Effective management of the Continuous Professional Development Program in selected schools in Oshana Education Region, Namibia

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DECLARATION

I, Kayumbu Johannes, hereby declare that, to the best of my knowledge and belief, this dissertation titled "EFFECTIVE MANAGEMENT OF THE CONTINUOUS PROFESSIONAL DEVELOPMENT PROGRAMME IN SCHOOLS IN OSHANA EDUCATION REGION, NAMIBIA" is my own work. It has not been submitted to any other institution of higher learning for the award of any degree or qualification. All sources I have used or quoted have been indicated and acknowledged by means of references.

Signature:

04 October 2019

Date:

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DEDICATION

This dissertation is dedicated to my wife, Teopolina Kayumbu, and my children, Johanna, Senior, Israel, Helao, Immanuel and Johnson. The years, months and days you persevered with limited time from your husband and father have enabled me to successfully complete this dissertation. May God bless you abundantly!

ABSTRACT

Continuous professional development denotes the empowerment of teachers to execute their duties diligently, which has a ripple effect on learner performance. Highly equipped teachers enhance and guarantee the smooth academic progression of learners. The impact of continuous professional development on teacher performance has become an important issue considering their role in changing lives. In the study, the effective management of the Continuous Professional Development Programme was investigated in selected schools in the Oshana Education Region in Namibia. The programme was implemented in 2012 to mitigate the challenges teachers were facing in the execution of their duties. Since then, mixed opinions on the impact of the Continuous Professional Development Programme have been expressed. Some stakeholders postulate that the programme is a waste of money, while others appreciate and have confidence in it.

The main purpose of the study was to ascertain how effective the management of the Continuous Professional Development Programme is. The case study approach was applied as a qualitative method. Four schools, four principals and twelve teachers were purposively selected for the study. The participants in the study were purposively selected from the four selected schools in the Oshana Education Region. The purposive sampling method was used since it allows the researcher to select participants who are information-rich regarding the matter under study. Semi-structured interviews were conducted with the participants to gather data. The data collected were analysed using content analysis and presented in the form of narratives and verbatim responses by the participants. The research findings reveal a positive relationship between continuous professional development and teacher performance. It could be noted that the Continuous Professional Development Programme equips teachers with confidence, motivation, dedication and commitment, strengthens teachers' expertise, improves teacher performance and promotes lifelong learning. However, the effectiveness of the Continuous Professional Development Programme was found to be low due to challenges such as limited time, incompetence of principals, a lack of financial support, teachers' lack of motivation and interest and teachers' high workloads.

The following recommendations were made: improving school environmental factors; training principals as leaders; motivating teachers using non-financial rewards such as promotion and input in decision making; reconsidering teachers' workload; and planning properly, both at school and at regional level.

KEY WORDS: Oshana Education Region, continuous professional development, learner performance, effective management, school environment, teacher performance

OPSOMMING

Deurlopende professionele ontwikkeling dui op die bemagtiging van onderwysers om hul pligte ywerig uit te voer, wat 'n uitkringeffek op leerderprestasie het. Behoorlik toegeruste onderwysers verbeter en waarborg die vlot akademiese vordering van leerders. Die impak van deurlopende professionele ontwikkeling op onderwyserprestasie het 'n belangrike saak geword met inagneming van onderwysers se rol in die verandering van lewens. In die studie is die effektiewe bestuur van die Deurlopende Professionele Ontwikkelingsprogram in gekose skole in die Oshana-onderwysstreek, Namibië, ondersoek. Die program is in 2012 geïmplementeer om die uitdagings wat onderwysers in die uitvoering van hul pligte ondervind het, die hoof te bied. Sedertdien is gemengde menings uitgespreek oor die impak van die program. Sommige belanghebbendes beweer dat die program 'n mors van geld is, terwyl ander waardering daarvoor en vertroue daarin het.

Die hoofdoel van die studie was om vas te stel hoe effektief die bestuur van die Deurlopende Professionele Ontwikkelingsprogram is. Die gevallestudiebenadering as kwalitatiewe metode is toegepas. Vier skole, vier skoolhoofde en twaalf onderwysers is doelgerig vir die studie geselekteer. Die deelnemers aan die studie is doelgerig gekies uit die vier geselekteerde skole in die Oshana-onderwysstreek. Die doelgerigte steekproefmetode is gebruik aangesien dit die navorser in staat stel om deelnemers te selekteer wat ryk is aan inligting met betrekking tot die onderwerp van studie. Semigestruktureerde onderhoude is met die deelnemers gevoer om data te versamel. Die data wat versamel is, is met behulp van inhoudsontleding ontleed en word aangebied in die vorm van vertellings en woordelikse response deur die deelnemers. Die navorsingsbevindinge toon 'n positiewe verband tussen deurlopende professionele ontwikkeling en onderwyserprestasie. Dit blyk dat die Deurlopende Professionele Ontwikkelingsprogram onderwysers toerus met vertroue, motivering en toewyding, terwyl dit ook die kundigheid van onderwysers versterk, onderwyserprestasie verbeter en lewenslange leer bevorder. Die vlak van doeltreffendheid van die Deurlopende Professionele Ontwikkelingsprogram blyk egter swak te wees as gevolg van uitdagings soos 'n gebrek aan tyd, onbevoegdheid van skoolhoofde, 'n gebrek aan finansiële

ondersteuning, onderwysers se gebrek aan motivering en belangstelling en onderwysers se hoë werklading.

Die volgende aanbevelings is gemaak: verbetering van skoolomgewingsfaktore; opleiding van skoolhoofde as leiers; motivering van onderwysers deur nie-finansiële voordele of vergoeding, soos bevordering en insette in besluitneming; heroorweging van die werklading van onderwysers; en behoorlike beplanning op sowel skool- as streeksvlak.

SLEUTELTERME: Oshana onderwysstreek, deurlopende professionele ontwikkeling, leerderprestasie, onderwyserprestasie, skoolomgewing, verandering

PREFACE

It is a great opportunity for the researcher to attain a Master's Degree in Education Management at the North-West University. It is a prerequisite to submit a research project to accomplish this degree. The research project examines the effective management of the Continuous Professional Development Programme in selected schools in Oshana Education Region, Namibia. The researcher was motivated to research on this topic due to a mismatch in the Namibian education system and teacher competence. Since independence a lot of changes had been made as far as the education system of Namibia is concerned. However, the continuous changes in the education system do not match with the competence of teachers. Teachers are teaching with limited knowledge in their respective subjects. Related researches have reviewed that majority of the CPD approaches are either not effectively implemented or do not match with the teachers' actual CPD needs. Irrespective of shortage of resources and time, the researcher made every attempt possible to research the problem deeply. The project is measured through interviews; the data was further presented, analyzed and interpreted.

The research project has been divided into five chapters:

i. Introduction and orientation
ii. Literature review
iii. Research methodology
iv. Presentation of the data
v. Summary, conclusion, discussion of findings and recommendations

LIST OF ABBREVIATIONS

CPD	Continuous Professional Development
CPDP	Continuous Professional Development Programme
INSET	In-Service Education Training
MEC	Ministry of Education Arts and Culture
MoE	Ministry of Education
NIED	Namibia Institute of Education Development
PrA	Principal of School A
PrB	Principal of School B
PrC	Principal of School C
PrD	Principal of School D
RC	Regional Coordinator
T1A	Teacher one at School A
T1B	Teacher one at School B
T1C	Teacher one at School C
T1D	Teacher one at School D
T2A	Teacher two at School A
T2B	Teacher two at School B

T2C	Teacher two at School C
T2D	Teacher two at School D
T3A	Teacher three at School A
T3B	Teacher three at School B
T3C	Teacher three at School C
T3D	Teacher three at School D
UNAM	University of Namibia

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CHAPTER 1:
INTRODUCTION AND ORIENTATION

1.1 INTRODUCTION

In this chapter, the orientation of the study is discussed, followed by a clarification of the key concepts used in the study. The background of the study and the problem statement are provided next. Next, the research questions and the aims and objectives of the research are identified. Lastly, the theoretical framework that has informed the research is discussed.

The main rationale of the study was to establish how effective the management of the Continuous Professional Development Programme (CPDP) in selected schools in the Oshana Education Region was. The qualitative method was employed through the use of a case study. Four schools, four principals and twelve teachers were purposively selected for the study. The participants in the study were purposively selected from the four selected schools in the Oshana Education Region. The purposive sampling method was used since it allowed the researcher to select participants who were information-rich regarding the matter under study. Semi-structured interviews were conducted with the participants to gather data. The data collected were analysed using content analysis and presented in the form of narratives and verbatim responses by the participants.

This study is important as it tried to examine the effective management of the CPDP which was implemented in Namibia in 2012 as a way to mitigate the challenges teachers were facing in the execution of their duties. Since the implementation of this programme, mixed opinions have been expressed regarding the impact of the programme. Some stakeholders assumed that the programme was a waste of money, while others valued and had confidence in it. Consequently, this study aimed to determine how CPDP was implemented and managed in selected schools in the Oshana Education Region and recommended the possible managerial solutions in order to ensure changes in the teaching and learning process.

1.2 ORIENTATION OF THE STUDY

When Namibia gained independence in 1990, the education system was divided according to racial and ethnical segregation, with unequal access to education and training at all levels (Ministry of Education Arts and Culture [MEC], 2010). The MEC (2010) further indicates that "there was irrelevance of teacher education programmes to the needs and aspirations of individuals and the nation. Furthermore, there was a lack of democratic participation within the education and training of teachers".

