in the teaching and learning process. This has improved students’ performance and confidence because every student at our school is given the role to play in the classroom in each lesson. He further explained that, “Teacher-learner relationship has also improved. Right now, learners are able to approach us easily when they have serious problem. This has boosted their performance. For example,

pass rate has improved at national level at this school whereby most learners are being selected to public universities than before. This is a good development and the Ministry of Education should continue giving us many CPD framework trainings because they really help us to improve our classroom practices which benefit the students in the end”.

This finding concurs with Rogers (2017) who indicated that continuing professional development (CPD) enhances teachers to engage students in the lessons. Updated teaching methods and fresh insights gained through CPD can make lessons more engaging and relevant to students, fostering a more positive learning environment. Continuing Professional Development (CPD) often promotes student-centered and personalized learning approaches, which can lead to improved individualized support and attention for students (Rogers, 2017). Continuing professional Development also leads to personalized learning in the sense that it often emphasizes individualized and student-centered teaching approaches, enabling teachers or educators to tailor their instruction to the diverse needs of their students.

In addition, Lepine and Pruitt (2020) stipulated that the Continuing Professional Development helps in networking and collaboration. Continuing Professional Development often involves networking opportunities, enabling teachers to collaborate with peers, share ideas, and learn from each other's experiences. Moreover, engaging in Continuing Professional Development can increase teachers' motivation and enthusiasm for teaching, which can positively influence student motivation and engagement (Lepine & Pruitt, 2020). Engaging in Continuing Professional Development can also open up opportunities for career advancement, leadership roles, and specialization within the field of education.

4.4.2.4 Improved Teachers' Assessment Practices

The study found that the Continuing professional Development framework trainings improved teachers' assessment practices. For example, out of twenty three participants involved in the study which included the National trainers, the headteachers and teachers, nineteen of these participants indicated improved teacher's assessment practices as one of the influence of the CPD framework trainings on teachers' classroom practices. The National Trainers involved in the study explained through the interviews when asked that teachers are now able to administer the continuous assessment which is also referred to as on-going assessment because they equipped them with the better skills of conducting it. For instance, National trainer 1 defined the term "continuous assessment" as *the evaluation and analysis of an individual's learning performance over a given course*. She further explained that, *"Unlike one-time assessments, continuous assessment focuses on fostering improvement throughout the learning process with consistent feedback and guided learning"*.

Similarly, headteachers involved in the study also explained that the teachers' classroom practices has improved because the CPD framework trainings have led to improvement of teacher's assessment practices. For example, headteacher of school B had this to say,

"During our last CPD framework training, we learned how to assess learners, when to assess learners and the importance of assessing learners and giving feedback. Right now we are able to assess the learners effectively than before. After assessing the learners we are also able to mark their work in time and give feedback in time which has helped us to know the areas of improvement amongst ourselves and students".

Likewise, teachers involved in the study also agreed with the National trainers and the headteachers by explaining that the CPD framework trainings have improved teacher's assessment practices. They narrated to the researcher through the interviews that the continuous assessment which they conduct frequently has played a vital role in their classroom practices through encouraging student's growth. For instance, teacher 2 of school C explained that,

“The Continuous assessment which we conduct has assisted us to identify the learning gaps in our capacity as teachers. Because we conduct this type of assessment frequently, it has helped us to identify the learning gaps after marking which has also encouraged us to address any skill gaps or knowledge that might have missed from the course of teaching”.

This finding concurs with CIPD (2017) which indicated that the Continuing professional Development Framework trainings help to increase teachers' confidence. Teachers who participate in Continuing Professional Development tend to feel more confident in their abilities, which can positively impact their teaching and interactions with students. It can also lead to improved assessment in such way that Continuing Professional Development (CPD) leads to the development of more effective assessment methods, providing valuable feedback to students and helping them understand their progress (CIPD, 2017).

4.4.2.5 Improved Teachers' Inclusive Classroom Practices

The study also found that the Continuing professional development framework trainings improved teachers' inclusive classroom practices through the training on special needs education. This was indicated by fifteen participants out of twenty three participants involved in the study which included the National trainers, the headteachers and the teachers. The study found that the

training on special needs education played a crucial role on teachers' inclusive classroom practices. For example, National Trainer 1 explained that,

“The CPD framework training which we conducted last time helped teachers to improve their inclusive classroom practices through adaptation of teaching strategies which are inclusive in nature. We taught the teachers on how to incorporate their teaching strategies to accommodate students with diverse learning difficulties and learning experiences. This included modifying lessons plans, utilizing multisensory approaches and providing individualized support. These areas greatly assisted teachers to improve their inclusive classroom practices because the main goal of the Ministry of Education is to promote quality education for all”.

She further remarked that,

“We emphasized to teachers that students with disabilities learn better when instruction is differentiated to meet their unique needs. The Individuals with Disabilities Education Act (IDEA) in the United States, for example, mandates that teachers develop Individualized Education Programs (IEPs) for students with disabilities. This legal requirement forces teachers to shift from traditional teaching methods to more inclusive, student-centered approaches. This is what we also expect from our teachers to be doing because we want to ensure that every student has access to quality education regardless of any kind of disability because disability is not inability”.

Similarly, headteachers involved in the study concurred with the National trainers and explained through the interviews that the CPD framework trainings really led to the improvement of teacher's inclusive classroom practices. For example, headteacher of school B narrated to the researcher through the interviews that the CPD framework trainings had positive influence on teachers' inclusive classroom practices through the knowledge they gained through the training in Special Needs Education. She narrated that,

“My teachers and I learned special skills on how we can handle learners with special needs as you already aware that in our schools there are some learners who are under this category. The several skills we gained through the training in special needs education would assist us and our teachers to teach effectively students with disabilities in an inclusive classrooms because knowledge is power”.

Likewise, teachers involved in the study also explained that the training on special needs education assisted a lot in their inclusive classroom practices. For example, when asked through the interviews on the influence of special needs on their classroom practices, teacher 2 of school B had this to say,

“The training on Special Needs Education greatly assisted me because we learned several skills of handling students with disabilities in a classroom situation. For example, on assessment, we were assisted very much on how we can assist students with special needs in an inclusive classroom so that they could write well. For instance, we were taught different skills such as the arrangement of seating plan so that we could put them in the front or at the right position so that they should be able to see properly on the chalkboard”.

This finding concurs with OECD (2016) which indicated that Continuing Professional Development helps teachers adapt to new technologies and teaching trends, ensuring that they remain adaptable and responsive to changing educational needs. Thus, Continuing Professional Development introduces teachers to new educational resources, technologies, and materials that enhance the learning experience of all learners regardless of the type of impairment (OECD, 2016).

In summary, Continuing Professional Development (CPD) is a vital component of maintaining and enhancing the quality of teaching and learning, benefiting both teachers and students alike. Continuing Professional Development plays a crucial role in improving the quality of learning by equipping teachers with the knowledge, skills, and attitudes necessary to create a dynamic and effective learning environment that benefits students (Rogers, 2017).

4.4.3 Challenges Faced by the Continuing Professional Development Framework

Trainings in the secondary Schools in Malawi

The third objective of the study was to assess the challenges faced by the Continuing Professional Development framework trainings in the secondary schools in Malawi. The Continuing Professional Development framework trainings have been strongly promoted by the Ministry of Education and the Department of Teacher Education and Development (DTED) as a system for managing and monitoring teacher professional development. However, like every other human activities, there is no doubt that the practice of Continuing Professional Development framework trainings in the rural community Day secondary schools in Malawi are associated with some challenges. In the light of this, the study assessed the challenges faced by the Continuing Professional Development Framework trainings and these challenges have been discussed in the sub-sections below starting with inadequate financial resources for trainings.

4.4.3.1 Inadequate Financial Resources for Trainings

Most departments fail to achieve their objectives and targets due to lack of finance. For many years, the effective implementation of the CPD framework trainings in the rural community day secondary schools in Malawi have been hampered by inadequate funding, and this has limited the activities of the education sector in rendering efficient and effective service delivery (MoE, 2018). The Ministry of Education is struggling to meet its training needs to capacitate its teachers due to budget deficit. The organization of Continuing Professional Development framework training programs to enhance the performance of teachers in the country is hampered by inadequate funding. Tuffour (2017: 11) made the case that there is an imbalance in the global economy, with too many low-skilled workers and insufficient skilled people, in support of this claim. Lack of access to trained labour could cause an organization to become less competitive since they cannot benefit from lower unit prices and/or higher-quality products. Employees with the appropriate skill set are obviously in higher demand due to the skills deficit. Employers must arrange more training programs to provide workers with the appropriate skills they need to carry out their responsibilities to fill the open positions that require a specific level of knowledge (Bidwell et al., 2015: 9; Brymer et al., 2019; Adams, 2021).

The study found that the CPDs faced the challenge of inadequate financial resources for trainings. Due to this challenge, most CPDs have been postponed and at the same time fail to be implemented and even cancelled because of severe problems of poor allowances given to teachers and facilitators during the trainings. For example, all twenty three participants involved in the study which included the National trainers, the headteachers and teachers, indicated inadequate financial resources for trainings as one of the challenges faced by the Continuing Professional Development framework trainings. The National Trainers involved in the study explained through

the interviews when asked that they were failing to follow up as well as monitor the implementation of the CPD framework trainings in schools because the Government of Malawi through the Ministry of Education did not provide adequate funding to cater for their allowances, accommodation and training materials. For example, National Trainer 2 had this to say,

“After training the headteachers and teachers at national level, we were supposed to go in their respective schools to see whether they were implementing what they learned at the CPD Framework trainings or not, but monitoring does not happen. I can tell you that I have been a National Trainer of the CPD framework trainings for more than four years, but the Ministry of Education does not provide us with enough funding so that we could go in schools to monitor the implementation of the CPDs. What signal do they send? It means it is just a paper work. He further explained that the CPD framework training program is commonly considered as policy on paper for money, “We lack implementation because people consider it to say its policy on paper for money. Aaaa! There will be CPD framework trainings at Linde hotel for one week. What are we going to do? Common trends, we are going to do classroom management, how do we manage, how do we assess and how do we do this? Mudzaone anthu ambiri, kungofika timatani tikamaliza kusayina? Mudzamva.... Logistics, kungolandira sitipanga atendi, tipanga bwanji implement? (After the participants have signed the attendance register, they just rush to logistics. After receiving a token, they don’t attend. So how are we going to implement it), that’s policy on paper for money”.

Similarly, National Trainer 1 concurred with the National Trainer 2 and explained that one of the challenges faced by the CPDs is inadequate financial resources for trainings because of the

negligence of the Government of Malawi through the Ministry of Education to provide them with adequate funding. This is what she remarked,

“We fail to monitor the implementation of the CPD framework trainings due to inadequate financial resources to look for accommodation, allowances and transport. For us or for me to travel from here to Salima, I need transport. Yaaa, I cannot just go there and train people. How am I going to reach the place? It will be a problem. And again, I need to be accommodated there, that’s money. In other ways in general, it faces a challenge of inadequate financial support. For example, we conducted the CPD framework training in Liwonde at Zest Hotel. After conducting it at national level, I needed to train other teachers at district or cluster level. Finally, I need to monitor or do follow up in schools to ensure that they are implementing what they learned during the trainings. So for me to go and train others and at the same time monitoring its implementation, I need monetary support including the trainees. Where will that money come from? Sindingawuluketu (I cannot fly). Continuing Professional Development yo imatero kuti tidzitero ndithu (That’s according to the Continuing professional development framework policy). But this does not happen because the Ministry of Education does not provide adequate funding to carter for allowances, transport and accommodation. Koma tingakwanitse bwanji kukafika mmasukulu kuti tikayendere opanda ndalama? (So how can we manage to visit schools to monitor its implementation without money? Tilibe mapiko ife (we do not have wings). We need Government to be serious on this by providing us with adequate funding”.

Likewise, headteachers involved in the study also concurred with the National Trainers by explaining to the researcher through the interviews that the challenge faced by the CPDs was inadequate funding for trainings. For example, headteacher of school B had this to say,

“I regret to inform you that during our last training at national level, I only received peanut pay. However, others who came from very far were given an addition night allowance of MK20, 000 though was not enough also. How could they treat us differently yet it was the same training and we were both school managers? Could we say that the Government of Malawi through the Ministry of Education does not have adequate funding for such trainings? It is just a way of oppressing us the teachers. Therefore, it is very difficult for us to fully implement what we learned from the continuing professional development framework trainings because we are not the puppets but we are the professionals and we want fair treatment”. She further explained that *“Some teachers had negative attitudes towards continuing professional development framework trainings conducted at school level because of poor allowances. During the CPD framework training at school level, most teachers demanded much allowances for them to receive the knowledge and skills with keen interest. For example, during one of the CPD framework trainings at this school, one teacher remarked, “You received much money when you went to attend it at national level, why can’t you give us the same amount which you received? We are both teachers and everyone wants money. Don’t fool us here yet you pocketed a lot at the hotel where you were sent by the Ministry of Education. Make sure you are ready when you want to call us for such trainings. Otherwise, we have a lot of things to do. You see? That teacher thought that we received plenty of money at*

hotel where we attended the training yet we didn't. We are crying together pleading with the Ministry of Education to provide adequate funding to education sector so that our teachers and facilitators can receive what they were required to receive".

Furthermore, teachers involved in the study also explained to the researcher through the interviews that inadequate financial resources for trainings was the major challenge faced by the CPDs in this country. For example, teacher 2 of school A had this to say,

"We only received the lunch allowance amounting to K4000 each during the training which we attended here at school level. We were not provided with any packed meal to eat but we just received refreshments. How could they give us the peanut pay yet they pocketed enough allowances at the national level? This is very inhuman. Moreover, they did not give us opportunity to go to the market to buy food to eat yet they didn't provide us with a packed meal, instead, we just continued learning which made us to become tired and bored because resting was very important. Is this the way we should treat our teachers in this country? We are not animals, we are human beings and we must be treated very well. How can we implement what we learned at the training if they failed to give us enough allowance? We are the qualified teachers, we need to be treated better. We were told that at national and cluster level, they were treated very well during the trainings yet at school level they give us the peanut pay. This bad tendency must stop if they want to promote better education in this country. I think the Government through the Ministry of Education is not serious with the implementation of this Continuing professional development framework trainings. What matters most is

that they received funding from the donors and buy their expensive cars and build Mansions. That is the problem of our country”.