When Namibia gained independence, 36% of Namibian teachers had no professional training (MEC, 2017). As far back as 1993, the MEC recognised the importance of the professional development of teachers and, as a result, prioritised the training of unqualified and underqualified teachers (MEC, 2014). This training was offered through the Basic Education Teachers Diploma In-Service Education Training (BETD INSET) programme, which was initiated in 1994 and ended in 2012. The MEC (2014) entrusted the Namibia Institute of Education Development (NIED) to coordinate the BETD INSET programme for under qualified and unqualified teachers in the Namibian education system.

Apart from the BETD INSET, the MEC (2014) tasked the NIED to offer a general professional development programme for all teachers (qualified as well as unqualified) at regional and school cluster levels. The MEC realised that it was essential to help teachers to develop the knowledge and skills that would help them to stimulate the learning process, and this had to be done before they entered the classroom and was set for the course of their career. Therefore, the MEC, through the NIED, used a network of teachers' resource centres to support in-service training activities, which were done through workshops and seminars at regional, district and school cluster levels.

In 2006, the MEC was reconstituted to establish the Ministry of Education (MoE). The MoE set up three instruments to evaluate the Namibian education system (MoE, 2017): The Education and Training Sector Improvement Programme; the National Standards and Performance Indicators; and the National Professional Standards for Teachers. The evaluation through these instruments found the professional development programmes of the NIED to be ineffective as the workshops followed a single developmental

approach for all teachers without achieving the required outcomes. Furthermore, the evaluation confirmed that teachers were not consulted or involved when their professional development needs were being determined.

As indicated previously, the training needs of teachers were determined by the MoE, as it had been done previously by the MEC, the NIED and the advisory services at the regional offices. Determining these needs served a national agenda and resulted in a one-size-fits-all approach that did not bring about the required professional growth of teachers and the expected improvement in learning. Therefore, the evaluation recommended the establishment of the CPDP in the Namibian education system.

In the next section, the key concepts used in the study are clarified.

1.3 CLARIFICATION OF KEY CONCEPTS

The following concepts are key to the study. They may have diverse meanings, but in the study, they are employed with the meanings specified below.

1.3.1 Continuous professional development in education

Scales (2013) defines “continuous professional development (CPD)” as the process of improving the skills of educational staff that is needed to produce outstanding educational results for learners. Bert (2013) concurs that CPD is a structured process to maintain, develop and enhance teachers’ skills, knowledge and competencies. In the study, the abbreviation “CPD” also refers to the “Continuous Professional Development Programme (CPDP)” implemented in Namibia in 2012 for in-service teachers, with the two abbreviations or terms sometimes being used interchangeably.

1.3.2 Effective management

Stretton (2015) defines “effective management” as the process of effectively planning, organising, leading and controlling the organisational members and resources to achieve the objectives of the organisation. Marishane and Botha (2011), state that effective management is an action of designing and carrying out plans, getting things done and working effectively with people. In this study, effective management of the CPDP also refers to the members of the School Committee or the School-Based CPDP

Coordinating Committee whose responsibility is to ensure the effective implementation and management of the CPDP for teachers at schools.

1.3.3 School Committee

In the study, "School Committee" refers to the School-Based CPDP Coordinating Committee as the main driver of teachers' professional development at school level. The School Committee oversees teachers' activities that aim to upgrade classroom teaching and learning and ensures that the school plans for and integrates CPDP activities in the programme for the year. The School Committee also foresees that teachers persist in learning and advancing their classroom effectiveness by engaging in continuous learning. The School Committee is involved in a variety of CPDP activities.

1.3.4 Implementation

As implementation is the first step in managing the CPDP, it is important to define the concept "implementation". Mizell (2010) indicates that implementation refers to an action-orientated activity, which aims to make things happen. In the study, implementation is meant to refer to all initiatives taken by the School Committee to facilitate CPDP activities at school level. These involve administering CPDP activities such as keeping records of minutes and other CPD proceedings, disseminating information on CPDP activities and creating opportunities for teacher learning. The CPDP is geared at changing the status quo of the school in order to improve teaching and learning. Change is therefore an important component of the CPDP.

1.3.5 Oshana Education Region

This study was carried out in the Oshana Education Region. The Oshana Education Region is one of the 14 education regions in Namibia. It is located in northern Namibia. It borders with Omusati Education Region in the west, Ohangwena Education Region in the north, Oshikoto Education Region in the east and Kunene Education Region in the south. The Region consists of 137 schools (both rural and urban), of which 128 are state schools and nine are private schools (MoE, 2012).

1.4 BACKGROUND OF THE STUDY

In 2004, the government of the Republic of Namibia introduced Vision 2030, which is Namibia's strategic plan for supporting the country's road map for achieving high levels of industrialisation and development. The ideal of Vision 2030 is that Namibia must develop a knowledge-based society with major achievements in information technology, innovation and manufacturing (Republic of Namibia, 2004).

The Namibian government stresses that the vision, mission and objectives of Vision 2030 could only be achieved through the creation of a dynamic, responsive and highly effective education and training system (Republic of Namibia, 2004). Furthermore, the government has realised that the education system in operation could not develop the country according to the expectations of Vision 2030, as it has been found that teachers lack the skills to achieve the required outcomes (Republic of Namibia, 2004). This is confirmed by the MoE (2013): "The current education and training system is not able to rise to the call of Vision 2030 and heighten [sic] its contribution to the actualisation of Vision 2030, and the realisation of national development goals."

As has been mentioned earlier, to realise the educational dream of Vision 2030, the MoE (2007) set up three instruments to evaluate the current education system: the Education and Training Sector Improvement Programme of 2005-2020; the National Standards and Performance Indicators; and the National Professional Standards for Teachers. Based on the evaluation performed, the MoE (2012) states that a need existed to strengthen teachers' competencies and subject knowledge to ensure that they could effectively facilitate the acquisition of new knowledge. As a result, the MoE established the CPDP for in-service teachers to capacitate them to achieve the required schooling outcomes in support of achieving Vision 2030 (Republic of Namibia, 2004).

The CPDP was introduced in the Namibian schooling system in 2012 by the MoE to ensure that already-serving teachers would become lifelong learners. The MoE (2012) commissioned the CPDP Unit of the University of Namibia (UNAM) to coordinate the implementation and management of CPDP activities at national level. The CPDP renders teachers the right at school level to identify their personal and professional development needs (MoE, 2012). This means that teachers can determine their own development needs for professional growth. However, the CPDP allows the MoE, the

NIED and educational advisory services at the regional level to take responsibility for the systemic implementation of professional development programmes such as training required when educational changes are implemented (Ngololo, 2012).

School principals together with the School Committee are responsible for the planning, implementation, management and evaluation of the CPDP at school level. The School Committee is required to monitor the plans and the active participation of teachers in their professional development. Furthermore, the School Committee should be aware of the organisational needs of the school to ensure that providing in the teachers' individual professional needs leads to satisfying the overall organisational needs of the school.

The success of the CPDP depends on the successful implementation and management thereof at school level, as indicated by Bucynski and Hansen (2010) and Hale (2015), who argue that CPD is crucial and cannot be disputed. However, the success of such intervention depends on the effectiveness of the implementation, management and support of CPD (Bucynski & Hansen, 2010; Hale, 2015). The current focus of the CPDP in Namibia is on patterns of content and delivery and the decentralisation of the CPDP to school level, with high expectations for teachers to develop both their personal and professional expertise (Ngololo, 2012).

However, the CPDP does not put in place the assessment and evaluation strategies of the programme, which are the key ingredients for the effective management of CPD (Desta et al., 2013). Mohamed et al. (2013) suggest that for the successful implementation and management of the CPDP, continuous assessment and evaluation, reviews and research reports must be conducted to establish which areas require improvement.

Having highlighted the background of the study, the next section presents the statement of the research problem.

1.5 STATEMENT OF THE RESEARCH PROBLEM

Numerous researchers, such as Mohamed et al. (2013), Desta et al. (2013) and Meke (2011), have conducted research on the CPDP for teachers and have reported on the related problems emanating from the implementation and management of the

programme. These authors allude that there are problems that limit the effectiveness of the implementation and management of the CPDP. Most of these problems are associated with school principals and coordinators and trainers in the programme when implementing and managing the programme at school level.

A study conducted by Stephen (2012) on the evaluation of the impact of the CPDP in Kenya found that leaders of the programme had limited experience and expertise in managing the programme at the schools that participated in the study. Moreover, the same study revealed that, in general, leaders of the CPDP had not been equipped with skills and tools to adequately perform the management role in CPD. Therefore, a need was expressed for preparing for the role of management and leadership in the CPDP to allow for effective management of the programme (Stephen, 2012).

Mohamed et al. (2013) researched the perception of elementary school teachers in Saudi Arabia and found that the participants in the study had not recognised the importance and usefulness of CPDP activities since the coordinators did not have sufficient knowledge and understanding of the effective management of the programme. They further reported that the coordinators had not allowed teachers to take part in CPDP activities that took place outside the schools as they had viewed these activities as disturbing the time for teaching and learning (Mohamed et al., 2013).

Desta et al. (2013), who conducted research on the challenges facing the implementation and management of the CPDP in Ethiopia, revealed several problems affecting the effectiveness of the implementation and management of the programme. They found that the programme coordinators and trainers at regional level as well as the school principals had lacked knowledge and understanding of the management of the CPDP, and this limited the effective implementation and management of the programme in Addis Ababa schools (Desta et al., 2013). Moreover, Desta et al. (2013) found that those principals and coordinators who had received training in the CPDP were not able to help the teachers to understand the programme; thus the contribution of those trainers was viewed as very poor.

In Namibia, the MoE recognised the positive contribution of the CPDP for teachers in improving their teaching and learning (Ninnes, 2011) and so introduced the CPDP in the Namibian education system in 2012. The MoE commissioned the CPDP Unit of UNAM

to coordinate the programme in Namibia at the national level. Through the CPDP Unit, Regional Committees (Regional CPDP Coordinating Committees) and School-Based CPDP Coordinating Committees were established countrywide to coordinate the implementation and management of the CPDP at regional and school levels respectively. Following the implementation of the CPDP, the CPDP Unit had orientated all regional directors, advisory teachers and school principals on how the programme should be effectively planned and executed at these levels to ensure effective teaching and learning.

Since the implementation of the CPDP in Namibia in 2012, no formal or official evaluation has been done to determine the effective implementation and management of the programme or the successes, weaknesses, challenges and other aspects emanating from the implementation and management thereof. Therefore, the study intends to investigate the effective implementation and management of the CPDP at selected schools in the Oshana Education Region in Namibia.

The reason for choosing this region is because the Advisory Services of the Oshana Regional Council (2014), in its quarterly review, reported that, since the introduction of the CPDP in the Oshana Education Region, some schools had still been experiencing challenges about the effective implementation and management of the programme at their schools. They further indicated that some schools were struggling to manage the programme, while some schools had completely failed to implement the programme, with the reasons for this failure not yet having been established (Oshana Regional Council, 2014). Therefore, the research aimed to investigate the effectiveness of the implementation and management of the CPDP in four schools in the rural and urban areas of the Oshana Education Region in Namibia.

Related researches have been conducted in countries such as Kenya by Stephen (2012), Saudi Arabia by Mohamed et al. (2013), Malawi by Meke (2011) and Ethiopia by Desta et al. (2013), but not in Namibia, which is why this research intends to fill this gap. The study will also propose effective strategies for successful implementation and management of the CPDP in Namibia. Furthermore, the results of the study will help the CPDP Unit and the CPDP Consortium in Namibia to determine proper implementation and management strategies for the programme, which would ultimately lead to effective

teaching and learning in Namibian schools. In the next section, the research questions and the aims and objectives of the research are outlined.

1.6 RESEARCH QUESTIONS

The main research question is: How effective is the management of the CPDP in schools in the Oshana Education Region?

To answer the main research question, the following sub-questions are formulated:

- What role does the School Committee play in ensuring the effective management of the CPDP in selected schools in the Oshana Education Region?
- Which challenges are experienced by selected schools and School Committees in the Oshana Education Region in the management of the CPDP?
- What measures have been put in place to address these challenges at the selected schools?
- What could be done to support the effective management of the CPDP in selected schools in the Oshana Education Region?

1.7 AIMS AND OBJECTIVES OF THE RESEARCH

The aim of the research is to establish whether the CPDP is effectively implemented and managed in selected schools in the Oshana Education Region, Namibia.

The research objectives therefore are:

- to investigate the role played by the School Committee in ensuring the effective management of the CPDP in selected schools in the Oshana Education Region;
- to examine the challenges experienced by selected schools and School Committees in the Oshana Education Region in the management of the CPDP;
- to explore the measures put in place to address these challenges from the selected schools; and
- to explore what could be done to support the effective management of the CPDP in selected schools in the Oshana Education Region.

The next section focuses on the theoretical framework that shaped the study.

1.8 THEORETICAL FRAMEWORK

The study was informed by the theory of change. The theory of change is crucial to the CPDP as the aim of the programme is to change the status quo of teachers. Thomson & Sanders, 2010); therefore, it is important to understand the theory of change.

Van der Westhuizen (2010) explains that the theory of change and the natural resistance to change imply that change can only succeed with the active involvement and support of the staff members. He further states that effective guidelines for the facilitation of change could be developed (Van der Westhuizen, 2010), which is most important to the study. The theory of change emphasises that before the implementation of an intended change, the management team must orientate and motivate themselves about the intended change (Marishane & Botha, 2011). The required innovation must be beneficial to teachers and other members involved (Thomson & Sanders, 2010).

Thomson and Sanders (2010) agree that the theory of change requires changes to be planned carefully to allow for the smooth and effective implementation thereof as well as for the guidelines to be planned and the activities to be carried out. The principal, as a member of the management team, must create a friendly and supportive environment, while being an initiator and actively involved in the facilitation process (Thomson & Sanders, 2010).

Van der Westhuizen (2010) emphasises that should the principal become domineering, unfriendly or hostile during the facilitation, the required change would be slowed down or even fail. Huhtala and Vesalainen (2017) agree that programmes for change should be implemented by setting the activities for facilitation, which are continuous, and by effective consultation being done with the principal, who should be supportive to all teachers. Furthermore, Huhtala and Vesalainen (2017) advice that careful and systematic evaluation of the implemented change should be made to determine the results of the change.

Van der Westhuizen (2010) further indicates that the school has an interactive relationship with the environment and is subject to the law of change. Thus, to meet the needs of society, the school has to adapt to changing circumstances (Van der

Westhuizen, 2010). In addition, the principal fills a key role in any change that takes place at school as an initiator of change and a supporter of the teachers.

Thomson and Sanders (2010) add that change is socially constructed and could be effectively implemented through collaboration. In addition, changes can be successful when all parties involved understand and agree to the intended changes. The following factors allow schools to succeed with the intended change: the knowledge and competencies of the staff; the objectives of the intended change; and the support of the school principal (Thomson & Sanders, 2010). With reference to involving teachers in decisions with regard to change, the context and specific conditions of the education system might be challenged by a considerable proportion of teachers who are not sufficiently qualified and trained and therefore lack the competencies to implement the new policies capably or take part in the decision-making process at the school (Huhtala & Vesalainen, 2017).

1.9 CONCLUSION

In this chapter, the background of the study and the statement of the problem were outlined. Key concepts used in the study were clarified. The research questions and the aims and objectives of the research were presented. The next chapter will provide the literature review and the theoretical framework that informed the study.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter highlights the literature related to the research topic and the research questions of the study. According to Suter (2012), a literature review refers to the study of previous researches that are related to the topic under study. Suter's (2012) definition implies that a literature review is the present study of preceding research documents for relevant information on the topic under study. These documents may include books, dissertations, journals and reports on other research conducted before the current study.

The purpose of the literature review in the study was to acquire more information on the effective management of the CPDP in schools in the Oshana Education Region in Namibia, with particular focus on the role of the CPDP committees at school level. Through the literature review, the researcher was able to understand the meaning and the nature of the problems under study.

The related literature reviewed has been structured according to interrelated parts. The first part delves into the general meaning of the continuous professional development (CPD) of teachers as perceived by a variety of researchers. This is followed by a fragment that provides a description of coordinating structures of the CPDP in Namibia. The next part considers factors leading to the success of teachers' CPD management. The literature review explores the importance of CPD to teachers and the strategies that promote the successful management of CPD. This is followed by a discussion of the challenges facing the managers of CPD. The theoretical framework that underpins the study is discussed before the chapter is concluded.

In order to clarify the CPDP, one has to understand the concept of CPD, as the CPDP was established based on CPD. Therefore, the chapter commences with an in-depth explanation of CPD.

2.2 CONTINUOUS PROFESSIONAL DEVELOPMENT

The literature reveals that CPD is one of the many types of professional development of teachers. Mohamed et al. (2013) associate CPD with terms such as "professional

growth" and "staff development". Despite its relationship with these terms, CPD has a unique meaning as it stresses carrier development as a continuous and more orderly programme.

With regard to the above views, researchers differentiate CPD as focusing on different activities by which in-service teachers develop their teaching knowledge and understanding, teaching skills and teaching approach in the subject taught and manage their expertise so that they can educate learners more successfully (Bucynski & Hansen, 2010; Hale, 2015). An interrelated explanation is provided by Mohamed et al. (2013) and Bert (2013), who agree that CPD encompasses a logical attempt, with emphasis on formal and informal activities, at changing or improving teachers' knowledge, skills and attitude in the classroom on a continuous basis.

In relation to the abovementioned definitions by various researchers, the researcher observed that the meaning of CPD fits the study, as CPD involves both formal and informal activities carried out by in-service teachers during their teaching venture to improve their teaching knowledge, skills and attitude to bring about effective changes in the teaching and learning process.

2.3 COORDINATING STRUCTURES OF THE CPDP

Namibia has hailed the 21st century as a significant era of improving education in the country. Education is a fundamental human right as well as a catalyst for economic growth and human development (Kugel, 2015). Many policies and regulations have been incorporated into the education system, with the main aim of improving the education system. This marked the introduction of the CPDP in 2012. The coordinating structures of CPD in Namibia comprise the national CPDP coordinating structure, Regional CPDP Coordinating Committees and School-based CPDP committees, as shown in Figure 2.1 below.