Given the above verbatim experts, it can be deduced that the education sector cannot function well without the financial support to accomplish its objectives. The lack of teacher development programs to provide teachers with the necessary abilities to execute their professions might be connected to a shortage of skills among teachers and low academic achievement.

These findings concur with Inkson and Jackson (2018) who indicated that resource constraints impede the implementation of what teachers learned from the Continuing professional Development framework trainings. Limited time and financial resources can hinder professionals' ability to engage in CPD framework trainings (Inkson & Jackson, 2018). Availability and accessibility of relevant CPD resources and materials can vary. Professionals may struggle to find quality resources suitable for their specific needs, which can impact the effectiveness of their CPD efforts. Apart from that, there is also high Cost. Some Continuing Professional Development activities, such as conferences or workshops, may involve expenses related to registration fees, allowances, travel, and accommodation. Limited financial resources can hinder professionals' ability to engage in certain CPD opportunities (Inkson & Jackson, 2018).

4.4.3.2 Inadequate Training materials

This was expressed as one of the critical challenges faced by the CPD framework trainings in Malawi. For example, out of twenty three participants involved in the study which included the National trainers, the headteachers and teachers, seventeen of these participants emphasized that one of the main factors hindering translation of what teachers learnt at CPD programs into

classroom practice was inadequate training materials at both national and school level. Teachers expressed similar sentiments. For instance, teacher 1 of school A complained that,

“Government is not serious in providing adequate training materials in schools. It is always talking of TALULAR but TALULAR is not always feasible. You can’t improvise projectors and textbooks”.

Textbooks were repeatedly mentioned as inadequate in the schools. In a normal situation, we expect the textbook- to-learner ratio to be 1:1; though some policy documents in Malawi such as the policy investment framework recommend 1 textbook per 2 learners (PIF, 2001). Unfortunately, what this study and some other studies have observed is that, in Malawi, the textbook- to-learner ratio can go as far as 1 textbook to 10 learners (CERT, 2009). At school C, teachers involved in the study explained that, *“You find a class where 1 textbook is being shared among 5 or more students during group work”*. Another study in Malawi conducted by Selemani-Meke (2010) revealed that in some schools, teachers use borrowed teacher’s guides or they do not use guides at all because the school does not have any. This leads to a situation where some teachers do not plan their lessons.

Thus, the study established that the CPDs faced a challenge of inadequate training materials. Many rural community Day secondary schools have a very few textbooks. Moreover, this study discovered that both the National Trainers and the headteachers were not involved in the planning of CPD framework trainings in most cases due to inadequate training materials. The National Trainers were just hired to go and facilitate and they were just oriented the areas of facilitation without proper arrangement. This was evidenced by the following response which the National Trainer 3 gave through the interview,

“During the facilitation of one of the CPD training at national level, we only used flip charts, markers and chalkboard. The Ministry of Education failed to provide us with good stationary such as projectors and computers in order to make the trainings more fruitful. This again indicates that the Ministry of Education is not serious with the CPDs because good materials are needed during facilitation so that the participants should really understand every step. Effective CPD relies on high-quality resources and materials that facilitate skill development. When training materials are inadequate or outdated, teachers may not gain the necessary knowledge or skills to enhance their teaching practices”.

Similarly, Headteachers involved in the study explained to the researcher through interviews that they failed to conduct the CPD framework trainings in schools due to inadequate training materials. For example, Headteacher of school D had this to say,

“We do not have enough funds to purchase the training materials at this school. Moreover, we have the challenge of shortage of text books more especially at humanity department. For example, at senior level, we only have three books for social studies. Therefore, because of inadequate resources you find that most of the lessons are teacher centred yet the continuing professional development framework trainings put much emphasis on learner centred teaching methods whereby learners must take an active part in every lesson. Moreover, we are also lagging behind on technological development or advancement. At this school we do not have computers and printers which can be used to print out some manuscript that can be used during the CPD trainings. In addition, we don't have a projector and computer which can be used by the facilitators to make the training more colorful.

This is worrisome. We need support so that we purchase these important materials to be used during the trainings.

Likewise, headteacher of school C concurred with the headteacher of school D and had this to say,

“Inadequate training materials is a serious challenge facing the CPDs. If the National Trainers fail to use computers and projectors during the trainings at national level, what signal are they giving? It means the Ministry of Education is not serious with these so called CPDs for teachers. Moreover, at my school I don’t have adequate materials for these so called CPDs. I thought the Ministry of Education was going to give us adequate training materials in order to promote these trainings at school level. I wonder why did they introduce this CPD Framework policy yet they are not ready. Oooh paja ndimomwe timachitira (That’s what we normally do). We just receive everything and promise to implement as long as we have received funding from international agencies, Dzilo lathu ndiloseketsa (our country is laughable). Moreover, shortage of text books and desks at this school impede us from implementing what we learned from the CPD framework trainings. We do not have enough text books to match with the large number of students. It is the responsibility of the Malawi Government through the Ministry of Education to provide enough text books in the schools so that every student must have access to text books. But it is very pathetic to inform you that most students at this school struggle to get a text book. This really affects their learning. Apart from that, we do not have enough desks at this school. Forms one and two students sit

on the mud benches during the learning process. Again, our teachers sit on the same mud benches and the facilitators use chalkboards to write the points of the training instead of using the computers and projectors during the CPDs. This prevent our teachers including us the school managers from active participation in this so called CPDs”.

Likewise, Teachers involved in the study explained that they failed to conduct the CPDs in their schools due to inadequate training materials. For example, when asked through the interviews to explain the challenges faced by the CPDs, teacher 1 of school B had this to say,

“There is inadequate training materials at this school. We don’t have enough text books and enough funds to purchase the training materials or print out the important summaries to give the participants as extra materials or notes. In most times it becomes difficult to conduct the CPDs at this school because the school administrators always say that they do not have enough funds to buy refreshments and to pay our allowances. For instance, during the last Continuing professional development framework training which was conducted here at our school, we only received refreshments and lunch allowance. When I asked the headteacher to explain why we were not given allowance according to our grade, she said that the school does not have enough funds to carter for that. This means that our administrators do not consider our welfare. They failed to give us enough allowance yet we were notified that they received allowances according to their grade during the same training at national level. So, how can I implement what I learned if I was not treated fairly? This shows lack of seriousness by both Government and the school administrators. Apart from that, we didn’t have enough

flip charts and pental markers used for facilitation. They even failed to give us pens and exercise books so that we could take the notes, we were asked to bring ours. Was it my responsibility to buy the training materials? Mmmm! our country is difficult to understand because of poor administrators. I can conclude that inadequate training materials is a great barrier to the implementation of the CPDs”.

The finding concurs with OECD (2011) which indicated that the CPD programs follow a wide variety of patterns ranging from programs based on single schools to those that involve the clustering of schools for mutual activities and support. The curricula and content varies from ad hoc and loosely organized to highly structured programs that complement the instruction given in pre-service teacher education institutions. They include a variety of instructional delivery systems including printed materials, radio support, or multi-media kits, (OECD, 2011). Therefore, inadequate training materials for teachers and facilitators may affect delivery and acceptance of the delivered materials which in turn affect the implementation of the Continuing professional development programs. This finding also concurs with Selemani-Meke (2013) who indicated that CPD programs require enough resources to be implemented. A UNICEF Report (2000) advances that one textbook for every pupil is the ideal, and allowing learners to take textbooks home for reading review and homework facilitates learning. Hence, adequate training materials such as projectors, computers and textbooks play a crucial role in the implementation of what teachers learn at the CPD framework training including curriculum implementation (Selemani –Meke, 2013).

In summary, inadequate training materials can severely impact the effectiveness of CPDs in education sector by limiting skill development, engagement, and the overall quality of the learning experience. This can ultimately affect teachers' performance and student outcomes.

4.4.3.3 Teachers' Resistance to Change

The study found that teachers involved in the study were reluctant to implement what they learned at CPD framework trainings due to lack of motivation which fueled them to have negative attitude towards some aspects of the CPD framework trainings which were supposed to be conducted after their normal working hours. For example, out of twenty three participants involved in the study which included the National trainers, the headteachers and the teachers, fifteen of these participants mentioned teacher's resistance to change as one of the challenges faced by the CPD framework trainings. The National Trainers involved in the study explained through the interviews that some teachers in schools were reluctant to implement some aspects of the CPD framework trainings such as study circles because they considered it as time consuming. Their argument is based on the fact that study circles are supposed to be conducted after their normal working hours which needed extra time to be monitored. Therefore, it has been discovered through the interviews that teachers demands extrinsic motivation such as packed meals, allowances as well as refreshments and snacks for them to monitor the students during the study circles. For instance, National trainer 1 explained that,

“Most teachers in some schools look at some aspects of CPDs as time consuming because most of the methods and strategies need enough time. Therefore, such teachers resist to adopt or adjust to the new teaching skills because they think that some of these methods require enough time hence impede the implementation of the knowledge and skills acquired by teachers at the CPD training programs”.

Similarly, headteachers involved in the study explained that many teachers did not take seriously the CPDs and were reluctant to implement some aspects of the CPD framework trainings such as study circles because they were conducted after knocking off. For example, headteacher of school B had this to say,

“Although the CPD framework trainings have led to the birth of the study circles in our schools which have really assisted our students to improve due to the sharing of ideas and skills, some teachers also shun these study circles because they are conducted after their normal working hours. Therefore, some teachers do not actively monitor the students during the study circles because they complain of hunger. Some teachers also have negative attitude towards the study circles because it is like an extra time for them since they are conducted after knocking off. Moreover, some teachers at this school demand lunch allowance as well as refreshments and snacks for them to monitor the students during the study circles which really hinders its implementation at our school”.

Likewise, teachers involved in the study also concurred with both the National trainers and headteachers by explaining to the researcher through the interviews that there was resistance to change among themselves towards adopting some CPD aspects. They continued by saying that they have negative attitudes towards the implementation of some aspects of the CPD framework trainings because the Ministry of Education was not serious towards its implementation. For example, teacher 1 of school B had this to say, *“Some of us are used to what we used to do before, that is, we are used to the old teaching methodologies and we find it difficult to adopt these so called new teaching strategies acquired at the CPD trainings.*

Some of these new teaching strategies are time consuming, ndalama zake ziti zofuna kumazuzilanazo? (How much money have we received to make us suffer?). I have been a teacher for several years and I have sent many students to public Universities using the so called old methods which I learned at University. Ndiye CPD mkachaninso? (What is CPD?). Moreover, the Ministry officials are getting richer at the expenses of us yet we benefit nothing. But they expect us to implement this tiresome aspects in classrooms yet they didn't involve us during the planning stage. This does not impress us. It would be difficult for us to do so because we also need money”.

This finding concurs with Vandewaetere et al., (2018) who indicated that some professionals may resist adopting new practices or technologies, impeding the success of CPD initiatives. In addition to that, some professionals may resist engaging in CPD due to a complacent mindset or a fear of stepping out of their comfort zone. They may see CPD as an additional burden and fail to recognize the long-term benefits it can bring.

Similarly, Selemani-Meke (2013) concurred with Vandewaetere et al., (2018) by putting much emphasis on work motivation as an engine for the proper implementation of every activity. Work motivation refers to the psychological processes that influence individual behaviour with respect to the attainment of workplace goals and tasks (Selemani-Meke, 2013). It is generally accepted that the competence and commitment of teachers are two of the most important determinants of learning outcomes. It is striking; therefore, just how little systematic research has been undertaken on motivational and incentives issues among teachers in low income developing countries (LIDCs).

Two NGOs, Voluntary Service Overseas (VSO) and the Global Campaign for Education (GCE) in line with Bennell (2004) have actually published two valuable, advocacy reports on teacher motivation in developing countries (see VSO, 2002 and GCE, 2005). Both reports find that teacher motivation is seriously deficient in most Low Income Developing Countries. There is a need, therefore, for more systematic consideration of teachers in Sub Saharan- Africa including Malawi in particular in the area of motivation.

From what was actually discussed on teacher motivation-related challenges, teacher motivation is critical in the implementation of what teachers learn from CPD programmes. Inadequate allowances, poor welfare at CPD sites, poor conditions of service and lack of support from both Government and the school administrators de-motivate teachers and the resultant effect is minimal translation into practice of what teachers learn at CPD training. This is because the implementation of any CPD programme for teachers requires commitment and dedication on the part of the teacher. Without commitment a teacher cannot go the extra mile to ensure that what was learnt at a CPD programme is implemented. Guskey (2002) attributes the failure of CPD programmes to not taking into account the factors that motivate teachers.

4.4.3.4 Short duration for Trainings and Training Content overload

The study found that short duration for trainings was another challenge faced by the continuing professional development framework trainings. For example, out of twenty three participants involved in the study which included the National trainers, the headteachers and the teachers, twenty of these participants indicated short duration for trainings and training content overload as the major challenge hampered the CPD framework trainings. This study has established that due to inadequate funds and training materials, CPDs are conducted in few days. For example, instead of seven days, most CPDs take a day or just two days only especially at school level while

at national level the CPD trainings take only five days which is very short as compared to the content. This leads to training content overload as facilitators were forced to cover all the planned heavy content overload within those days as a result a skeleton of the work was covered instead of detailed information.

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

National Trainers involved in the study explained through the interviews when asked that short duration for trainings affected the facilitation of the CPDs effectively and teachers were hindered to implement what they learned at the CPD framework training sessions because they did not understand some content clearly due to the training content overload. For example, National Trainer 2 had this to say,

“It was difficult for teachers and headteachers to grasp main ideas during the CPD trainings because time allocation was not enough to cater for the training needs and some objectives were not achieved. You see, at national level trainees are supposed to spend almost two weeks at the training venue for them to understand the content clearly. But the number of days were reduced and we were only given five days to facilitate and finish everything yet we had a heavy workload to finish within a given short duration. We needed enough time for us to accomplish everything so that our teachers should have full knowledge of what we taught. I

think we are not serious as a country to achieve what we want? Political will is needed if we want these CPD framework trainings to be implemented. That is, the government of Malawi through the Ministry of Education must pump in enough funds so that we can take almost two weeks to facilitate and complete every planned activity at national level without addition or subtraction so that the participants should understand clearly every step”.

Likewise, headteachers involved in the study concurred with the National Trainers and remarked that there was a need for long duration of the trainings and a good venue of the training. This is what the headteacher of school B explained,

“Long duration for the trainings was needed because some sessions of the CPD framework training demanded longer time to be completed. The CPDs were required to take place on the conducive environment so that all the participants must feel free to actively participate in every session of the training. However, it took place at a lodge instead of a hotel which was not a conducive environment for us including our teachers”.

Likewise, teachers who attended the CPDs together with the headteachers accepted during the interviews when asked that time was not enough to cover all the training activities. For example, Teacher 2 of school A remarked that,

“We only consumed five days during the training yet the content which we learned needed almost two weeks to be completed. It might be possible that the National Trainers or the facilitators skipped some important content or activities due to

limited time which was very dangerous to us because that important skipped content is needed in our classroom practice”.

Moreover, teachers who attended the training at school level complained very much during the interviews when asked that the CPD framework trainings faced the challenge of short duration. For instance, teacher 3 of school A who had attended the training at school level had this to say,

“We were required to have enough time in order to cover all the training content. A day was not enough for us to do all the given activities and understand them fully. But because it is a tendency of the Ministry of Education and school leaders in Malawi just to impose unfair policies on teachers, and we teachers have no choice, we just accept everything without questioning. Therefore, we just accepted to attend the training for the sake of maintaining peace because we teachers are always divided, we are not united like Doctors and Nurses. Had it been that we refused, it could be an indiscipline case to us which could make some administrators to report us to the Ministry or Division officials so that we could be in the hot soup. Many school managers have the tendency of reporting petty issues to the Ministry and Division officials in order to gain favors or to be loved so much which is not good at all. Therefore, long duration is needed for these CPDs because the knowledge and skills acquired there are paramount to our teaching classroom practices”.

These findings concur with Avalos (2011) who indicated that time constraint is one of the main hindrances to CPD framework implementation. Teachers often face time constraints due to heavy workloads and personal commitments, making it challenging to allocate time for CPD activities. Balancing work, family, and CPD requirements can be a significant challenge. Teachers’ time factors relate to work-time and personal and family time. Heavy teacher workloads take away

much of teachers' free time and reduce their intentions to participate in CPD activities and implement CPD aspects. Also, the intensity of participation in CPD can support or hinder participation (Avalos, 2011). Studies have suggested strategies for providing adequate time for teachers to participate in CPD activities. Ozer (2004), for instance, proposed that CPD activities be integrated into teachers' working schedules at school. Others have suggested extending the school day or year, taking some time from existing school schedules, and buying and restructuring time (Corcoran, 1995; Raywid, 1993).

4.4.3.5 Lack of enough Support by School Management for school-based CPDs

The study discovered that there was lack of systematic and regular monitoring of teachers' reporting progress. This is an area neglected by school management in the rural community day secondary schools of Lilongwe Rural East. There is no good planning for school-based continuing professional development activities and progress at school level. The Ministry of Education and the school management do not allocate adequate funding and time for these activities and the headteachers as the driving force in their schools, do not see to it that teachers participate or have the ability to participate or have the ability to participate in the CPD programmes. The fact that teachers are aware of the 26 National Education Standards that were set aside by the Government of Malawi through the Ministry of Education make them even more reluctant to participate in the school-based CPDs. This is contrary to the idea of implementing CPD framework trainings as a form of duty for teachers. For example, out of twenty three participants involved in the study which included the National trainers, headteachers and teachers, fourteen of these participants mentioned lack of enough support by school management for school-based CPDs as one of the challenges faced by the CPD framework trainings. For instance, teacher 1 of school D who was also the Head of Department for Humanities said,

“My main concern is to manage the subjects I am leading, not CPDs. It is not part of my job description. Each teacher should manage his/her own CPD activities. We all have our CPD to manage. In fact, what is that?”

Similarly, teacher 2 school A concurred with teacher 1 of school D and remarked that,

“Our administrators do not take the CPDs seriously because they resist to release the school funds in order to conduct school-based CPDs. Last time we had a CPD here at school, we only received a lunch allowance of K3000 each plus refreshments and snacks. We started the training at 9 o'clock in the morning and finished at exactly 12 Noon. Are you telling me that these school administrators are serious on these CPDs? Moreover, only the Deputy Headteacher attended that training while the headteacher gave a lame excuse. I am sure he was afraid of being asked several questions concerning lack of support for these school-based CPDs”.

After the researcher gathered the information of the challenge of lack of support by school management for school-based CPDs which most teachers in selected schools raised, the researcher did not stop there, but he went back to the headteachers of the four selected community Day secondary school to hear from their side. This is what the headteacher of school A explained,

“Yes, we really lack support for these school-based CPDs because the Ministry of Education do not provide us with special funding to conduct the trainings at school level. The money which we depend to conduct the CPDs comes from the students through fee collection. Our school is very small because it has small candidature. We have a lot of things to do apart from these CPDs like administering printed end of term examinations, paying watch men, cleaners among others. So, how are we

going to get the money for these CPDs? It's not my fault. Maybe you have to go to the Minister of Education or Principal Secretary in the Ministry of Education and ask them on how best we can conduct these school-based CPDs because some teachers think that we are eating the money allocated for these CPDs yet we are crying together".

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

It is evident from the study findings that no one wants to take the responsibility to support the school-based CPDs. As a result, it becomes a neglected programme in the system.

4.4.3.6 Lack of interest in CPDs by some Teachers

The study found that ageing teachers or those near retirement were reluctant to participate in the CPD framework trainings and implement what they learned at the CPD trainings due to lack of interest in the CPDs. Teachers who were in the retirement brackets, and who were in the majority were reluctant to participate in the CPD activities at both national and school level. This came out

strongly from those teachers who are left with 3-5 years of service within the department of education. There was a recurring sentiment amongst the teachers that they did not want to participate in CPD activities if this was not linked to some career reward or financial compensation. There was an expectation that engaging in CPD should lead to better career prospects and therefore improved remuneration. The only other means of improving their career options was to study for a higher qualification, which they did not have the time or the inclination to do. The statements reflect the view that engaging in CPD did not translate to career advancement, and that irrespective of how much CPD was performed, it would not change their status at their place of employment and it had nothing to do with their pension. For example, out of twenty three participants involved in the study which included the National trainers, headteachers and teachers, fifteen of these participants indicated lack of interest in CPDs by some teachers as one of the challenges faced by the Continuing Professional Development framework trainings. For instance, teachers 1 and 2 of school A who have stayed longer in the teaching service shared the similar sentiments through the interviews by explaining that,

“What is that CPD? We have been teaching for several years and send many students to different public universities without these incentives. Will it be of benefit to my retirement? I am too old to start new programmes and implement them in the teaching profession. All I want is to retire and go home to rest”.

Similarly, teacher 2 of school C concurred with teachers 1 and 2 of school A and remarked that,

“These CPD programs consume our time because we have been teaching students without them. Many students have been passing my subjects with excellent grades at national examinations. That is, getting distinctions in Chichewa and Bible Knowledge from the little knowledge I got at Domasi College of Education. So,

what is the benefit of attending these CPDs? Zofunika ana oyamba kumene uphunzitsi osati nkhalakale ngati ife, tatsala madzi amodzi ife kuti tipumule (These CPD trainings need to be attended by those who have just joined the teaching profession not the experienced teachers like us, we are remaining with few years to retire). Moreover, attending these CPDs is of no value because it has nothing to do with our promotion and retirement”.

Likewise, headteacher of school C concurred with the teachers and explained that,

“Some teachers at this school have no interest in the CPDs because they regard them as of no benefit to their career prospects. Whether someone has attended the CPD or not has nothing to do with salary or pension increment. This demotivates our teachers for participating in the CPDs. I think our Government should look into this matter seriously so that these CPD activities should add value to our promotions and retirement”.

The findings of this study is in agreement with the findings from the study conducted by De Vries et al. (2013) when they stated that in each career cycle teachers vary in their concerns and commitment, including their professional development behaviour and needs. Richter et al. (2011) emphasized this when they mention that teachers in their final stage of teaching tend to reduce their commitment and career ambition. They focus more on their personal goals. It is clear from the inputs of teachers above that lack of interest in CPDs by some teachers is a serious challenge, unless all teachers are putting more efforts in the CPD activities and implement what they learned at the CPD Framework trainings in their respective schools can help to promote quality education.

4.4.3.7 Lack of Active Participation by some Teachers during the Trainings

The collected data revealed that lack of active participation by some teachers during the trainings was one of the challenges faced by the Continuing Professional Development framework trainings. The Government of Malawi through the Ministry of Education is working tirelessly in organizing CPD framework trainings that would improve the skills and capacities of teachers in the country. Skills training programs are crucial in improving teachers' skills, capacity and knowledge base, leading to improving student results (Zindi & Sibanda, 2022: 3). Despite the Ministry of Education's effort in providing the CPDs to teachers, it seems some teachers do not take the trainings seriously. There was a feeling amongst headteachers and teachers that their acquisition of new knowledge and skills obtained at CPD courses were not appreciated by those in authority such as the Division and Ministry of Education officials, which they contended was a reason for the lack of active participation and the low turnout. For example, sixteen participants out of twenty three participants involved in the study were in agreement with this sentiment. For instance, National Trainer 1 revealed through the interviews by stating that,

“The Ministry of Education organize expensive and skillful CPDs for our teachers every year. Oooh! But to my surprise, only few teachers attend some of these training programs. Some will be just sitting and busy chatting on what's App, which is very disheartening after spending much money on preparing and hiring us the experienced National trainers. Some teachers sometimes decide not to attend at all and give lame excuses”.

Similarly, National trainer 2 concurred with the National trainer 1 and reiterated that,

“Our efforts in organizing and facilitating the CPD framework trainings are futile and unrecognized by these teachers. A large percentage of them do not show up for

the training. For instance, we organized the CPD training for 50 teachers, and clearly inform the headteachers that each school must send 5 participants including the headteacher. But it is so sad to notify you that 1-2 teachers at each school chose not to attend. When we asked the headteachers of the concerned schools to explain the reasons which perpetuated such teachers not to turn up for the training, the concerned headteachers told us that they do not aware because those teachers gave lame excuses. This means that out of 50 participants, we would only train less than 40 teachers. This defeats the purpose of skills development programs after pumping vast amounts of money”.

Likewise, headteachers involved in the study concurred with the National Trainers through the interviews when asked. For example, headteacher of school C explained that,

“The Ministry of Education and we the school managers are committed to improving teachers’ performance by organizing various CPD framework trainings to equip them. But the great challenge is that some teachers choose to attend or not to attend the CPDs and do their personal businesses. In many CPD sessions, we start the training at 8 o’clock in the morning, but I regret to inform you that most teachers arrive at the training venue around 9 am, and some choose not to turnout, which is very worrisome after all the efforts the Ministry of Education and us have made in organizing these expensive CPDs. Most of our teachers are not committed because some of them joined the teaching profession just to make money. They forget that teaching is a calling”.

Furthermore, teachers involved in the study accepted that there was lack of active participation by some of them during the trainings due to the absence of the recognition and they felt that their

employer, which is the Ministry of Education did not care if they stayed up to date. In the absence of a formal CPD system with points being awarded for promotions, they were concerned that their own strong efforts to improve their knowledge and skills through active participation in the CPDs would not be acknowledged. This is what teacher 2 of school C explained,

“I have been attending several CPDs, but nothing has changed, I still receive the same salary and no promotions based on these CPDs. So, what is the meaning of this? We just go to attend these CPDs because we have been ordered by our school administrators. But I see no benefit of participating in these so called CPDs”.

The quotations above show that lack of active participation by some teachers during the trainings affected the CPDs. Some teachers were absent during the training sessions, which made the training sessions futile. The social learning theory contends that social learning occurs through observation of other people's behavior and runs directly counter to the principles when instructors choose not to participate in skill development programs. Specific situational acts are observed for their effects, and based on how those effects turn out, that behavior is then imitated. People can learn which behaviors are typically praised in society and which are typically criticized in this way. Therefore, the researcher encourages all teachers who have opportunities to attend the CPD framework training programs to utilize the available opportunities wisely and cascade the information to those who did not have the opportunity.

The Ministry of Education should ensure skills development aligns with the participants' key performance areas and individual needs analysis. The results show that there is a need to research the training needs of the teachers such that they are provided with valuable training which is beneficial to them and encourages them to attend training sessions. The Ministry of Education needs to do much on individual needs analysis to organize relevant training programs for teachers'

skills development. The CPD training programs should suit the training needs of teachers and must contribute to skills acquisition and job performance. Skills development equips teachers with the appropriate skills and expertise to perform their duties. By implementing skills development programs, the Ministry of Education can achieve the Departmental goals by putting skills development programs into practice. The skills development programs should be geared towards improving the skills of teachers and knowledge acquisition of teachers to enhance their performance through the teaching and learning process (Bennell, 2004).

4.4.3.8 Travel related challenges to attend CPDs

The study discovered that travel difficulties was another challenge faced by the CPD framework trainings. This study found that teachers had to travel long distance to reach the training venues. Teachers experienced travel difficulties for both school-based CPDs and off-school site based CPDs because they stay away from their duty stations due to the shortage of descent accommodation in Lilongwe Rural East. For instance, the study established that teachers living away from schools had to travel long distances to arrive at the CPD training venues spending the little money they get as salaries on bus or bicycle fares. In Lilongwe Rural East, teachers had to cycle long distances and sometimes board the vehicles only to arrive late for CPD training venues because of traffic jam in the road. They sometimes face the problem of bicycle break downs. It was learnt that the situation becomes worse during the rainy season as roads and foot paths become impassable and the CPD training venues remained with only few participants. This is in line with Gray (2005) who indicated that travel difficulties result in the waste of valuable time and a reduction in contact time between the teacher and the students, and in this case, travel difficulties reduced contact time between the CPD facilitators and teachers which hampered the quality of the CPD training. For example, out of twenty three participants involved in the study

which included the National trainers, headteachers and teachers, fourteen of these participants mentioned travel difficulties as one of the challenges faced by the CPDs in Lilongwe Rural East. For instance, National trainer 2 had this to say,

“During one of our CPD trainings, some teachers arrived at the training venue very late due to travel difficulties. It was during the rainy season and most roads were impassable. We had no choice but to continue with the training which made those teachers to miss some important information”.