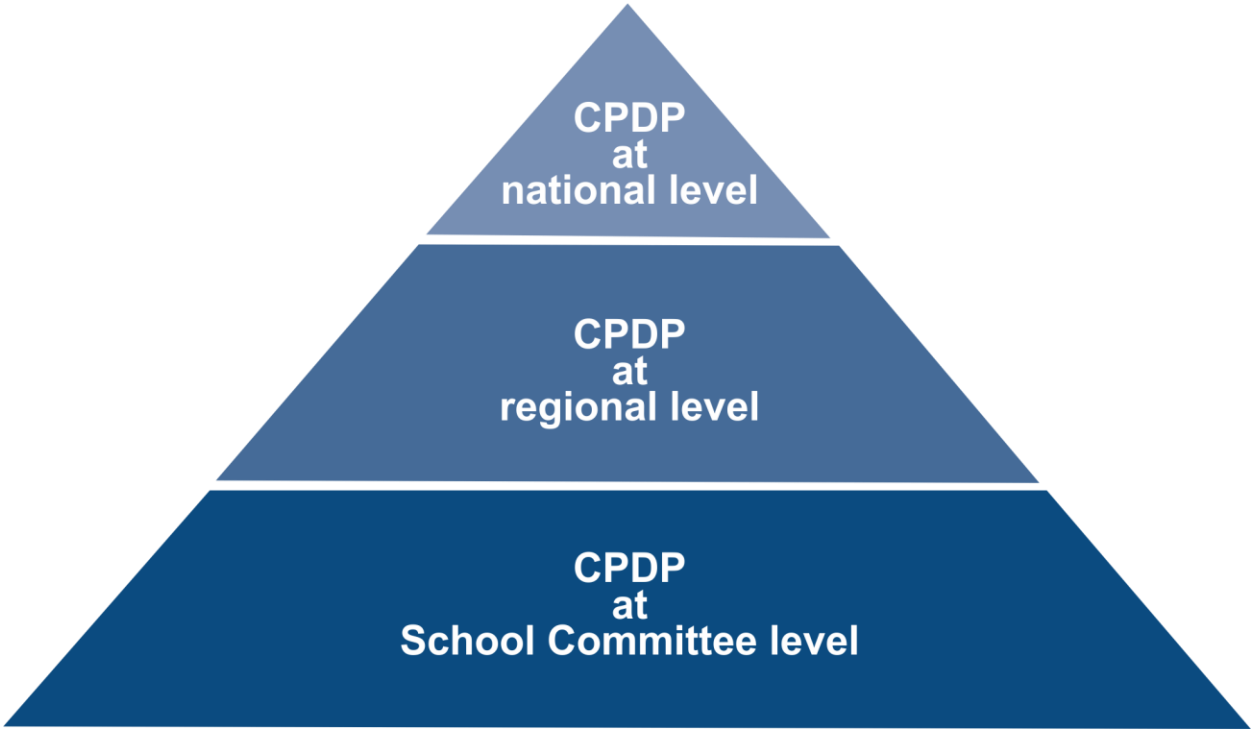

Figure 2.1: Structure of the CPDP in Namibia

Each of the above components of the structure has its own objectives, members and functions, as is discussed in subsequent sections.

2.3.1 National CPDP coordinating structure

The National CPDP Consortium Advisory Committee coordinates CPDP activities at national level with the NIED, Programme Quality Assurance and UNAM as the key players at national level. The mandate of the committee is to administer the progress of the policy that guides the delivery of CPD and to formulate ways of evaluating and monitoring the professional development of education managers and teachers (UNAM, 2014).

The CPDP is decentralised, empowering 14 regions and the schools therein. Ngololo (2012) argues that through decentralisation, teachers and other educators are perceived as spearheads of own professional development. At national level, regions are given the responsibility to mentor School Committees to manage CPD. Ngololo (2012) further asserts that even though CPD is decentralised, central authority is maintained at national level and offers national support, guidance, collaboration and

coordination. In addition, the national body disseminates information concerning curriculum changes and policy revision.

The CPDP at national level focuses more on the development and availability of sustained support mechanisms. This is enhanced through ongoing support by educators from institutions such as universities, ensuring consistency in both content and methodology. If there is a need, educators from the NIED co-facilitate CPDP activities with their regional or local colleagues. Thus the odds of diluting the content of the CPDP are reduced (Biesta, 2015).

Through the analysis of the above, the researcher concludes that it is also the duty of the national body to regularly evaluate and monitor CPDP activities so as to achieve the objectives thereof and improve teacher competence. In practice, these can occur as a result of CPDP activities aiming to mitigate vital changes in teaching and learning.

2.3.2 Membership of the National Committee

The National Committee consists of the following members:

- The NIED Director plus another representative of the NIED
- The Programme Quality Assurance Director plus another Programme Quality Assurance representative
- Two representatives from the Faculty of Education of UNAM
- The CPDP Unit Director and staff (also serving as Secretariat)
- Representation by the Namibia National Teachers Union as the accredited teachers' union

2.3.3 CPDP at regional level: Regional CPD Coordinating Committees

After implementation of the CPDP at national level, it is decentralised to the 14 regions of the country. The main mandate of the CPDP at regional level is to promote responsibility and ownership at regional level (MoE, 2014). Thus the Regional CPDP Coordinating Committee is the key driver and the regional authority for the professional development of educators. There are no prescribed members for the committee; instead, regions decide on their members, depending on what they want to achieve

since different regions may face different challenges. However, a guide on how to allocate membership in the committee has been suggested. According to UNAM (2014), the framework of the Regional CPDP Coordinating Committee may include the following members:

- Regional Education Officer (Deputy Director) as Chair
- Representative of the Faculty of Education of UNAM
- Regional Teachers Resource Center Manager
- Inspectors of education
- Senior advisory teachers
- Representatives of school principals
- Regional CPDP Officer of the Namibia National Teachers Union
- Representative of the Teachers Union of Namibia
- Regional Senior Human Resources Officer

The Chairperson and the regional CPDP coordinator are responsible for making sure that the committee is functional and accepts accountability for the CPDP at regional level (UNAM, 2014). The Deputy Director of Education is mostly responsible for professional development, just like the Chairperson.

2.3.3.1 Role and responsibilities of the Chairperson of the Regional CPDP Coordinating Committee

According to the MoE (2014), the roles and responsibility of the Chairperson of the Regional CPDP Coordinating Committee are:

- ensuring that a functional Regional CPDP Coordinating Committee is in place;
- scheduling and chairing meetings of the Regional CPDP Coordinating Committee;
- ensuring that regional CPDP plans are in place;
- overseeing the implementation of the CPDP at a regional level;
- ensuring that educators in that region actively participate in CPD and continue to learn;

- liaising with the CPDP Unit when necessary;
- exercising oversight over the functionality of site- or school-based CPDP Committees within the region; and
- Ensuring that monitoring and evaluation of CPDP activities take place in the region.

In the researcher's view, the above arrangement illustrates that the proper operation of the school committees is partly influenced by the correct functioning of the regional committee, since the appropriate functioning of the regional committee results in effective performance of the school committees for successful changes in teachers.

2.3.3.2 Role and responsibilities of the Coordinator of the Regional CPDP Coordinating Committee

According to the MoE (2014), the role and responsibilities of the Coordinator of the Regional CPDP Coordinating Committee are:

- coordinating the activities of the CPDP at regional level;
- keeping records of CPDP activities at regional level;
- serving as a secretary for the Regional CPDP Coordinating Committee;
- disseminating CPDP information to the educators;
- assisting in the planning of CPDP activities at regional level;
- assisting in the monitoring and implementation of CPDP activities;
- serving as the CPDP liaison person at regional level;
- consulting with the Chairperson
- attending meetings with regard to the CPDP at cluster, circuit, regional or national level; and
- serving as the communication channel or contact person on CPDP matters.

2.3.3.3 Key role and responsibilities of the Regional CPDP Coordinating Committee

Steyn (2010) posits that the main role of the Regional CPDP Coordinating Committee involves identifying, planning, implementing and evaluating professional development needs, as shown in Figure 2.2 below.

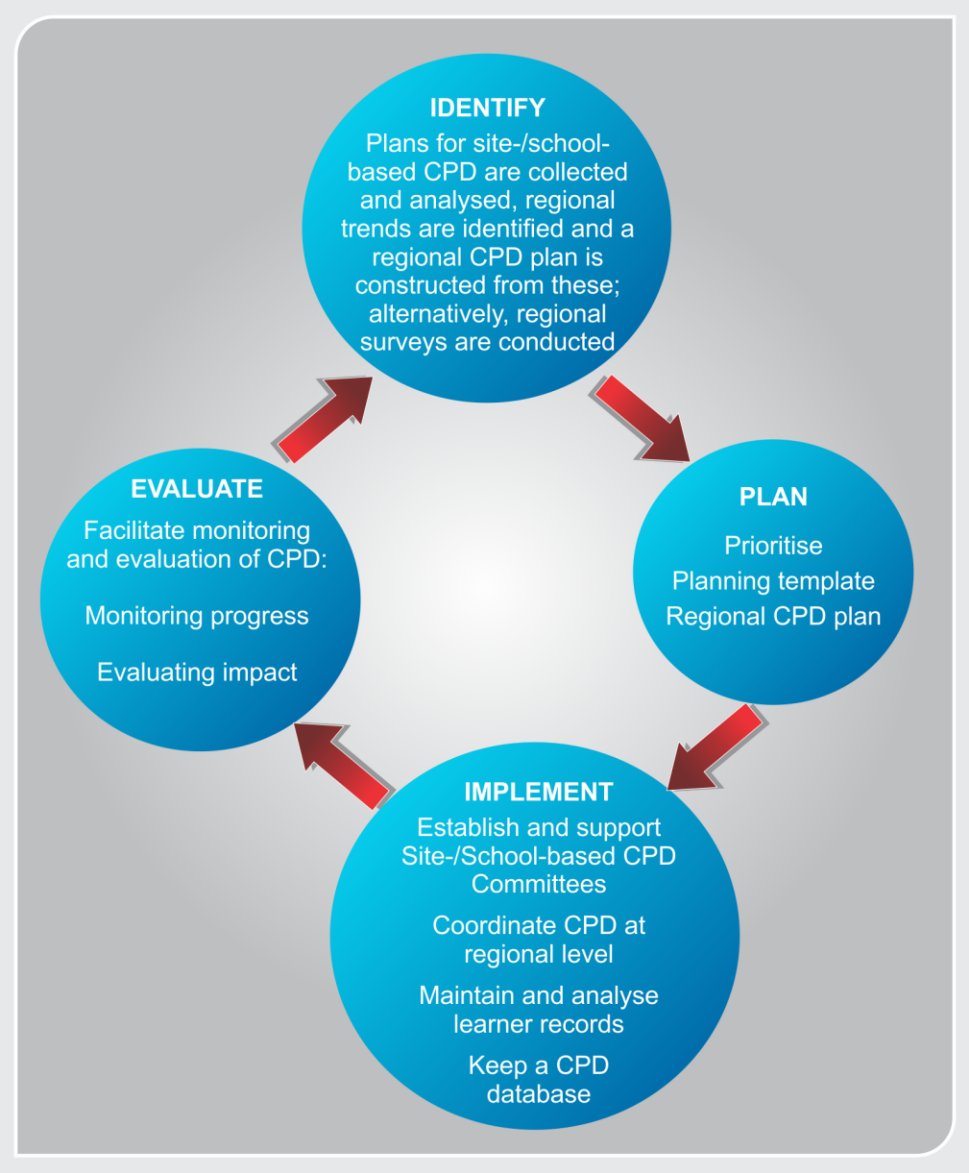

Figure 2.2: Role and responsibilities of the Regional CPDP Coordinating Committee

Figure 2.2 indicates that the Regional CPDP Coordinating Committee is responsible for identifying professional development needs of teachers. This entails collecting and

analysing plans for school-based CPDP, helping to allow regional trends to be identified, enabling CPDP plans to be constructed and conducting regional surveys. Furthermore, the Regional CPDP Coordinating Committee is responsible for planning aimed at prioritising CPD needs.

This means that the committee implements the professional development action plan focusing on supporting the School Committee, coordinating CPD at regional level and maintaining and analysing learner records to keep a CPD database. Moreover, the Regional CPDP Coordinating Committee evaluates the CPDP as well as the progress and impact of the CPDP. Thus it is able to influence positive changes at the school level. Failure to do that might result into failing to achieve the intended changes.

2.3.4 The School Committee in Namibia at school level

CPD is a key driver meant for educators at the school or site. A School Committee could be established at different levels such as at school, circuit or cluster level. Membership of the School Committee is not prescribed. Schools or sites are urged to structure the committee based on the conditions present. In its Introduction to continuous professional development, UNAM (2012) suggests that the School Committee should include the principal, a mentor teacher, heads of departments, novice or beginner teachers and experienced teachers.

The CPD implementation guide (UNAM, 2014) suggests the role and responsibilities of the Chairperson (school principal) of a School Committee to include:

- ensuring that a functional School-based CPDP Coordinating Committee is enacted;
- scheduling and chairing School-based CPDP Coordinating Committee meetings;
- ensuring that school-based CPDP plans are in place;
- overseeing the carrying out of school-based CPDP plans;
- ensuring that teachers actively participate in the CPDP and continuously learn; and
- liaising with the Regional CPDP Coordinating Committee and the CPDP Unit when necessary.

Furthermore, UNAM (2014) asserts that the role and responsibilities of School-based CPDP Coordinators are proposed to include:

- coordinating activities of the CPDP at school level;
- keeping records of the CPDP activities at school or site level;
- working as a secretary for the School-Based CPDP Coordinating Committee;
- disseminating CPD information to teachers;
- assisting in the planning of CPDP activities at school or site level;
- assisting in the monitoring of the implementation of CPDP activities at school level;
- serving as the CPD liaison person at school level; and
- consulting with the principal and attending meetings with regard to CPD at cluster, circuit or regional level.

The CPD implementation guide (UNAM, 2014) presents the key role and responsibilities of the School Committee and how to implement them as indicated in Figure 2.3 below.

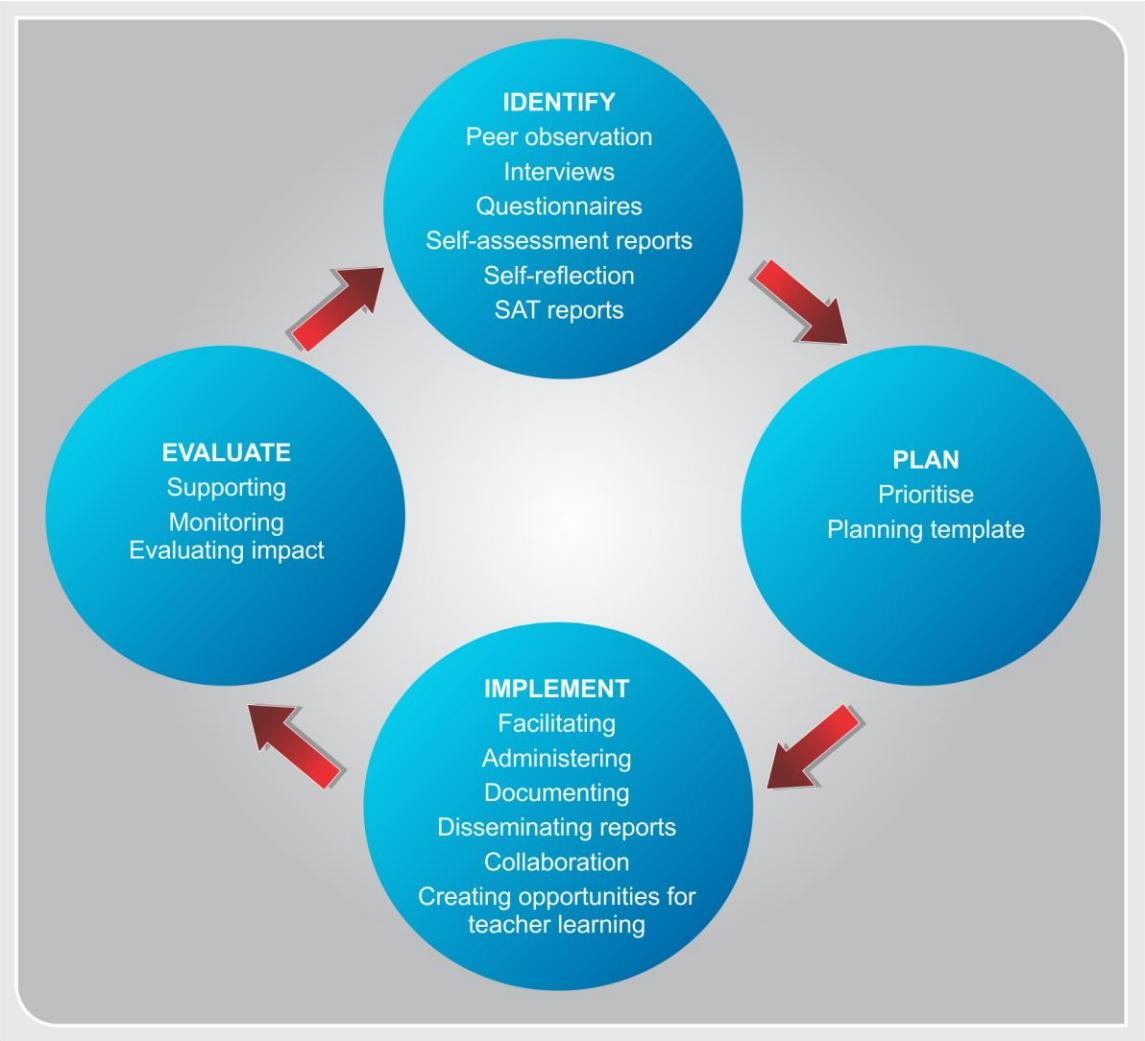

Figure 2.3: Key role and responsibilities of the School Committee

Figure 2.3 shows that the School Committee is responsible for the following:

- **Identifying professional development needs:** This entails identification through the use of peer observation, questionnaires, self-assessment reports and self-reflection.
- **Planning for the identified needs:** This could be done through prioritisation of the needs and by making use of a planning template.
- **Carrying out the professional development plan of action:** This entails facilitating, administering, documenting, disseminating reports, collaboration and creating opportunities for teacher learning.

- **Evaluating:** This involves assessing the impact of interventions used and supporting and monitoring them.

According to the Introduction to continuous professional development (UNAM, 2012), the school principal is the spearhead of the School Committee. To get the CPDP running, he or she should:

- take a leading role in CPDP activities as the Chairperson;
- bring about necessary support for CPDP activities;
- value and make use of teachers' input and contribution when drawing up a CPDP action plan and in assessing the objectives;
- bring about intellectual support for the teachers through online libraries and educational visits to universities;
- encourage and allow free interaction, conversation at the school and appropriate social relations;
- encourage self-directed learning among teachers, treating teachers autonomously and consulting them in decision making, instead of the principal issuing orders and choosing on their behalf;
- produce and adhere to the school CPD plan as a way of embracing CPD into the school programme;
- break down the plan into the school terms, if necessary; and
- see to it that the plan clearly indicates the expected learning outcomes or indicators.