Similarly, headteachers involved in the study concurred with the National trainers by explaining that travel difficulties affects the CPD framework trainings. For example, headteacher of school D remarked that,

“Sometimes I arrive late during the school-based CPDs conducted at this school because I have to travel long distance every day since we don’t have enough accommodation for teachers and me at this school. We only have one house which accommodates my deputy. Therefore, I face the problem of travelling difficulties during the CPD trainings because most times I need to hire a motorbike so that I can arrive at the training venue in time. But sometimes it is difficult to arrive in time due to the bumpy roads and during the rainy season the road I normally use becomes slippery”.

Likewise, teachers involved in the study concurred with both the National trainers and headteachers on the challenge of travelling difficulties which hindered the CPD framework trainings. For example, teacher 3 of school D had this to say,

“To my side, travel difficulties affect CPD trainings because I have to travel long distance to arrive at the training venue. You know what? I stay at Area 23 because descent houses are scarce here. Therefore, I walk from Area 23 to here and sometimes I hire Kabaza (motorbike). This makes me to arrive at the CPD training venue very late because sometimes I face the problem of motorbike breakdown”.

Based on the above quotations, travel difficulties is one common limitation to attending CPD training sessions. This finding concurs with Gray (2005) who indicated that some teachers based outside London had difficulties in finding the time and funding for travel costs to attend courses in the capital, and they expressed a preference for locally based training. Head teachers outside London also described the negative effect that high travel costs had on balancing CPD budgets within their schools. London based teachers described the difficulties in travelling around the capital, and the disproportionate amount of time that this could take.

Travel difficulties are a genuine concern and indeed they can be a challenge to both the CPD programme designers as well as the participants. This is especially the case with off-school site based CPD programmes where teachers operate from their working places to the training venues designated by the CPD programme facilitators (Back *et al.*, 2009). In developing countries where teachers get low salaries that do not even suffice for their basic needs till the end of the month, teachers may face the challenge of how and where to get money for transport to the workshop (World Bank, 2007). In typical rural schools, teachers and CPD programme facilitators may face problems of access to CPD programme centres, especially during the rainy season. Again in some rural schools where the main mode of transportation is hiring a bicycle, teachers may face problems of arriving at the workshop venues very late when sessions are already in progress (Selemani-Meke, 2013).

In summary, this section has presented the data analysis, presentation and discussion of findings and it has also involved the researcher's understanding of the study. The study further discovered that there were several challenges faced by the Continuing Professional Development framework trainings in the secondary schools in Malawi. To cite example, most CPDs were conducted with inadequate financial resources and inadequate training materials leading to reduced number of days for running CPDs and short duration for trainings which lead to training content overload. Therefore, there is a need that such CPDs should be fully funded by the Ministry of Education or by donors and other well-wishers and the training duration needs to be adjusted so that the participants who are the teachers should acquire the required knowledge and skills which are beneficial to the students.

4.4.4 Strategies for Improving the Continuing Professional Development Framework Trainings

The fourth objective of the study aimed at exploring the strategies for improving the Continuing Professional Development framework trainings in the secondary schools in Malawi. Data analysis led to the following key themes that are presented in details in the sub-sections below starting with the use of the experienced facilitators during the trainings.

4.4.4.1 Using Experienced Facilitators during the Trainings

Successful delivery of a CPD programme depends much on the professional experiences or expertise of facilitators. Their preparedness before CPD facilitation, their thoroughness and confidence during presentations and how they engage the teachers in the training process, count a great deal in making a CPD achieve its goals and have a lasting impression on the teachers. This is also supported by Rogan & Grayson (2003) who posit that the implementation of any programme can also be affected by the level of the facilitator's confidence. Participants involved

in the study also supported the above argument by explaining that CPD framework trainings can be improved by using the experienced facilitators during the trainings. For example, out of twenty three participants involved in the study which included the National trainers, headteachers and teachers, fourteen of these participants indicated using experienced facilitators during the trainings as one of the strategies for improving the CPDs. For instance, National trainer 2 had this to say,

“Sometimes, our bosses at the Ministry of Education should see when they want to choose the National trainers for the CPDs. For example, I am a qualified secondary school teacher by profession and I possess a Master’s Degree in Education. But there are my fellow National trainers who are not teachers by profession. They did pure Physics or chemistry. Therefore, it becomes difficult for them to facilitate the way it was supposed to be done. They were just appointed to be the National trainers of the CPD frame work trainings because of links with the bosses. Therefore, I am urging the Ministry of Education officials to choose experienced facilitators who did Education because someone who did Bachelor’s Degree in Education has a teaching experience hence facilitate easily”.

Similarly, headteacher of school C concurred with the National trainer 2 and explained that,

“Ma guys from headquarters akutipanga train as National trainers, koma chikumukanika (He or she is failing to explain the concepts yet he or she is a trainer of trainers from headquarters). The same thing he is failing to explain, so the question is, if he once has to cascade this down there and he is failing to explain, does he know what he is trying to say? So even up there, zimapezeka kuti in most cases those people they also fail to know what they want? Them too that’s policy

on paper for money. Ndikapanga (I will do), aaa don't bother calling those ones, we will do it ourselves, don't worry... don't worry. What did you do? Aaaa I did Law, what did you do? Aaa I did Bachelor of Science in Pure Chemistry not education. Have you ever been in a classroom set up? Nooo. Have you ever taught at a CDSS? Zero books, noooo. What is it that he is going to be explaining? Therefore, we must use experienced facilitators for the trainings. Facilitators who know the staff. But most commonly, Ministry of Education just pick pick pick as long as zayenda. So they must organize thee CPDs using experienced facilitators, cascade it back to clusters and schools, organize monitoring and evaluation teams to ensure knowledge gained is effectively implemented. This part is lacking. You find that in most times ma projects ambiri a BOMA amafera pomwepo (most Government projects fail). Takuphunzitsani, pita kapangeni, tidzakuyenderani. If you go back to their offices, amakhala kuti anayendera on paper. So, what is it?

Likewise, teachers involved in the study concurred with both the National trainers and headteachers by saying that the Ministry of Education must hire the experienced facilitators in order to improve the CPDs. For example, teacher 1 of school A remarked that,

“Some facilitators are engaged because they are related in one way or the other to the organizers. This is observed during the trainings because some facilitators fail to respond questions clearly when asked. Therefore, I would request the Ministry of Education to choose the experienced facilitators during the trainings so that they must be able to explain the training content very well and respond to the questions raised during the training sessions”.

The quotations above clearly shows that many continuing professional development framework training programs fail to progress because some facilitators lack special expertise in the CPD trainings for teachers. Therefore, the researcher encourages the Ministry of education to hire the experienced facilitators who are the experts in the CPDs for teachers. Based on the arguments advanced in this discussion, the choice of facilitators for any CPD training meant for teachers needs to consider the expertise of the people, the organizers of the CPDs intend to use as facilitators. If personal relations influence choice of facilitators, the resultant effect is frustration on the part of the participants the CPD was intended for. This renders the CPD ineffective, as its objectives are not achieved to the fullest. Incompetent facilitators cannot equip teachers fully to effectively implement what they learn from the CPD training. Further, the facilitators should be thoroughly trained if the cascade mode is used, so as to reduce the “dilution effect” that comes along with cascading of information as observed by Dove (1986); Engelbrecht *et al.* (2007); and Ono & Ferreira (2010) among other researchers and writers. Qualifications also matter as these have a bearing on the knowledge of subject matter, as observed from the Action Research Project that was initiated by the University of Malawi and used Research Fellows and Lecturers as facilitators (CERT, 2009). Sall *et al.* (2009) point out that under-qualified professional personnel can compromise quality of skills imparted to the learners. In the same vein, Fraser, Killan & Nieman (2005) assert that it is likely that low levels of knowledge will contribute to poor performance. Thus, CPD programme initiators need to be thoughtful in their selection of CPD facilitators so that the headteachers and teachers should acquire the reliable knowledge and skills.

4.4.4.2 Provision of Adequate Funding for the CPDs

This study has established that provision of adequate funding would help to improve the CPDs. Funding is an essential element in the delivery of effective CPDs. Financial resources are needed

for meal allowances for the participants, their transport and also for provision of snacks and refreshments during breaks. Accommodation for participants in residential CPDs as well as materials to use during the training also hinge on financial resources. In addition, financial resources are also needed to pay CPD facilitators if need be. Provision of adequate funding in would help the CPD organizers to buy enough training materials and at the same time pay enough allowances to the participants which is a motivational factor. If we compare the education sector and health sector, there is a big gap. In health sector, the Government of Malawi provides enough funding and during the training sessions, the healthy workers receive enough allowances as compared to the teachers because the education sector is not fully funded. The health workers go to do their CPDs in Cholera, Covid-19, and Polio among others and those CPDs are fully funded by the Malawi government through the Ministry of health. But if it is education sector, they just say go there and do it without putting much effort. The researcher suggests that the Government of Malawi through the Ministry of Education should put full support towards the implementation of the CPD framework trainings by allocating enough funds in the same way they support the CPDs for health sector in order to improve the education systems in Malawi and promote quality education. Moreover, during the CPD framework trainings, the payments must come directly from the Ministry of Education into the trainees' accounts to avoid biasness and the trainees should be paid according to their grade because this study has discovered that teachers were not paid the allowances according to their grade which was worrisome. The allowances should not come from schools. This is in agreement with fifteen participants out of twenty three participants involved in the study which included the National trainers, headteachers and teachers. For example, National Trainer 1 supported the above argument by indicating that,

“The government of Malawi needs to appreciate that knowledge is power. For us to have a Doctor, a Lawyer and whosoever, it is because of the teacher, it is the teacher who equips the knowledge for the person to become even a lawyer. A person cannot just come and say, “I am a Lawyer without passing in the hands of the teacher”. Thus, the Government of Malawi through the Ministry of Education must provide adequate funding for these CPDs so that we the facilitators, headteachers and teachers should receive enough allowances during the trainings. If we talk of the CPDs we are talking of adult learning, you cannot just call a teacher kudzakhala pano (sit here) ndikukaniranitu (I will refuse) I have a lot of things to do. Timakhala kuti tasiya zinthu zambiri kunyumba (we leave many things at home), if it is an adult learning we expect enough payment. Therefore, the Ministry of Education should look into this matter with keen interest if they want the CPD framework trainings to be successful”.

Similarly, headteachers involved in the study concurred with the National trainers and explained that the Government of Malawi through the Ministry of Education should allocate enough funding for the CPDs. For example, Headteacher of school B had this to say,

“The Government of Malawi through the Ministry of Education should make sure that they provide adequate funding for the CPDs so that all the participants should receive enough allowances during the trainings in order to take an active part during the training sessions.

Likewise, teacher 3 of school D concurred with headteacher of school B and remarked that,

“Provision of adequate funding is essential in the implementation of what teachers learned from the CPD trainings. It could be nice if enough funding for these CPDs was there because we could also go to attend the trainings at national level. What we want is not only money, we also need direct information from the National Trainers and also to socialize with our friends from other schools. It is very sad to tell you that at primary school level most teachers are involved in CPD activities by allowing them to attend the CPD trainings at the Teachers Development Centre (TDC) yet the same Ministry of Education fail to maintain the same in secondary schools. Therefore, the Government of Malawi through the Ministry of Education should look into this matter seriously and satisfy the needs of the teachers during the CPD framework training sessions because without that the song of promoting quality education cannot bear fruits”.

The above quotations enhance the Government of Malawi through the Ministry of Education to pump in enough funds to education sector so that teachers as implementers of the CPD framework trainings at classroom level are motivated in order to transfer the acquired knowledge and skills to the student hence promoting quality education (Turner, 2000).

4.4.4.3 Provision of Adequate Training Materials

Training materials in CPDs are the items CPD facilitators and teachers use during the CPD training. Such materials include but are not limited to handouts, flip charts, pentel markers, exercise books and pens. It was noted during the face to face semi-structured interviews that training materials were inadequate during CPD trainings at national level and during the school-based CPD training sessions. The study further established that the training materials may be available at the CPD venue but more often teachers are not given the resources to take to their

schools. The following were some of the remarks by the sixteen participants out of twenty three participants involved in the study which included the national trainers, headteachers and teachers to a question on provision of adequate training materials. For example, National trainer 2 explained that,

“Training materials may be available at the CPD training venues particularly at national level but their inadequacy or unavailability during school-based CPDs renders CPD training useless. Therefore, the Ministry of Education should ensure that training materials are adequate for both national and school-based CPDs”.

Similarly, headteacher of school C concurred with the National trainers and remarked that,

“The Ministry of Education should provide enough training materials during the CPD training sessions so that we should be able to take other materials in our respective schools to implement what we learned at the CPD training sessions”.

He further remarked that,

“It is very unfortunate to say that the training materials are not available in schools to facilitate implementation of what was learnt at the CPD frame training. They are partly available during the CPD training”.

Likewise, teacher 3 of school C had this to say

“Government should chip in and provide enough training materials during the CPD training sessions conducted at school level. I would be very grateful if we could be given enough resources after the training so that we can easily implement what we learned at the CPD training at classroom level.

From the data above, it appears that giving teachers materials to take home and use in their classroom settings, is not a common practice. Printed materials enhance the acquisition of knowledge. One can always fall back on them to remind oneself of some ideas learnt but since forgotten (Brown, 2004). Hence, Continuing Professional Development organizers as well as the Government need to put into consideration the provision of adequate training materials both during the CPD training and also at school or classroom level.

4.4.4.4 Need of Adequate Time for the CPD training Sessions

The amount of time allocated for any CPD program implementation is critical to the achievement of success of such program. Studies conducted worldwide have established that the longer the duration of training, the greater the probability of such a training resulting in teacher change and consequent improvements in learner outcomes and vice-versa (Brown, 2004; Supovitz and Turner, 2000; Sinelnikov, 2009). This is also supported by Cohen & Hill (2001); Fullan (1993); Guskey (1994); and Supovitz & Turner (2000) who all argue that intellectual and pedagogical change require professional development activities to be of sufficient duration, including both span of time over which the activity is spread and the number of hours spent in the activity. This study found that there was inadequate time allocation for the CPD framework training programs in Lilongwe Rural East. Teachers partly attributed the lack of implementation of what they learned at the CPD framework training to inadequate time allocations to the CPD framework training sessions. Inadequate time allocations to CPD framework training resulted in facilitators rushing through the content as they did not have time for thorough coverage. The resultant effect was that the teachers did not thoroughly grasp the content to effectively implement it in their classroom settings.

Teachers involved in this study preferred CPDs to spread over a period of two weeks for cluster or national level while at school level it should be at least one week. From their experience of attending CPDs, they felt that such a period is long enough for them to assimilate new knowledge and skills. Mwanza (2008) also noted that secondary school teachers preferred slightly longer CPD courses to short courses. Further, the teachers preferred CPD activities to take place during the long-term holidays. This concurs well with the need for CPDs to be spread over a reasonable number of days. Similar results on preferring CPDs to take place during the holidays were noted in a study conducted by Rhea (2002) in Eastern North Carolina, USA, where only 22% and 12% of the teachers indicated that they would attend a CPD taking place during the school week or a Saturday respectively.

The preferences of the teachers involved in this study on duration and time for conducting CPDs supports what different writers and researchers have found and written about the duration of effective CPDs. Brown (2004) contends that professional development that is of longer duration and time-span is more likely to contain the kinds of learning opportunities necessary for teachers to integrate new knowledge into practice. This preference of one week falls within Desimone's (2009) argument that CPD activities that are spread over a semester (or intense summer institutes with follow-up during the semester) and include 20 hours or more of contact time are more effective. Such a time is considered long enough to ensure that teachers assimilate the new knowledge and skills imparted, into their current repertoires. Hence, CPD organizers need to plan for a reasonable number of days for CPDs. This would avoid the tendency of facilitators to rush through the material as was observed in this study. Adequate time should be planned for to ensure thorough coverage of the intended material. Adequate coverage of material reduces knowledge gaps and facilitates translation of what was learnt at CPD training into classroom practice.

It has to be borne in mind that the process of teacher change is a gradual one (Guskey, 1986), hence, teachers, in addition to being given adequate time during the CPD training, also need to be given a lot of support over a longer period of time during the implementation of what they learnt at CPD training programs. However, the major challenge to the design of CPD programs that are spread over a long period, especially in many developing countries like Malawi, lies in the financial as well as material resources to sustain such programs.

Enough time is vital for the smooth running of every development program. Likewise, the Government of Malawi through the Ministry of Education must extend time duration of the CPD framework trainings so that the National Trainers should train the headteachers and teachers at a good pace without skipping important content. This can be done through thorough consultations with the National Trainers and the trainees, that is, teachers and school managers on how best they can extend the number of days for the training because this study has found that the number of days for the CPD framework training are not enough according to the views of the participants. For example, out of twenty three participants involved in the study which included the National trainers, headteachers and teachers, fifteen of these participants indicated the allocation of adequate time for the CPD training sessions as one of the strategies for improving the CPDs. For example, all the three National trainers involved in the study shared the similar sentiment and explained that,

“Time was not adequate for us to cover all the content but information was just very good during our last CPD training session conducted at national level. We had only one week to facilitate the training content. It means that the time was not adequate for us to finish clearly the whole content. Therefore, the Ministry of

Education must extend time so that the content should be taught in the right way not yaponda thope yamwa (we have to finish facilitation for the sake of finishing).

Similarly, headteacher of school B concurred with the National trainers by pleading for time extension and had this to say,

“You see, we were only given just five days to attend the CPD training session yet the training content was too much and were supposed to take almost two weeks. We didn’t understand some concepts because we had a lot of activities to do within the limited time. Therefore, there is need for time extension for these CPDs”.

Likewise, teacher 2 of school A concurred with both the National trainers and headteachers and remarked that,

“During the CPD framework training sessions at school level, facilitators train us the whole content for just a day or sometimes two days depending on the availability of funds and training materials yet they covered the same content at national level for one week. It is difficult to understand some useful content due to training content overload. The problem with Malawi is that we are good on a paper work. But if we want these CPDs to bear fruits, adequate time for the school-based CPDs is needed”.

Revelations of inadequate time allocations to both on-school site and off-school site based CPD training sessions in the community Day secondary schools of Lilongwe Rural East are a cause for concern. Financial constraints are given as a reason for not allocating adequate time for the CPD

activities. Government and stakeholders in education need to be committed and set their priorities right when it comes to issues of national importance such as In-service education for teachers. Teachers, as implementers of whatever the CPDs are meant for, need adequate time during the training so that they are clear about what they are going to implement, in their classrooms. Otherwise, CPD framework trainings that cover too much content within a very short period of time do not fully equip the teachers for improved classroom practice. It is difficult for teachers to implement what they do not comprehend or master during the training. Sinelnikov (2009) argues that sporadic ‘one-off’ professional development activities are unlikely to have lasting impact upon teachers’ practice.

4.4.4.5 Need for Monitoring the CPD Training Sessions

Monitoring is a continuous procedure to ensure that the training program is on track and that the learning pace and material apply to all student groups. The project or training implementation is more successful and continues to be revised and updated due to the monitoring and evaluation processes. Follow-up sessions are crucial because they allow the management to assess the training programs and the trainees. The success of any programme also hinges on the monitoring and support mechanisms put in place to ensure implementation of the activities of the programme. Similarly, CPD programmes for teachers need to have a monitoring and support component in their design to ensure that teachers are putting into practice what they learnt from the CPD programmes. Otherwise, teachers feel neglected and do not have the motivation to implement what they get from the CPD programmes if they do not see facilitators of CPD programmes following up on what is learnt at CPD training. Rogan & Grayson’s (2003) theory on curriculum implementation emphasizes the need for external support in the implementation of a programme.

They further contend that, if teachers lack support, they find it difficult to implement the programme.

At school level, the study noted that head teachers and heads of department play a significant role in monitoring, supervising and supporting the implementation of what teachers learn at CPD training. They conduct lesson observations and provide teaching and learning resources where possible. They also check to see that records such as schemes of work and lesson plans are written and updated. However, the study noted that the monitoring and support provided by the head teachers and the heads of department is limited as they too have their own classes to teach. As a result, most head teachers prioritize their teaching to the neglect of evaluating the performance of the teachers. This tendency of the head teachers of the community Day secondary schools in Lilongwe Rural East contradicts the perception by Shinkfied (1994) that one of a head teacher's most important responsibility is the evaluation of teacher performance. The evaluation of teacher performance cannot be effectively done by the head teachers without conducting classroom observations. Hence, the overload of the head teachers in the district is compromising the quality of education, not to talk of the implementation of CPD programs. This is because head teachers as instructional leaders need to support teachers in the teaching and learning process. They can only effectively do that when they conduct clinical classroom observation.

The qualitative data established that monitoring of CPD programs in Lilongwe Rural East is not given the attention it deserves by the CPD program organizers and facilitators. It is the Headteachers and heads of department that were mentioned as doing follow-ups on the implementation of what was learnt at the CPD training. The Ministry of Education officials just depend on the headteachers and heads of department to do the monitoring for them in the name of ensuring sustainability of the project activities after the project has been phased out. Much as

the researcher agrees that sustainability mechanisms need to be put in place, it is not proper to just let go of training without the responsible officers following the trainees to see if they are implementing what they learnt from the CPD training. Fullan (1991) writes that curriculum designers, in this case, CPD programme designers need to provide the necessary support for their programmes to be implemented. This implies that without monitoring and support, the implementation of what teachers learn at CPD programmes is compromised. This is why the teachers mentioned the lack of monitoring and support as one of the major challenges they face in the implementation of what they learn from CPD programmes.

Monitoring the implementation of a CPD programme ensures that the challenges that the teachers face as they try to implement what they learnt at the CPD training, are shared with the organizers. When this happens, proper ways to handle the challenges are discussed and possibly tried out together. This can be done in the form of Action Research between the teacher and the programme organizer; thereby supplementing the transmissive model used during the CPD training with a transformative model at school level (Kennedy, 2005). This can render the CPD training very effective because the activities done through Action Research are practical and occur continuously and therefore guarantee teachers the opportunity for professional development and growth (Cohen, Manion & Morrison, 2002).

Further, if CPD programme organizers are very particular about monitoring and support mechanisms, problems that teachers face or discover as they implement what they learnt from the CPD training are rectified in good time. Special reference is made here to the orientation to the new curriculum (PCAR). If there had been proper mechanisms for monitoring teachers in the implementation of the new curriculum, it would not have taken so long to address some of the challenges the teachers are facing in implementing the curriculum. Such curriculum challenges

include teaching and learning of Chichewa using the PCAR approach; assessment records and anomalies in books among other challenges. When CPD programme organizers seem not to have the time to monitor implementation of what they impart to the teachers during the CPD training, teachers feel the organizers do not care. Continuing Professional Development organizers need to realize that the transfer of learning for adults is not automatic and must be facilitated (Speck, 1996). Coaching and other kinds of follow up support are needed to help adult learners transfer learning into daily practice so that it is sustained (Speck, 1996). Teacher networking and other school level structures such as communities of practice, study groups and peer coaching need to be encouraged so that teachers support one another in implementation of what is learnt at CPD training.

Further, Loucks-Horsley, Stiles, & Hewson (1998) urge professional development programme designers to see professional development as a process, not an event. Hence, there is a need for the provision of support for a longer period of time to teachers who have attended CPD training. This is because learning to be proficient at something new or finding meaning in a new way of doing things is difficult and sometimes painful. Guskey's (1986) theory also supports the need for supporting teachers during the change process when they are trying out new things learnt at CPD training in their classroom settings. He urges CPD programme organizers and facilitators to recognize that change is a gradual and difficult process for teachers as it sometimes brings in anxiety. As such, it requires extra work, energy and time from both the teachers and the CPD programme facilitators. Close collaboration between program developers/researchers and teachers can greatly facilitate this process and help reduce the anxiety in the teachers. In support of the above arguments, out of twenty three participants involved in the study which included the National trainers, headteachers and teachers, eighteen of these participants indicated need for

monitoring the CPD training sessions and teachers in schools as one of the strategies for improving the CPD framework trainings. For example, National trainer 3 had this to say,

“The CPD program organizers should come and monitor the CPD training sessions. This will help to ensure that the trainings are in line with the Government plans of promoting quality education. At the same time, We as National trainers, we must monitor and evaluate the training programs so that we can gauge whether they are bringing positive results or not. These CPD framework training programs should be assessed with the set standards of the Department of Education. Monitoring and evaluation programs identify areas that need improvement to achieve the expected results”.

Similarly, headteachers involved in the study explained to the researcher through the interviews that monitoring the CPD training sessions is one of the best strategies for improving the implementation of the CPD framework trainings. For example, headteacher of school B explained that,

“The CPD program organizers must come and monitor the CPD training sessions for both school-based CPDs and off-site CPDs. This can help the participants to take an active part during the trainings sessions. The National trainers should also come and visit our schools in order to monitor the progress of teachers and see whether our teachers are implementing what they learned at the CPD training in a classroom situation. This can help us to improve because the national trainers can identify the gaps after observing teachers in classroom during the teaching process”.

Furthermore, teachers involved in the study concurred with both the National trainers and the headteachers by emphasizing that there is need for monitoring the CPD training sessions and teachers in schools. For instance, teacher 1 of school A narrated that,

“We have been conducting CPDs here at our school several times but nobody came to monitor the CPD training sessions. This shows lack of seriousness by CPD program organizers. Should we say they don’t have adequate financial resources to monitor these CDPs? Moreover, the National trainers do not come in our schools to visit us in order to see whether we are implementing what we learned at the CPD training or not. This is awesome. How can we improve if they fail to come and correct us after observing our lessons?” I can tell you that monitoring the CPD training sessions and monitoring the progress of these CPDs in schools is paramount for improving the implementation of the CPDs”.

The quotations above expressly demonstrate that the Ministry of Education should implement monitoring and evaluation programs to track the performance of the implemented CPD framework training programs. Monitoring and evaluation programs assist the Ministry of Education in determining if the training initiatives are improving the performance of teachers or are just a waste of money. CPD framework training programs should be implemented following the skills need analysis of the teachers in those fields to improve teachers' knowledge content, capacity, abilities, and performance.

From the discussion above, it is important for CPD programs organizers to put in place monitoring and support mechanisms for the implementation of what teachers learn at CPD programmes. Over-dependence on headteachers alone for monitoring CPD activities is not helping teachers much. Officials from the Ministry of Education; Department of Teacher Education; as well as

from the Education Divisions should set modalities on monitoring the implementation of CPD programmes that teachers have attended. NGOs and all stakeholders in In-service training of teachers should also do the same on CPD programmes that they conduct for teachers. Adey (2004) points out that new classroom practices only become embedded after around 30 hours of trying them out. Teachers alone cannot feel confident enough to try out new things in their classrooms without sustained monitoring and support from CPD programme providers and facilitators.

Headteachers and teachers partly attributed their lack of implementation of what they learn from CPD programmes to the lack of monitoring and support. Guskey (2002) also alludes to this when he enunciates that CPD program organizers need to provide continued follow-up, support and pressure for teachers to put into practice what they learn from CPD programs. He explains that the support allows those engaged in the difficult process of implementation to tolerate the anxiety of occasional failures whereas pressure is often necessary to initiate change among those whose self-impetus for change is not great.

4.4.4.6 Need for CPD Trainings to be Holistic

The study has established that there is a need for CPD training to be holistic. Every department at each secondary school should be involved in the CPDs because it assists teachers on their classroom practices through the acquisition of useful skills and knowledge which is vital for the student learning. Moreover, the Ministry of Education should collaborate with the school managers to ensure that the CPDs are conducted in the schools frequently and every department in the community Day secondary schools should prepare its activities based on their plan and target. This would help to ensure the effective implementation of the CPD framework trainings. For example, out of twenty three participants involved in the study which included the National trainers, headteachers and teachers, thirteen of these participants indicated a need for CPD

training to be holistic as one of the strategies for improving the CPDs. For instance, two teachers at school C shared the similar sentiment and had this to say,

“The Continuing professional development framework trainings should also target other areas such as language and humanity departments. Most of times we hear that our colleagues from the science department have gone to the training because they have fixed programs like Strengthening of Mathematics and Science in Secondary Education (SMASSE). But Humanity and Language departments do not have such kinds of trainings. Therefore, it is necessary for schools to conduct in-service trainings for these departments so that language and humanity teachers must have different knowledge and skills of assisting the students because every subject is very important for student learning”.

Likewise, Headteachers involved in the study concurred with the teachers. For example, headteacher of school D remarked that,

“The Ministry of Education or the CPD program organizers should ensure that these CPDs target every department of education such as humanity, language and Science to avoid disagreements that occur in our schools because the language and humanity teachers always complain that the CPD training programs mainly favors the science teachers because they have the fixed training programs every year such as Strengthening of Mathematics and Science in Secondary Education (SMASSE. This makes them out shine other teachers who don't teach science subjects”.