The CPD implementation guide (UNAM, 2014) states that the School Committee should assist teachers in planning and organising subject meetings and demonstration lessons (lesson study) with fellow teachers, considering the following:

- Subject meetings could be organised around problematic topics, and best practices could be shared on how to teach those topics.
- At cluster level, only one teacher will teach a concept while peers are observing.

- Themed critique of the lesson should follow, which is guided by focus issues or questions, for example the approach used, models involved, handling learner questions, explaining sub-concepts, concept development and assessing understanding.
- Consensus should be reached on various strengths and weak aspects of the lesson.
- The participants should reflect on and re-plan the lesson.

The researcher felt that alternatively, the participating teachers could watch selected video clips and critique them, appreciating the strengths they could emulate, while also identifying weaknesses that they would improve on or avoid if they were to teach the topic.

The above discussions presented the meaning of teachers' CPD in general and the meaning thereof in the study. The coordinating structures of the CPDP at national, regional and school level were discussed. The following section focuses on factors leading to success in managing teachers' CPD.

2.4 FACTORS LEADING TO SUCCESS IN MANAGING CPD

This section outlines the important factors that influence the effective management of teachers' CPD. Several factors are generally believed to be significant for the success of CPD initiatives. Hale (2015) refers to these factors as a strategy for achievement that should be followed when planning and implementing teachers' CPD. These are inclusive of principal competence, leadership style, proper timing, design principles, adequate time and other follow-up support (Posner, 2015). These factors are briefly discussed below.

2.4.1 Design principles

A vital factor that establishes the achievement of CPD is the strength of the philosophy upon which it is established. Zwart (2011) proposes that for CPD to be successful, CPD performance should reveal the following values: increased teachers' subject knowledge and teaching methodology; teachers being aided to comprehend how learners study subject content; chances for active support on teaching and learning provided;

assessment; teachers being allowed to increase innovative information and relate it to teaching and learning; and cooperation, collegial supported and enhanced professionalism (Zwart, 2011). Zwart (2011) further postulates that for teachers' efficiency to be improved, CPD managers or supervisors must guarantee that the aforementioned aspects are related to day-to-day work contexts, for example classroom work. CPD should ensure teachers' professional growth, participation and cooperation (Zwart, 2011).

Saheen (2012) claims that CPD needs to be carefully designed in order to meet the contextual needs of the teachers, especially in less developed communities. Steyn (2010) emphasises two key aspects for CPD managers to consider: programmes should be established for teachers' training on specific class levels; CPD has to be contextualised and suitable for teachers' classroom practice;

When viewing the above, one might also suggest that the CPDP programmes should be school-based so that teachers could be open to their learners and their school structures.

2.4.2 Competence of principals

Principals have to supervise and support teachers throughout their profession. For teachers to perform well they need further development other than the professional qualification of being a teacher. Niovan (2014) asserts that in-service or work-related training is almost non-existent; in some countries, it is presented yearly for only a few days and thus principal and teachers are not professionally equipped to face changes in the curriculum and classroom situations. Teacher development improves teacher performance in making them confident and able to develop new ideals. Saheen (2012) postulates that concentrating on teacher development programmes is another significant way of maintaining academic standards. Teacher development involves a principal who has a zeal for teachers' development (Saheen, 2012). However, most principals are not capable of transforming teachers to a higher level as far as performance is concerned. Jawas (2016) mentions that principals are trained as teachers, not as school managers, and the appointment of principals is primarily based on the number of years of service. The training principals receive in their training as teachers is insufficient for them to execute leadership roles (Jawas, 2016).

The earlier discussions led the researcher to suggest that there is a need to train principals for them to effectively and efficiently perform their roles as principal in order to transform teachers for intended changes in teaching and learning.

2.4.3 Relevant content

Steyn (2010) asserts that CPD content refers to CPDP activities that need to be accessible to teachers to allow them to achieve the outcomes thereof and expand their skills, knowledge and understanding. The observation is that ideal teachers' CPD must encompass content that is contextualised to the desires of teachers and related to classroom experiences. In reality, this does not always occur as desired.

The majority of current CPDP activities in several nations that experience the implementation and management of CPD programmes are not related to the teachers' needs (Oswald, 2013). The failure to contextualise CPD needs leads to insignificant and deficient in-depth content to deal with what the majority of teachers need. Teachers have specialised needs, and consequently, CPD content might vary from school to school and even from one teacher to another.

The above information supports the view that the CPDP should include content that aims at supporting teachers' professional knowledge to improve their quality of delivery in teaching in order to keep teachers from opposing intended changes.

2.4.4 Adequate time

The time allocation indicates the value of CPD, particularly when it is sufficient and manageable. In-service teachers need adequate time to engage in CPD at work in order to maximise the results of their hard work. This includes time for CPDP activities that aim to develop teachers' academic and didactic competency (Posner, 2015). These statements indicate that there is a need for ample time to be provided for teachers during and after each CPD activity to merge their thoughts into innovative and new contexts (Oswald, 2013). Hişmanoğlu and Hişmanoğlu (2010) concur that a lack of time is seen as one of the most substantial obstacles to the success of teachers' CPD within different communities. This is mostly widespread among developing countries, such as Namibia, where not enough time is allowed for teachers' CPD on the school calendar.

Mohamed et al. (2013) explain that CPD is usually done practically only once and briefly. This could be associated with the limited time for CPDP activities. Literature has criticised the practice of CPD initiatives that last for only three to five days in a year. Hale (2015) maintains that it is impractical to expect teachers to develop continuously through training that is provided for only three to five days per year. It is suggested that CPDP activities should be extended sufficiently for successful teacher learning to take place (Hale, 2015). These points of view underscore the reality that changing teachers' classroom behaviour and practices would not happen through a single or a few training workshops. Instead, sufficient time is needed on a repetitive basis for CPD to be successful.

When viewing the above discussion, one might propose that managers ought to permit CPDP activities to be a nonstop development, where well-designed advance activities and follow-up support are required for teachers to develop continuously and foster acceptable changes in teaching and learning.

2.4.5 Proper timing

Appropriate timing in a school day or year is acknowledged as another factor of suitable CPDP activities (Steyn, 2010). Various researchers have highlighted different views on this matter. Authors such as Mizell (2010) support the idea that CPDP activities should be held during school vacations or on weekends, while also supporting the view that CPDP activities could take place within formal school hours. However, both these strategies have their own benefits and disadvantages.

In many areas, CPDP activities are held after school hours, during school holidays or on weekends. Oswald (2013) stresses that it is not required for teachers to give up their free time after school hours to attend CPDP activities. Furthermore, teachers rarely attend CPDP activities in the evening as they are usually exhausted from the day's work (Oswald, 2013). Having to attend CPDP activities on weekends might lead to discontent among teachers as they have other responsibilities to attend to over weekends (Mohamed et al., 2013).

Mohamed et al. (2013) posit that teachers should be provided time for CPD during normal working days. Similarly, Mizell (2010) indicates that ongoing academic advancement should be embedded in the everyday performance of a teacher.

To facilitate the teachers' maximum involvement in CPDP, regular school days must be reorganised to make provision for the release of teachers on particular days to attend CPDP activities. Factors such as transport, the tasks of teachers as parents and time spent on training should be considered in order to avoid teachers' resisting participation and to allow intended changes to take place.

2.4.6 Effective support

Sufficient continuous support has been highlighted as a solution for the attainment of teachers' goals (Hişmanoğlu & Hişmanoğlu, 2010). Van der Westhuizen (2010) asserts that teachers accept change when support from management is visible. Bert (2013) proposes that the achievement of teachers' CPD centres on continuous support from management. Guidance sessions for CPDP activities usually are not supported by follow-up support to determine their strengths and weaknesses (Ono & Ferreira, 2010). This implies that after returning from workshops, adequate follow-ups to determine the success of the training received are not provided and there is a lack of continuous support from management.

To summarise the discussion on factors leading to success in managing CPD, it is believed that the value of education is evident in the quality of expertise resulting from the offered training (Thomson & Sanders, 2010). This section has shone light on the factors that might lead to the successful management of CPD. Having examined and explained some factors that lead to the success of CPD, the importance of CPD is discussed in the next section.

2.5 THE IMPORTANCE OF CPD FOR TEACHERS

Researchers have diverse views on the importance of teachers' CPD (Ono & Ferreira, 2010). While many benefits are mentioned, the following seem to be vital: the reinforcement of teachers' expertise; improving learner performance; encouraging lifelong learning; improving classroom management; maintaining a positive attitude; and improving employee morale. These factors are discussed in the following sections.

2.5.1 Reinforcement of teachers' expertise

Many researchers, including Mizell (2010), agree that the management of CPD is important to expand teachers' subject knowledge and develop their teaching. Oswald (2013) concurs that CPD is vital in supporting teachers' professional practices, as it continuously reorganises their knowledge and skills in the classroom. Managing CPD could fulfil an exceptional function in encouraging and supplying in-service teachers with new knowledge and skills to transform their current teaching strategies.

This hypothesis suggests that CPD is important for achievement of both teachers and learners.

2.5.2 Improving learner performance

Improving the capacity of learner performance is a significant duty for educators who undertake education reforms, particularly during its early stages (Bert, 2013). Researchers indicate that teachers' CPD is an effective vehicle through which learner performance is improved (Buczynski & Hansen, 2010). Posner (2015) agrees that well-trained and well-guided teachers with enhanced academic information and skills are better able to assist learners to improve their performance at school. Put another way, Desta et al. (2013) argue that CPD fulfils its function best when teachers' involvement in such a programme has a noticeable constructive result with regard to learners' success.