The quotations above provide enough evidence that the CPDs were not targeting every education department. Teachers at science department attend the CPDs every year because they have the

fixed CPD training programs such as SMASSE. On teacher professional development, the study has established that the policy which states that each teacher is allocated at least three days of In-service Education and training every year is just lip service. The policy is not fulfilled as the majority of teachers in Lilongwe Rural East have attended less than 3 In-service education training since they joined the service. This is indeed contrary to what the National Strategy for Teacher Education and Development (NSTED, 2007) advocates that teachers need to continue to learn about how to teach effectively and that as curricula change, teachers need to keep pace with the changes and new demands placed upon them. Fraser *et al.* (2007) acknowledges the need for teachers to attend continuing professional development programmes and places them within the context of lifelong learning for teachers to be productive in the teaching and learning process.

4.4.4.7 Need for improving accessibility of CPD trainings to Teachers

During data collection, the researcher noted with great concern that in some schools, some teachers participate in every CPD training sessions every year because they were in good terms with the school administrators and others had links with the Ministry as well as the Division officials. This was again a challenge because some teachers could not have a chance of benefiting from CPDs and make use of the lessons learnt. For example, out of twenty three participants involved in the study which included the National trainers, headteachers and teachers, thirteen of these participants indicated that there is a need for improving accessibility of CPD trainings to teachers as one way of strategy of improving the CPDs. For example, National trainer 2 had this to say,

“We have many teachers in schools who are lacking the teaching skills because the CPD Framework trainings are not accessible by every teacher. As National

trainers, we normally use the cascade mode of training which is beneficial to those teachers who attend these trainings at national level. I would wish if we would change the training program and start training teachers in their clusters so that every teacher should participate in the CPD trainings in order to get the first-hand information because the cascade mode of training makes the message to be diluted and distorted at each level”.

Similarly, The Headteacher of school C concurred with the National trainer 2 and explained that,

“The Ministry of Education should give equal opportunities to teachers to participate in the CPD framework trainings by allowing the National trainers to come and train all the teachers at school level so that every teacher must have a knowledge rather than just choosing the representatives. The tendency of choosing representatives demotivates other teachers and sometimes it brings chaos in schools. For example, at this school, one day three teachers came to my office and asked me to explain the criteria which was used to choose the two teachers who were sent to attend the CPD framework training at national level. Therefore, I just convinced them that the names of those teachers came directly from the Division and I had no choice because it was directive”.

Likewise, teachers involved in the study concurred with the National trainers and headteachers by explaining that the Ministry of Education should make the CPD trainings accessible to every teacher by training all the teachers at cluster level not just picking only few teachers to represent others. For example, teacher 4 of school D remarked that,

“There was this other time when the Ministry of Education was introducing the program of Initial Primary Teacher Education (IPTE). At that time, I was teaching at a certain primary school and when that program was starting they called all the teachers to learn for themselves in order to have a first-hand information. The Government through the Ministry of Education managed to train every teacher not this tendency of choosing few teachers as representatives of others. So, if the Ministry of Education managed to do that in primary schools, why can't they do the same at secondary school level? The disadvantage of choosing the few teachers to represent us is that some of them fail to facilitate the way it was supposed to be done. We want first-hand information not second-hand information because the way I can understand something during the CPD training is different from how someone can understand the same thing. When someone has gone to attend the training at cluster or national level, he or she is responsible to cascade the information to colleagues at school level. Therefore, those who are trained at school level are always at a disadvantage side because they receive the second-hand information and at the same time some teachers who are trained at a cluster or national level become pompous yet we have the same qualifications, that is, Bachelor's Degree in Education. Therefore, the Government or the CPD program organizers should ensure that these CPD trainings are accessible to all of us for the betterment of our students in schools because knowledge and skills acquired during these training make us to be intellectually good which in turn promotes our classroom practice”.

There are revelations from this study that teachers do not want colleagues who attended off-school site based CPD training to share information with them. Some teachers give the reason that they do not trust cascaded information and would therefore want to receive first-hand information just like their colleagues who attended the off-school site based CPD training. Other teachers raise issues of allowances, alleging that their colleagues were given allowances when they were being trained and so they would not want to be trained without getting an allowance. The end result is that those who attended the training are not supported fully by their colleagues to implement what they got from the CPD training. This is very counter-productive and contrary to Bell and Gilbert's (1996) three aspects of professional learning where it is believed that the will to learn should come from within the person and that social aspects should support that willingness. With the school as a community of practice, teachers are supposed to encourage one another and come together to share solutions to common problems (Wenger, 1998). Therefore, this study urges the government or the CPD program organizers to ensure that they improve the accessibility of CPD trainings to teachers so that every teacher must attend the off-school site based CPD trainings to promote uniformity among teachers as this will help to enhance teachers' cooperation which in turn improves the implementation of knowledge and skills acquired at the CPD trainings in the classroom setting.

4.4.4.8 Need for Bottom-Up Planning of CPDs at National Level

The study established that the planning of CPDs is generally top-down and this leads to resistance from schools to participate in the CPDs. For example, out of twenty three participants involved in the study which included the National trainers, headteachers and teachers, fifteen of these participants explained to the researcher through the interviews that there is a need for bottom-up planning of CPDs so that schools should have the sense of being recognized which in turn

facilitates the implementations of these CPDs. This study has learnt that almost all the headteachers and teachers in the rural Community Day secondary schools in Lilongwe District are not involved in the planning and designing of the CPDs which makes some of the school reluctant to participate in the CPDs. This was evidenced in the remarks made by the headteacher of school A,

“I have been heading different secondary school for more than fifteen years now but I’ve never been involved in planning and designing of CPDs at national level. Yaah! CPDs are conducted once in a year. Usually schools contribute money to clusters and school managers are involved in planning of the CPDs at school level during management meetings, cluster-level for budgeting as well as at divisional level where they are told that some of their plans have been turned down. Headteachers’ end at divisional level but they are not involved as far as national level. It is a problem if we are not involved at a national level because we are limited to table our challenges in running CPDs especially material resources, financial resources, human resources including expertise of facilitators. These issues can be well looked into at a higher level like national level”.

From the argument above, it clearly indicates that some challenges faced before, during and after conducting CPD framework trainings could be sougheed out if the headteachers and teachers were involved in the planning and implementation of CPDs at national level. This implies that headteachers have several factors that impede them from the smooth running of CPDs in their respective schools and one being lack of their involvement in the planning and designing CPDs at national level. Further, the choice of CPDs matters, therefore, it would sound better if the headteachers and teachers are involved in the planning of CPDs rather than just imposing the

CPD training content on them without putting their input. Similarly, headteacher of school C also concurred with his fellow headteacher of school A and complained to the researcher through the interviews as follows,

“We are sometimes just told by Education Division officials that such CPD should be done in two days’ time” without listening to our views. This is not on. It is necessary to involve us during the planning and designing the CPDs at national level so that we can as well put our inputs in the CPD trainings because we have a lot of concerns in our schools which could be addressed if we could be given an opportunity to participate in the planning of these CPD framework trainings”.

Likewise, teachers involved in the study also concurred with the headteachers by lamenting that there is need for bottom-up planning of CPDs. For instance, teachers 1 and 2 of school D shared the similar sentiments during the interviews and had this to say,

“It’s so worrisome to lament to you that the headteachers and we the teachers are not involved in the planning and designing of these CPDs. We even don’t know the procedures which they follow up there to come up with the content for the CPD trainings. This is really hectic because there is no time for preparation and the relevance of such a CPD framework training is not seen immediately. As a result implementation becomes a challenge because it is a thing just imposed and not a requirement or a need. Our headteachers need to be highly respected because they are responsible managers to enforce the effective implementation of the CPD framework trainings at school level. Therefore, the Government or the CPD program organizers need to include us and our headteachers during the planning

and organizing stages because we are the ones who implement the Knowledge and skills gained in the CPD training sessions at classroom level”.

From the above quotations, this study has discovered that on consultations, the qualitative findings revealed that almost the headteachers and teachers were not consulted for their input in CPD programmes. Teachers during face to face interviews also indicated lack of consultations in the design of CPD programmes, especially for the off-school site based CPDs. Part of Speck's (1996) theory of how adults learn states that adults want to be the origin of their own learning and that adult learners come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies. Hence, CPD facilitators need to seek input from participants not only during the proceedings of the training sessions but also in the design and content of the CPDs. This ensures that teachers accept the programme and willingly put to use what they learnt from the programme. Reichert (1992) asserts that teachers want and need to be involved in the planning and implementation of in-service education activities. This is because when implementers are involved in the planning process of a programme, they understand it better and are more willing to implement it effectively (Parsons, 1995). Such a programme is likely to achieve its objectives.

The above explanation means that CPD programme implementers need to tailor their course content in such a way that it takes into account input from teachers themselves; and that it meets the expectations of the teachers. Otherwise, course content if not well designed, can be a challenge to the successful implementation of a CPD programme. Further, a CPD training that does not seek input from teachers builds on what Wight & Buston (2003) call a 'deficit model' which emphasizes inadequacies rather than identifying and developing teachers' existing strengths. This is

detrimental to the successful implementation of a CPD programme as teachers will not own such CPD programmes.

4.4.4.9 Need for Supervision of the implementation of the CPDs

Continuing Professional Development framework training programs need supervision to ensure ongoing support in order that teachers apply newly acquired knowledge and skills in their classrooms. Inadequate follow-up and support can result in a gap between training and actual classroom practice, diminishing the potential impact of the CPD framework training programs. For example, out of twenty three participants involved in the study which included the National trainers, headteachers and teachers, seventeen of these participants mentioned the need for supervision of the implementation of the CPDs as one of the strategies for improving the CPD framework trainings. For instance, National trainer 1 had this to say,

“Without regular reinforcement and supervision, teachers may forget or neglect to use the knowledge and skills they acquired during CPD framework training in a classroom setting. Supervision and Follow-up activities, such as coaching, mentoring, or peer collaboration, can help sustain and deepen teachers' understanding and implementation of new practices”.

Similarly, headteachers involved in the study concurred with the National Trainer 1 by explaining that supervising the implementation of the CPDs in schools will help the facilitators to assist the teachers in the areas that need improvement. For example, headteacher of school C remarked that,

“Follow-up and supervision are critical components of effective implementation of continuing professional development training programs. Without ongoing support

and thorough supervision, the impact of CPD framework training can diminish over time”.

Likewise, teachers involved in the study also concurred with both the National trainers and headteachers by informing the researcher through the interviews when asked that the CPDs needs frequent supervision to ensure that knowledge and skills acquired from the CPD trainings are implemented by the teachers in the classroom setting accordingly. This is what the teacher 3 of school B reiterated,

“Although some of us attended the CPD training at national level, we also need supervision from the National trainers in order to ensure that we are on the right track. Lack of supervision hinders the implementation of these CPDs because some teachers especially those who attended the school-based CPDs are reluctant to implement the knowledge and skills in the classroom setting because they claimed that they got second-hand information which needs frequent coaching and mentoring. Therefore, when the National trainers come to supervise the implementation of the CPDs in our schools, it will help to reduce the gaps which in turn strengthen the application of the knowledge and skills obtained at the CPD trainings in the classroom settings”.

From the above quotations and arguments, it can be deduced that continuing professional development framework training programs introduce teachers to new strategies and techniques. However, teachers may struggle to apply these strategies effectively in their classrooms without supervision and support. Ongoing support and frequent supervision help teachers translate their learning into practice and address any challenges. The Ministry of Education officials, the Education Division officials and the national trainers need to conduct classroom observations and

getting feedback whereby trained facilitators or administrators observe teachers' implementation of new strategies and provide constructive feedback (Selemani-Meke, 2013). This process helps to identify areas of improvement, reinforce effective practices, and ensure alignment with the goals of the Continuing professional development framework training program.

4.5 Chapter Summary

This chapter has presented the data analysis, presentation and discussion of findings and it has also involved the researcher's understanding of the study. The study further discovered that there were several strategies for improving the Continuing professional development framework trainings in the secondary schools in Malawi.

To cite example, the Government of Malawi through the Ministry of Education should provide enough funding to education sector so that the participants must receive enough allowances during the CPD training sessions as the motivational factor so that they must be eager to implement what they learned at the CPD framework training in classroom settings and also provide supervision for the implementation of the CPDs to ensure that what the headteachers and teachers learned at the CPD framework training is implemented at school level accordingly. Therefore, there is a need for the CPD framework trainings to be fully funded by the Government of Malawi or by other well-wishers so that the knowledge and skills obtained during the CPD training sessions must be effectively implemented by the teachers in schools with the aim of promoting quality education in the country.

CHAPTER 5: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Chapter Overview

Chapter 4 presented the key findings of the study. This chapter, therefore, gives a summary of the whole study in terms of the key findings of the study as well as the study's contribution to academic knowledge. Finally, the chapter identifies areas for further research.

5.1 Summary of Findings

As pointed out in chapter one, The Ministry of Education (MoE) developed the National Continuing Professional Development Framework (CPD Framework) for teachers and teacher educators in Malawi to guide the design and implementation of continuing professional development programmes (MoE, 2018). The Ministry of Education launched the national Continuing Professional Development in 2011. Continuing Professional Development for teachers is currently receiving global attention because it helps teachers to improve their teaching skills. The most important outcome of CPD is a positive impact in changing teacher's knowledge and practices as it in turn improves learner performance. However, literature indicated that implementation of CPD framework trainings in the secondary schools face several challenges because headteachers and teachers are not involved in the planning and design of the training content. In this light, the current study examined the implementation of the CPD framework trainings in the secondary schools in Malawi. So far, research on examining the implementation of CPD framework trainings in the secondary schools in Malawi is anecdotal. This study therefore, was conceived to address this knowledge gap. Thus, the following sub-sections summarized the findings in relation to the objectives of the study starting with objective one.

5.1.1 Objective 1: To investigate the nature of the Continuing Professional

Development framework trainings for teachers.