In view of the above, learners' performance can be improved resulting from the effective engagement of teachers in CPDP activities, thus adopting the intended changes.

2.5.3 Encouraging lifelong learning

Another rationale for the management of CPD is to prompt lifelong learning of teachers in reaction to new educational demands at school level (Panayiotou, 2012). Panayiotou (2012) argues that the immediate developments and the required new knowledge and skills in education necessitate teachers to acquire new teaching and management strategies in education on a continuous basis. Likewise, Marishane and Botha (2011) note that in-service teachers require continuous lifelong learning in order to update themselves with continuous educational changes. Mohamed et al. (2013) declare that because of new educational changes, current knowledge and skills need to be re-

developed to suit these changes. Thus, the knowledge and skills obtained by teachers from their first educational training institutions and workshops become redundant.

This means that teachers are required to practise lifelong learning in their careers through CPD.

2.5.4 Improving classroom management

The classroom is the site where teaching and learning take place, where the learners and the teacher work together towards the same objective and where lessons proceed according to plan (Kopem, 2014). Classroom management involves the teacher's efforts to establish and maintain an effective environment for teaching and learning to take place. Class management includes how teachers deal with issues with regard to the facilitation, supervision and manipulation of class activities and maintaining discipline, which all highly depend on motivation (Kopem, 2014). Sharing the same sentiments, Zwart (2011) asserts that some common elements of classroom management are the ability of the teacher to be heard, keeping an orderly and clean classroom and the availability of media, mobility, confidence and good rapport with the learners. Motivated teachers manage the classroom effectively and enhance the achievement of set goals by being consistent with enforcing their rules, treating all learners equally, providing tasks of engagement that are neither too simple nor too difficult and praising the learners. To the contrary, demotivated teachers are not so much concerned about the ethics of classroom management, but rather about the learners only writing something in their books.

It is important for teachers to maintain discipline in their classrooms. Heinz (2012) declares that discipline is an element of classroom management that needs proactive rather than reactive behaviour. It requires a motivated teacher to maintain discipline, since a demotivated teacher tends to focus on rewards (Heinz, 2012).

This is in line with findings of research by Nacha (2010) investigating the relationship between teacher performance and motivation. The research findings showed that some teachers were just concerned about their remuneration, without considering whether they were executing their duties effectively. Thus, with effective involvement in CPD activities, there is a high chance of teachers adopting the intended changes.

2.5.5 Maintaining a positive attitude

Kopem (2014) notes that attitude is the mental position with regard to a feeling or emotion towards a state or fact. When teachers have a positive attitude, they are optimistic and anticipate favourable outcomes. Sharing the same sentiment, Heinz (2012) explains that once workers replace negative thoughts with positive ones, they would start having positive results and attain their objectives. Thus, teachers who maintain a positive attitude are happy, easier to get along with and do not dwell on the problems and difficulties of the past.

It is the teacher's attitude that sets the tone for the learners and determines their pass rate, which is a true reflection of teacher performance. Kugel (2013) asserts that often when learners are lazy, talkative and rude, teachers become demotivated, not realising that the learners' attitude might have been caused by a negative teacher attitude. Kugel (2013) further explains that there is a positive relationship between teacher attitude and learner attitude – on days when a teacher smiles more and is energetic and enthusiastic about executing his or her duties, the learners follow suit.

A teacher having a positive attitude is significant as it affects learners in many ways and could mould their academic progression. Every worker is bound to experience stress at work that is likely to be carried home. However, instead of dwelling on work-related stress, it is vital for workers to look for positive ways to combat the stress (Kugel, 2013). Kugel (2013) argues that motivated workers handle stress better compared to demotivated workers. Demotivated workers point fingers to other employees and blame co-workers, while motivated workers easily deal with stress and challenges that might hinder the achievement of objectives (Kugel, 2013). Motivated teachers maintain a positive attitude even on bad days; for instance, instead of focusing on being frustrated by noisy learners, motivated teachers prepare themselves to deal with the challenge physically, mentally and emotionally.

Motivated teachers with a positive attitude do not take it personally when learners misbehave by, for instance, not doing homework or making a noise. Instead, they stay calm and try to create a logical solution rather than lashing out at the learners. Being a teacher is not for the weak of heart, since it requires flexibility, being prepared and having patience and strength, which endogenously depend on attitude. This is in line

with Saheen (2012) who asserts that teaching is a rewarding career as it provides the opportunity to transform many lives for the better although it takes zeal, dedication, patience and, above all, a positive attitude.

The above discussion indicates that positive attitude in teachers is important as they are role models for learners. It is the duty of the teacher to put the learners in a receptive frame of mind; following that, the lesson would go well and result in the intended changes in learners and teachers.

2.5.6 Improving employee morale

Morale is a way of describing how employees feel about their jobs, employers and companies, and these feelings are tied to the behaviour and attitudes that employees exhibit at the workplace (Al-Zoubi & Younes, 2015). Al-Zoubi and Younes (2015) posits that when employees have good morale, they are committed and motivated to be productive. Sharing this view, Posner (2015) asserts that teacher performance correlates with the level of morale that prevails in schools.

While remuneration is an important contributor to performance, there is evidence that one's morale is just as important for the acceptance of new changes in education.

2.6 STRATEGIES LEADING TO SUCCESSFUL MANAGEMENT OF CPD FOR TEACHERS

Managing CPD can be done in many ways, either formally or informally (Gulston, 2010). Both formal and informal mode of CPD has various methods through which CPD could be provided. The formal and informal modes of managing teachers' CPD as well as a few methods involved in each CPD mode are discussed next.

2.6.1 Formal CPD strategies

Ono and Ferreira (2010) refer to formal teachers' CPD as planned guidance tasks that are anticipated to improve the knowledge and skills of in-service educators on particular activities that are linked to their teaching duties. The formal mode includes a period of time away from the school premises during which the techniques by which teachers are required to gather information for education purposes are enhanced (Mizell, 2010). This

is conducted by experts outside the school environment (Mizell, 2010). Formal teachers' CPD methods include workshops, distance learning, conferences and seminars.

Mohamed et al. (2013) argue that the workshop method is extensively used in many educational training programmes with the purpose of developing teachers' knowledge and skills. Despite its ever-increasing recognition, the workshop method is continuously viewed as the reason for unsuccessful CPD (Mizell, 2010) as it is seen as a "one-shot" tool, which is regularly short, divorced from the teachers' needs and provides no continuous support. Many CPD workshops are provided for a short period, ranging from two to five days, and are frequently conducted by inefficient trainers (Mohamed et al., 2013). Moreover, workshops are losing their value due to their lack of continuous support to teachers when the workshop comes to an end and the teachers return to their schools without proper follow-ups being made to determine the success of the workshop (Huhtala & Vesalainen, 2017). Consequently, such workshops frequently end up being unsuccessful in delivering visible positive results for the teachers (Steyn, 2011).

Distance learning is another CPD method provided under the formal mode of CPD. It includes offering courses by acknowledged institutions, frequently with assistance from the government, mostly to expand in-service teachers' knowledge and skills (Desta et al., 2013). Many researchers (e.g. Mohamed et al., 2013; Steyn, 2011) confirm that offering distance learning benefits teachers in various ways. Benefits such as the following have been pointed out: saving costs; saving time, as teachers remain teaching at the school premises during the duration of the study; catering for large numbers of students, as face-to-face class attendance is not strongly emphasised; and being less expensive than study leave, as teachers remain teaching during the duration of the study.

Despite distance learning being alleged to be a successful formal alternative for CPD, the delivery thereof might possibly be lost. The distance learning method has distinctive gaps, which might render it unproductive. Mizell (2010) argues that distance learning occasionally does not eliminate all of the inconveniences that teachers meet in the classroom. In addition, for it to be successful, distance learning must entail significant support through ongoing CPD within the school environment.

Another method of the formal CPD mode that is offered to teachers is conferences and seminars. Mizell (2010) points out that, in general, conferences and seminars as part of the formal CPD mode are regularly prearranged by education departments and are attended by the majority of teachers. Church (2010), however, mentions that throughout these conferences and seminars as a means of formal CPD, the attendees are mere spectators who are normally inactive and only listen to presentations, awaiting the conclusion when questions and debates are officially recognised.

Furthermore, conferences and seminars are often short, as presenters are often allocated specific time slots for presentation. Thus teachers may have insufficient time to gain facts that might contribute to their intended professional growth. Ono and Ferreira (2010) reveal that conferences and seminars are usually perceived to be short, disjointed and illogical, out of context and unconnected to genuine classroom situations. This has produced immense dissatisfaction among teachers attending conferences and seminars in order to participate in CPD to improve their classroom teaching.

In light of the above discussion, the researcher maintains that for CPD to win a place of recognition, the formal mode of CPD should either be replaced or complemented by opportunities for the sharing of skills and knowledge in less formal settings and unstructured collaborations. This is because the fast-shifting demand of new changes and circumstance in classrooms has emerged into a serious call to approach professional development through other means than workshops, seminars and conferences. In view of this, the call for informal modes of CPD for teachers is anticipated to bring about the intended changes in the education system.

2.6.2 Informal CPD strategies

Researchers have various terms to describe CPD modes that are informal. Church (2010) calls it “site-based CPD learning”, while Posner (2015) refers to it as “informal CPD”. Despite the different labels for informal CPD, the study refers to CPDP activities that take place during regular school days and within the school environment (Church, 2010). Posner (2015) argues that informal CPD practices involve talks, dialogues and discussions among teachers concerning educational strategies that are entrenched in teachers’ day-by-day duties. Coaching or mentoring, teachers’ observation, clusters and cascade forms of CPD are discussed below as informal CPD strategies.