Regarding the nature of the Continuing professional Development Framework trainings for teachers, the findings of the study presented in chapter 4 indicated that both headteachers and teachers involved in the study were trained in several areas. Majority of headteachers and teachers indicated that they were trained in the community of practice, classroom management, inclusive education or Special Needs education, continuous assessment, lesson planning, innovative teaching strategies and positive disciplining of students. The Continuing Professional Development framework trainings which the headteachers and teachers attended assisted them to acquire knowledge and new teaching skills which helped them to improve their classroom practice. In relation to these findings, this study accepts the assumption that improving the efficiency and quality of schooling depends in large measure on ensuring that teachers are highly skilled to perform at their best and the provision of an education of good quality is compounded by many factors, including the quality of teachers.

5.1.2 Objective 2: To analyze the influence of Continuing Professional Development framework trainings on teachers' classroom practices in the secondary schools in Malawi

Through the study findings reported in chapter 4, the study has established that CPD framework trainings played a crucial role on teachers' classroom practices. Teachers involved in the study disclosed through the interviews that the CPD framework trainings brought numerous influences on their classroom practices such as improved their teaching skills, improved their teaching professionalism, improved students' participation in the teaching and learning process, improved

their assessment practices and improved their inclusive classroom practices. Above all these influences of CPD framework trainings, the study has found that teachers were able to deliver good lessons than before because they gained the new knowledge and skills which helped them to improve their classroom practices which in turn boosted students' learning and academic performance.

5.1.3 Objective 3: To assess the challenges faced by the CPD Framework trainings in the Secondary Schools in Malawi

Basing on the study findings presented in Chapter 4, the study has discovered that the CPD frameworks trainings were ineffectively implemented. Both Headteachers and teachers involved in the study explained to the researcher through the interviews that the CPD framework trainings faced several challenges such as inadequate financial resources for the trainings, inadequate training materials, teacher's resistance to change, short duration for trainings and training content overload, lack of enough support by school management for school-based CPDs, lack of interest in CPDs by some teachers, lack of active participation by some teachers during the trainings and travel difficulties which hindered the effective implementation of the CPD framework trainings. Above all these challenges, with reference to the theory of adult learning known as "Andragogy" and a Conceptual framework of the models of CPDs, the study has found that it was difficult for teachers to implement the knowledge and skills acquired from the CPD framework trainings in classroom settings.

5.1.4 Objective 4: To explore the strategies for improving the Continuing Professional Development framework trainings in Malawi

Regarding the strategies for improving the Continuing Professional Development Framework trainings, the findings of the study reported in chapter 4 of this thesis showed that using experienced facilitators during the trainings, provision of adequate funding for the CPDs, provision of adequate training materials, need for adequate time for the CPD training sessions, need for monitoring the CPD training sessions, need for CPD training sessions to be holistic, need for improving accessibility of CPD framework trainings for teachers, need for bottom-up planning of CPDs at national level and need for supervision of the implementation of the CPDs could improve the CPD framework trainings in Malawi. These strategies have the potential of changing the status of the way the CPD framework trainings are implemented in the secondary schools in Malawi which could be said is ineffective.

5.2 Study's Contributions to new knowledge

This study examined the implementation of the Continuing Professional Development Framework trainings for community Day secondary schools teachers in Lilongwe Rural East, Malawi. The main contribution of the study lies in the fact that it has identified challenges faced by the implementation of the CPD framework trainings. Based on these challenges, the study has made recommendations to various relevant education stake holders on how the CPD framework trainings can be improved. Improvement of the implementation of the Continuing Professional Development Framework trainings can also contribute to improvement of the quality of teaching and learning in the secondary schools in Malawi.

5.3 Conclusion

This study examined the implementation of the Continuing Professional Development Framework trainings for Community Day secondary school teachers in Lilongwe Rural East in Malawi. The concern of the study was that despite the Government of Malawi through the Ministry of Education putting in place structures to facilitate the implementation of Continuing Professional Development framework trainings for community Day secondary school teachers in Malawi, some teachers are not implementing the knowledge and skills obtained from the CPDs. One reason for this is that there is lack of monitoring and supervision of teachers' practices at classroom level regardless of the fact that CPDs are very variable to improving the quality of teaching and learning.

From the concerns aired by headteachers and teachers as well as the National trainers of CPD framework trainings, it appears CPD framework trainings conducted through the use of the cascade mode did not benefit the teachers much. It was learnt that the flow-down of the messages from one level of the cascade to the other resulted in knowledge gaps at each level of the cascade. As a result, teachers found implementation very difficult. This confirms findings by Dove (1986) and Khulisa (2001) cited in Engelbrecht *et al.* (2007) that the cascade model has a dilution effect. Further, the study noted that some National trainers during training sessions that involved the cascade model of training lacked the confidence, knowledge or expertise and understanding of issues needed to manage the training process (Engelbrecht *et al.*, 2007). Hence, the resultant effect of the use of the cascade model in training teachers was limited implementation at classroom level, of what was learnt at the CPD training. Though the cascade mode is deemed cost effective (Foulds, 2002; Hayes 2000; Ono & Ferreira, 2010), this study has learnt that its use compromises the quality of training subjected to the lower levels of the cascade.

5.4 Recommendations

Based on the findings of this study, the researcher advances the following recommendations on the CPD framework training programs starting with recommendations to the Ministry of Education, then to the Headteachers who are the trainers at school level and the teachers who are the recipients of the trainings:

5.4.1 Recommendations to the Ministry of Education and the National Trainers

1. Since the methods used by the facilitators in CPD framework trainings appear to be interactive methods, the facilitators should continue to use those methods. However, during group work, caution should be exercised to come up with a manageable number of participants per group (at most 5 members per group) to ensure the participation of every member.
2. Government should provide adequate funding for effective CPD framework training sessions. Ministry of Education or CPD Framework training organizers should ensure that adequate and relevant materials for the training are available before the onset of the training. Where possible such materials should trickle down to the schools for use in classroom settings.
3. Adequate time should be allocated for CPD Framework trainings for teachers. This would ensure thorough coverage of training content as well as assimilation of content into the repertoires of teachers (Coburn, 2004; Tyack & Cuban, 1995). The time-spread over which the CPD activity is to take place should always tally with the amount of content the CPD framework training facilitators or organizers want to impart to the teachers.

4. The Continuing Professional Development framework training program organizers or the Ministry of Education should make a deliberate effort to consult headteachers and teachers for input in CPD programme designs.
5. The cascade mode of training, though cost effective, needs to be used with caution. The dilution of information at each level of the cascade leaves teachers unsure of how to implement what was learnt at the CPD framework training. Where the cascade mode of training is inevitable, especially in orientations to new curriculum, an effort should be made to allocate adequate time for the training at each level of the cascade to allow for assimilation of the new content and skills. Further, when the cascade mode is used, proper supervision should be in place to ensure that the problems that come with its use are rectified in good time.
6. The process of choosing facilitators for CPD framework trainings where the National trainers and selected teachers are used should be transparent and objective and should be based on the competencies of the teachers. This would ensure that their authority is not questioned by the trainees during the training sessions. Thus, the Ministry of Education should hire the experienced and well-qualified National trainers during the CPD framework training sessions.
7. Proper monitoring and support mechanisms need to be put in place to ensure that headteachers and teachers who have attended the CPD framework trainings are followed up in their schools to be supported in the implementation of what they learned from the CPD framework trainings. This is because learning, especially for adults, is a gradual process; hence, teachers need to be supported over a longer period of time for them to effectively implement what they learn from CPD training (Speck, 1996).

8. Teachers need to be extrinsically motivated to seriously commit themselves to the implementation of what they learn from the CPD framework training. The government should seriously look into issues of low salaries for teachers as well as poor training allowances and think of alternative means of supplementing the salaries and training allowances. This would ensure that teachers are not always in debt through getting loans from dubious loan sharks. This would liberate them and with a liberated mind, they can easily focus on the implementation of what they learn from CPD framework trainings.

5.4.2 Recommendations to the Headteachers

1. Adequate time should be allocated for school-based CPDs in order to minimize the problem of training content overload.
2. Headteachers should provide enough support for school-based CPDs by ensuring that training materials are available before the onset of the training and teachers receive enough allowance during the training sessions.
3. Headteachers should make sure that the process of choosing teachers who attend the CPD framework training at national level should be transparent and objective and should be based on the competencies of the teachers. They must choose teachers who are knowledgeable enough so that they can cascade the information to their fellow teachers easily at school level.

5.4.3 Recommendations to the teachers

1. Teachers should take an active part during the CPD framework trainings in order to understand the training content very well.
2. Teachers need to have intrinsic motivation rather than extrinsic motivation.

3. Teachers need to accept the change by welcoming the new knowledge and appreciating that they are leaving in a global world whereby many things have changed due to the coming in of technology.

5.5 Suggested areas for further Study

This study focused on the implementation of the Continuing Professional Development framework trainings in the secondary schools in Lilongwe Rural East in Malawi. Future studies could focus on the areas such as:

1. An assessment of teachers' utilization of CPD knowledge and skills in their teaching practices in the secondary schools in Malawi.
2. Investigating the influence of CPDs on teachers' classroom practices in the Primary schools in Malawi.
3. Exploring the influence of CPDs on teacher educators' classroom practices in the teacher education institutions in Malawi.

5.6 Chapter Summary

This chapter has presented the thesis summary drawn from the research findings, conclusions, recommendations and suggested areas for further research. Largely, the study offers a significant knowledge contribution to the existing body of knowledge regarding the implementation of CPD framework trainings in the secondary schools in Malawi. From a practical perspective, the findings of the study might be useful to educational policy makers and the Ministry of Education officials or the CPD framework training organizers as well as the headteachers in the secondary schools in identifying the challenges faced by the CPDs and developing the strategies for improving the CPD framework trainings for teachers in order to improve the quality of teaching and learning in the secondary schools in Malawi.

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APPENDICES

APPENDIX 1: MZUNIREC ETHICAL APPROVAL



MZUZU UNIVERSITY

DIRECTORATE OF RESEARCH

Mzuzu University
Private Bag 201
Luwinga
Mzuzu 2
MALAWI
TEL: 01 320 722
FAX: 01 320 648

MZUZU UNIVERSITY RESEARCH ETHICS COMMITTEE (MZUNIREC)

Ref No: MZUNIREC/DOR/24/25

13/04/2024.

Musathe Sitima,
Mzuzu University,
P/Bag 201,
Luwinga,
Mzuzu 2.

Email: musathesitima@gmail.com

Dear Musathe,

**RESEARCH ETHICS AND REGULATORY APPROVAL AND PERMIT FOR
PROTOCOL REF NO: MZUNIREC/DOR/24/25: AN ASSESSMENT OF THE
IMPLEMENTATION OF THE CONTINUING PROFESSIONAL DEVELOPMENT
FRAMEWORK: A CASE STUDY OF SELECTED SECONDARY SCHOOLS IN
LILONGWE DISTRICT.**

Having satisfied all the relevant ethical and regulatory requirements, I am pleased to inform you that the above referred research protocol has officially been approved. You are now permitted to proceed with its implementation. Should there be any amendments to the approved protocol in the course of implementing it, you shall be required to seek approval of such amendments before implementation of the same.

This approval is valid for one year from the date of issuance of this approval. If the study goes beyond one year, an annual approval for continuation shall be required to be sought from the Mzuzu University Research Ethics Committee (MZUNIREC) in a format that is available at the Secretariat. Once the study is finalized, you are required to furnish the Committee with a final report of the study. The Committee reserves the right to carry out compliance inspection of this approved protocol at any time as may be deemed by it. As such, you are expected to properly maintain all study documents including consent forms.

Committee Address:

***Secretariat, Mzuzu University Research Ethics Committee, P/Bag 201, Luwinga, Mzuzu 2;
Email address: mzunirec@mzuni.ac.mw***

Wishing you a successful implementation of your study.

Yours Sincerely,

A handwritten signature in blue ink, appearing to read 'Gift Mbwele', is written over a faint circular stamp.

Gift Mbwele

SENIOR RESEARCH ETHICS ADMINISTRATOR

For: CHAIRMAN OF MZUNIREC

APPENDIX 2: LETTER OF INTRODUCTION



MZUZU UNIVERSITY

**Department of Teaching, Learning and
Curriculum Studies**

Mzuzu University
Private Bag 201
Luwingu
Mzuzu 2
MALAWI

Tel: (265) 01 320 575/
Fax: (265) 01 320 568
mdolo.mm@mzuni.ac.mw

16th April 2024

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION: MR MUSATHE SITIMA

Mr Musathe Sitima is a registered Master of Education (Leadership and Management) Program student at Mzuzu University. He has been cleared by the Mzuzu University Research Ethics Committee (MZUNIREC) to collect data for the research study he is conducting as a requirement for the program.

Kindly assist him accordingly.

Yours faithfully,

Dr Margaret M. Mdolo
Program Coordinator

APPENDIX 3: LETTER TO THE EDUCATION DIVISION MANAGER (CWED)

Mzuzu University,

Private Bag 201,

Luwinga,

MZUZU 2.

Email: musathesitima@gail.com

The Division Manager,

Central West Education Division,

Post Office Box 98,

LILONGWE.

Dear Sir,

REQUEST TO CARRY OUT A RESEARCH IN YOUR SCHOOLS

I am a post graduate student at Mzuzu University pursuing a **Master of Education in Leadership and Management**. I am carrying out a study titled “*Examining the implementation of the Continuing Professional Development Framework trainings in the selected secondary schools in Lilongwe Rural East*” as a partial fulfillment of the requirements for the award of a Degree of Master of Education. I am therefore writing to request your good office for permission to carry out this study in the four secondary schools in your division.

My study will involve face to face interviews with the national trainers of the CPD framework trainings and Headteachers and focus group discussion with the teachers. I will request them to

sign a consent form accepting involvement in the research. I also intend to protect the anonymity of the schools to be involved in the research, the national trainers of the CPD framework trainings, the Headteachers and the teachers' anonymity by using pseudonyms.

Attached is an introduction letter from Mzuzu University.

Yours Sincerely,

A handwritten signature in blue ink, appearing to be 'Musathe Sitima', enclosed within a large, hand-drawn oval.

MUSATHE SITIMA (0991 314 055)

APPENDIX 4: LETTER TO THE HEADTEACHERS OF THE SELECTED SCHOOLS

Mzuzu University,

Private Bag 201,

Luwinga,

MZUZU 2.

Email: musathesitima@gail.com

The Headteacher,

_____ CDSS

Dear Sir/ Madam,

REQUEST TO CARRY OUT A RESEARCH AT YOUR SCHOOL

I am a post graduate student at Mzuzu University pursuing a Master of Education in Leadership and Management. I am carrying out a study titled *“Examining the implementation of the Continuing Professional Development Framework trainings in Malawi: A case study of selected secondary schools in Lilongwe Rural East”* as a partial fulfillment of the requirements for the award of the Degree of Master of Education. My study will involve focus group discussion with the respective teachers. I will also request to have a face to face interview with you which is related to the topic of my study. I intend to protect the anonymity of your institution, of the teachers and yourself by using pseudonyms.

I am therefore writing to request for permission to carry out this study at your institution.

Attached is an introduction letter from Mzuzu University.

Yours Sincerely,

A handwritten signature in blue ink, appearing to be 'Musathe Sitima', enclosed within a light blue rectangular box.

MUSATHE SITIMA (0991 314 055)

APPENDIX 5a: CONSENT FORM FOR TEACHERS' PARTICIPATION IN A RESEARCH



Dear Sir/Madam,

My name is **Musathe Sitima**, a postgraduate student at Mzuzu University. I am pursuing a Master of Education Degree in Leadership and Management. I am carrying out a study on **Examining the implementation of the Continuing Professional Development Framework trainings in the selected secondary schools in Lilongwe District** as a partial fulfillment of the requirements for the award of the Master's Degree in Education.

The activity you will be involved in is participating in semi-structured individual interview which might take about an hour on an agreed day and time. Information you give in this study will be treated with utmost confidentiality and will not be accessible to any person except my supervisors and me. Information you give will be used for academic purposes only.

Participation in this study is voluntary. For this reason upon accepting to take part in this study, you are requested to sign in the spaces provided below.

Name: _____ Signature: _____

Date: _____

(Participant)

Name: _____ Signature: _____

Date: _____

Musathe Sitima (Researcher).

APPENDIX 5b: CONSENT FORM FOR AUDIO-RECORDING INTERVIEWS



I invite you to participate in an interview in my study on the topic “**Examining the implementation of the Continuing Professional Development Framework trainings in the selected secondary schools in Lilongwe District**”. I would like to audio record what transpires in this interviews. I therefore, request for your permission for me to audio record our discussions in the interviews. Please sign below if you have accepted to be audio-recorded. I give consent to the following:

- a) Being interviewed in the study.
- b) Being audio-recorded during the interview.

Name of the teacher: _____

Signature of the teacher _____ **Date:** _____

Name of the Researcher: _____

Signature of the Researcher _____ **Date:** _____

**APPENDIX 5c: CONSENT FORM FOR THE NATIONAL TRAINERS OF THE CPD
FRAMEWORK TRAININGS' PARTICIPATION IN THE STUDY**



Dear Sir/Madam,

My name is **Musathe Sitima**, a postgraduate student at Mzuzu University. I am pursuing a Master of Education Degree in Leadership and Management. I am carrying out a study on **Examining the implementation of the Continuing Professional Development Framework trainings in the selected secondary schools in Lilongwe District** as a partial fulfillment of the requirements for the award of the Master's Degree in Education.

The activity you will be involved in is participating in semi-structured individual interview which might take about an hour on an agreed day and time. Information you give in this study will be treated with utmost confidentiality and will not be accessible to any person except my supervisors and me. Information you give will be used for academic purposes only.

Participation in this study is voluntary. For this reason upon accepting to take part in this study, you are requested to sign in the spaces provided below.

Name: _____ **Signature:** _____

Date: _____

(Participant)

Name: _____ **Signature:** _____

Date: _____

Musathe Sitima (Researcher).

APPENDIX 6: INTERVIEW GUIDE FOR NATIONAL TRAINERS OF THE CPD FRAMEWOK TRAININGS

Research Title: Examining the implementation of the Continuing Professional Development Framework Training in Malawi: A Case Study of Selected Secondary Schools in Lilongwe District.

NATIONAL CPD FRAMEWORK TRAINER QUESTIONNAIRE

I am **Musathe Sitima**, a Masters student at Mzuzu University pursuing a Master of Education in Leadership and Management, this questionnaire seeks information on Continuing Professional Development Framework training for Head teachers and teachers. The information to be gathered is for the academic purposes and will be treated with uttermost confidentiality.

SECTION A: BIOGRAPHICAL DATA

District:

Institution:

Name of the Trainer:

Sex:

Age of the trainer:

Academic qualifications of the trainer:

Experience of the trainer:

SECTION B. SPECIFIC INFORMATION

- 1. Could you briefly describe the last CPD Framework training you conducted?
.....
.....

- 2. What was the purpose of the training?
.....

- 3. What aspects did you focus on during the training?
.....
.....

- 4. Who decides on aspects that teachers should be trained on in the CPD Framework training?
.....
.....

- 5. Do all teachers attend the training or do you have a representative from each school attending the training?
.....
.....

- 6. How is the message conveyed to teachers about their attending the training?
.....
.....

7. Do you make any plans or steps before conducting the training?

.....

.....

8. Do you send any readings to teachers before conducting the training?

.....

.....

9. How do you establish whether the training was successful or not?

.....

.....

10. How often do you conduct CPD Framework trainings?

.....

.....

11. When the teachers encounter challenges with teaching, do they reach out to you for assistance? If yes, how do they reach out to you for assistance?

.....

.....

.....

(i) If yes, how do you help? If no, why?

.....

.....

12. How do you assist the teachers who encounter challenges with teaching?

.....
.....

13. Do you have any other comments on CPD Framework trainings?

.....
.....
.....
.....

THANK YOU FOR YOUR TIME

APPENDIX 7: QUESTIONNAIRE FOR HEAD-TEACHERS

Research Title: Examining the implementation of the Continuing Professional Development Framework Trainings in Malawi: A Case Study of Selected Secondary Schools in Lilongwe District.

HEAD-TEACHERS’ QUESTIONNAIRE

I am **Musathe Sitima**, a Masters student at Mzuzu University pursuing a Master of Education in Leadership and Management, this questionnaire seeks information on Continuing Professional Development Framework training for Head teachers and teachers. The information to be gathered is for the academic purposes and will be treated with uttermost confidentiality.

QUESTIONNAIRE FOR HEAD TEACHERS

Section A. Demographic Data

School:

Head-Teacher’s name:

Gender:

Academic Qualification:

Teaching Experience:

Number of years of experience as a Head teacher:

Date:

Section B: General Assessment of the Continuing Professional Development Framework training

- 1. Have you ever participated in any of the Continuing Professional Development Framework training?
 - (i) Who conducted the training?
.....
 - (ii) Where?
.....
 - (iii) What content was covered in the training?
.....
.....
 - (iv) How long was the training?
.....
- 2. What were the strengths of the training?
.....
.....
- 3. What were the weaknesses of the training?
.....
.....
- 4. How many of your teachers have attended the CPD Framework training?
.....

5. In your opinion, have the CPD trainings helped your teachers to improve their teaching?

.....
.....

(i) Explain your response to the question (5) above.

.....
.....

6. What challenges are your teachers facing in teaching at classroom level during lesson delivery?

.....
.....

7. How has the CPD Framework helped your teachers to overcome these challenges?

.....
.....

8. How frequent have you been observing your teachers lessons in their following-up of the teaching approaches taught to them during the CPD Framework training?

.....
.....

9. Do you have any other comments about your school's implementation of the CPD Framework?

.....
.....
.....

Section B: Assessment of the Specific areas of the implementation of the Continuing Professional Development Framework Training

In this section, please indicate your level of agreement with each of the following statements by ticking below the columns. You may also wish to include an explanation for your response in the comments column.

S/N	Categories	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Comment
	Preparation for the training						
1	The invitation for the Continuing Professional Development Framework training stated the goals (outcomes) of the training clearly						
2	I was given enough information to prepare for the training						
	Content delivery						
3	The goals (outcomes) of the training were clearly defined at the beginning of the training						

4	Each session stated the objectives (outcomes) clearly						
5	The topics covered in the training were relevant for my role at the school						
6	There was sufficient opportunity for interactive participation among participants at the training						
7	The training content will be useful in my work						
8	The content of the training were pitched at the right level for easy understanding						
9	The content of the training was helpful						
10	The schedule for the training provided sufficient time to cover all of the proposed activities of the training sessions						
	Facilitation Methods						

11	The facilitators were knowledgeable about the topics they facilitated						
12	The facilitators were well prepared for the sessions						
13	Information was presented logically and explanations were clearly given						
14	The facilitators were helpful, informative and approachable						
15	The facilitators encouraged active participation of the participants						
16	The facilitators answered questions in a complete and clear manner						
17	The facilitators used a variety of training methods						
18	The facilitators were respectful of the different knowledge, skills and values presented by the participants						

19	The equipment and tools used during the training sessions worked well and facilitated effective facilitation and learning in the training						
20	The sessions of the training lasted about the right amount of time						
	Facilities and Administration						
21	The location of the training was convenient for the participants						
22	The meeting room and related facilities provided a comfortable setting for the training						
23	The refreshments and food provided were of good quality						
	General Satisfaction with the training						
24	The goals(outcomes) of the training were met						

25	I am satisfied with my increased understanding of the practice of teaching and other teaching related issues as a result of the training						
26	This training is among the best trainings I have received on the subject of teaching and its related activities						

Section C: General comments on the Continuing Professional Development Framework training

27. Did the Continuing Professional Development Framework training meet all your expectations? Explain

.....

.....

28. Can you use what you learned in the training in your role or work at your school?

.....

.....

29. If any of the training objectives (outcomes) were not met, explain in your own words why not.

.....

.....

30. My favourite part of the training was:

.....

.....

31. If there was one thing I would like to see changed in the Continuing Professional Development Framework, it is:

.....

.....

32. I wish the training included the following issues:

.....

.....

33. In your opinion, what do you think would have made the training more effective?

.....

.....

34. How would you rate the overall quality of the Continuing Professional Development training?

.....

.....

THANK YOU FOR YOUR TIME

APPENDIX 8: QUESTIONNAIRE FOR TEACHERS

Research Title: Examining the implementation of the Continuing Professional Development Framework Trainings in Malawi: A Case Study of Selected Secondary Schools in Lilongwe District.

QUESTIONNAIRE FOR TEACHERS

I am **Musathe Sitima**, a Masters student at Mzuzu University pursuing a Master of Education in Leadership and Management, this questionnaire seeks information on Continuing Professional Development Framework training for Head teachers and teachers. The information to be gathered is for the academic purposes and will be treated with uttermost confidentiality.

Section A. Demographic Data

School:

Teacher’s name:

Gender:

Academic Qualification:

Teaching Experience:

Date:

Section B: General Assessment of the Continuing Professional Development Framework Training

- 1. Have you ever participated in any of the Continuing Professional Development Framework trainings? -----

- (i) Who conducted the training?
.....
- (ii) Where?
- (iii) What content was covered in the training?
.....
- (iv) How long was the training?
- 2. What were the strengths of the training?
.....
- 3. What were the weaknesses of the training?
.....
- 4. Could you briefly describe the last CPD Framework training session you attended?
.....
- 5. Did you find the training helpful for your teaching?
- 6. What aspects did you find helpful?
.....
- (i) Explain your answer in question (4) above.
.....
.....
- 7. Did the training prepare you as a teacher to teach as expected?
 - (i) Explain your response to the question (7) above.
.....
.....

8. Do you think that you teach according to the instructions you got from the CPD Framework training on how to teach? If yes, explain.

.....
.....

9. How often do you attend CPD training sessions?

.....
.....

10. Where do the training sessions happen?

.....
.....

11. When do the training sessions happen?

.....
.....

12. What challenges are you facing in teaching in the classroom at your school?

.....
.....

(i) How have the CPD trainings you have attended helped you to solve the challenges which you have been facing in teaching in the classroom?

.....
.....

13. Do you have anything to say concerning your CPD Framework training?

.....

Section B: Assessment of the Specific areas of the implementation of the Continuing Professional Development Framework Training

In this section, please indicate your level of agreement with each of the following statements by ticking below the columns. You may also wish to include an explanation for your response in the comments column.

S/N	Categories	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Comment
	Preparation for the training						
1	The invitation for the Continuing Professional Development Framework training stated the goals (outcomes) of the training clearly						
2	I was given enough information to prepare for the training						
	Content delivery						
3	The goals (outcomes) of the training were clearly defined at the beginning of the training						
4	Each session stated the objectives (outcomes) clearly						

5	The topics covered in the training were relevant for my role at the school						
6	There was sufficient opportunity for interactive participation among participants at the training						
7	The training content will be useful in my work						
8	The content of the training were pitched at the right level for easy understanding						
9	The content of the training was helpful						
10	The schedule for the training provided sufficient time to cover all of the proposed activities of the training sessions						
	Facilitation Methods						
11	The facilitators were knowledgeable about the topics they facilitated						
12	The facilitators were well prepared for the sessions						

13	Information was presented logically and explanations were clearly given						
14	The facilitators were helpful, informative and approachable						
15	The facilitators encouraged active participation of the participants						
16	The facilitators answered questions in a complete and clear manner						
17	The facilitators used a variety of training methods						
18	The facilitators were respectful of the different knowledge, skills and values presented by the participants						
19	The equipment and tools used during the training sessions worked well and facilitated effective facilitation and learning in the training						
20	The sessions of the training lasted about the right amount of time						
	Facilities and Administration						

21	The location of the training was convenient for the participants						
22	The meeting room and related facilities provided a comfortable setting for the training						
23	The refreshments and food provided were of good quality						
	General Satisfaction with the training						
24	The goals(outcomes) of the training met						
25	I am satisfied with my increased understanding of the practice of teaching and other teaching related issues as a result of the training						
26	This training is among the best trainings I have received on the subject of teaching and its related activities						

Section C: General comments on the Continuing Professional Development Framework training

27. Did the Continuing Professional Development Framework training meet all your expectations? Explain

.....

.....

.....

28. Can you use what you learned in the training in your role or work at your school?

.....

.....

.....

29. If any of the training objectives (outcomes) were not met, explain in your own words why not.

.....

.....

.....

30. My favourite part of the training was:

.....

.....

.....

31. If there was one thing I would like to see changed in the Continuing Professional Development Framework, it is:

.....

.....

.....

32. I wish the training included the following issues:

.....

.....

.....

33. In your opinion, what do you think would have made the training more effective?

.....

.....

.....

34. How would you rate the overall quality of the Continuing Professional Development training?

.....

.....

.....

THANK YOU FOR YOUR TIME