Buczynski and Hansen (2010) maintain that the coaching or mentoring technique is among the best informal CPD methods, demanding CPD engagement in which teachers talk face to face with equally or more knowledgeable and skilled teachers. In view of this, Desta et al. (2013) argue that mentoring is a practice in which educational information is transmitted to teachers with less knowledge and fewer skills. Knowledgeable teachers and less knowledgeable teachers purposely plan such activities jointly, watching one another during teaching and learning, and working together to succeed in their teaching.

The focus of attention among mentors and mentees is on coaching and ensuring that learners learn important subject matter. A crucial benefit of this method is that it motivates teachers to construct supplementary collegial interaction, to exchange knowledge and skills and to think of additional solutions to future training required. In this way, coaches or mentors also profit as they expand their knowledge of and skills in mentorship (Gulston, 2010).

Another informal CPD method is teachers' observation. This method provides teachers with the chance to watch exceptional educational skills or demonstrations by experienced teachers who have been acknowledged for their capability at and quality of teaching (Gerard, 2015). Thus teachers have the occasion to gain the knowledge, skills and attitudes that exceptional teachers put into practice in their classroom.

The informal CPD mode is also characterised by a cluster method of CPD. Scales (2013) refers to the cluster method as a type of CPD that provides a situation in which teachers could meet as a group to talk about and comprehend their practices. Teachers gather as a group to discover and jointly try to solve the educational issues they have observed or experienced in their classrooms (Gulston, 2010). The purpose is to support their own practices and improve themselves as persons and as groups. Normally, the teachers collectively discuss general actions and performance, for example exchanging subject information, discussing educational problems, advising one another, engaging in teamwork and sharing wide-ranging information and views concerning educational matters. Desta et al. (2013) confirm that once teachers have the chance to work together, learn jointly, informally discuss education and provide collective support with regard to innovative skills and new approaches, they have a better opportunity to improve learners' results.

Another noteworthy type of informal CPD strategy is the cascade method. According to Desta et al. (2013), the cascade type of informal CPD for teachers involves the training of particular teachers outside the school environment concerning specific courses and entrusting them with the task of educating their fellow teachers ahead of the initial training. Therefore, this model involves teacher training being done in various stages: initially, teachers are trained in a specific course, theme or aspects of education or subject matter; and after mastering the content, they start to train other teachers in the next stage or at schools.

The cascade method involves educating the trainers, then communication flows from professionals and well-informed educators, and ultimately, to the teachers at school level (Ono & Ferreira, 2010). Through the cascade method, information flows from highly educated officers, who train selected teachers from schools, who then train other teachers at school level. Strength of the cascade method of informal CPD is its capacity to develop educators at different levels; therefore, improvement could be observed and information could be shared rapidly and to a large number of teachers as most of them receive instruction within a shorter period. In view of this explanation, the cascade method of training facilitates CPD as information reaches many educators in a short time (Ono & Ferreira, 2010). Moreover, it is economically viable as educators provide training to other teachers, thereby restricting the cost of training (Ono & Ferreira, 2010).

Although the cascade model is visualised as an economical alternative of delivery for teachers training, the model is losing value, taking into consideration that the productivity thereof is mostly unsuccessful to convey the necessary information required by teachers. The cascade model has been used as a tool to train teachers in a form of workshops and courses, but the outcomes of this training have been found to be poor (Bucynski & Hansen, 2010).

The main critical documented limitation of the cascade model is that, when conveyed to the subsequent stage, eminent information is easily forgotten, changed, twisted or misinterpreted (Ono & Ferreira, 2010). This results in insufficient training being provided by the trainers. Thus, the cascade model is insufficient to train trainers and teachers for CPD.

The abovementioned arguments present many alternatives where CPD managers can select appropriate methods or combine methods to deliver CPD to teachers. This is an illustration that the intended changes in education cannot be achieved through a single way of delivery but through a combination of methods.

The next section focuses on the most important management functions of CPD managers with regard to the management of teachers' CPD.

2.7 THE MOST IMPORTANT MANAGEMENT FUNCTIONS OF CPD MANAGERS

Related research studies (Heinz, 2012; Jawas, 2016; Kugel, 2013; Meke, 2011; Zwart, 2011) propose that supervisors or managers execute four essential duties when fulfilling the organisational aim and objectives of planning, organising, leading and controlling. They also pointed out that all of these tasks encompass detailed additional actions when being carried out, as demonstrated in Figure 2.4 below.

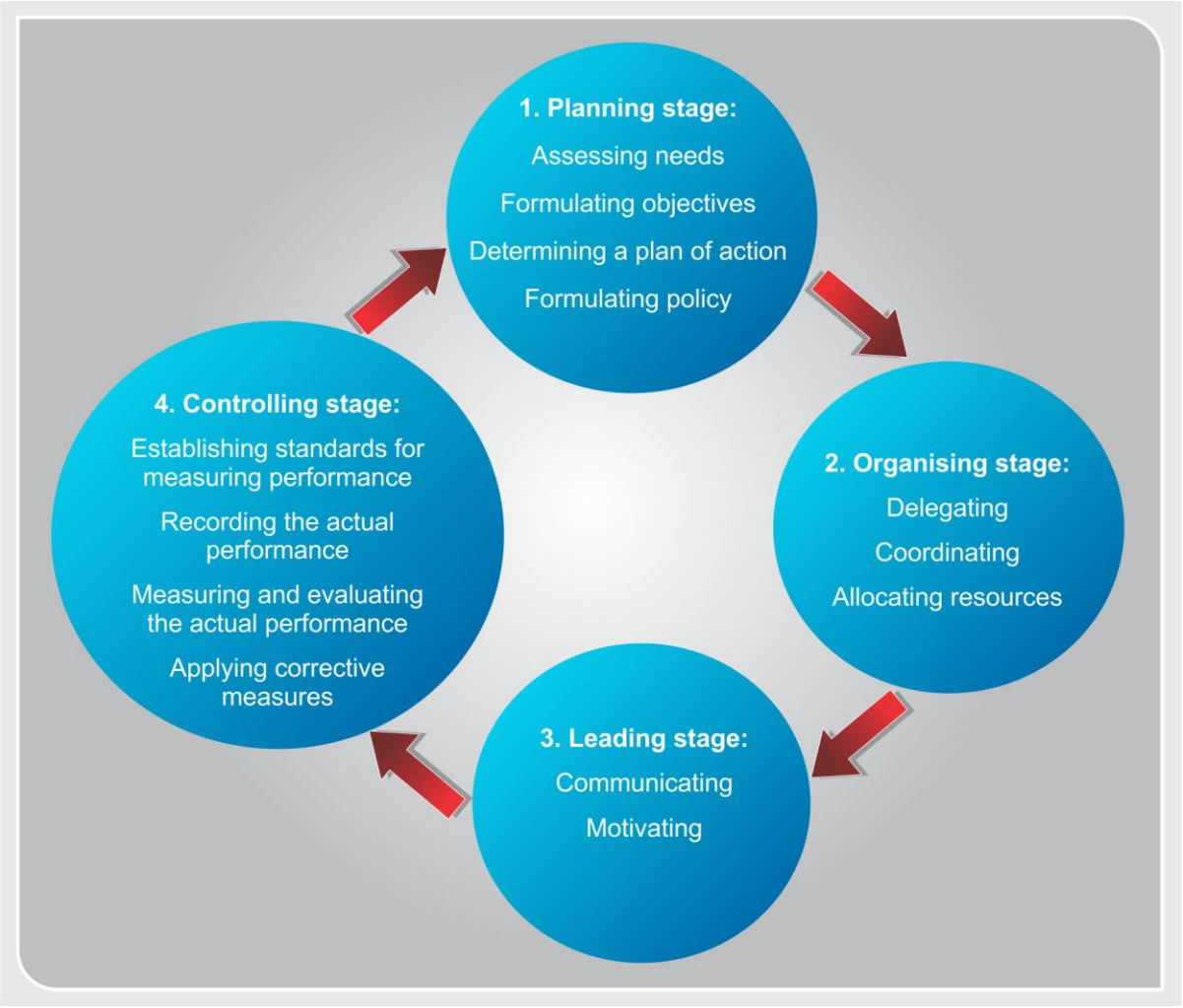

Figure 2.4: The most important management functions of CPD managers

The most important management functions of CPD managers in view of the functions nd their related activities as indicated in Figure 2.4 are analysed and discussed below.

2.7.1 Planning

Marishane and Botha (2011) assert that administration practically starts with planning. In agreement with this view, Wang, Gurr and Drysdale (2016) advises that when setting up CPD for teachers, CPD managers must look forward to establishing the following in advance:

- CPD managers must understand both the organisational needs and the individual needs of the staff.

- They must plan how these recognised needs would be dealt with, considering the CPDP activities to meet these needs.
- They should also know the time and venue where these needs would be provided in, that is, they must be aware of the dates and sites for the delivery of CPDP activities.

In addition, CPD managers should know the essential resources, for example the teachers to be involved, trainers and monetary and other resources necessary to complete the CPD training (Gerard, 2015). They should acquaint themselves with the procedure to be followed when implementing the plan; for example they must set up and implement a plan of accomplishment in order to ensure that the aims and objectives of CPD are met as professionally and successfully as possible. Therefore, Mafora and Phorabatho (2013) advise that when planning for teachers' CPD, CPD managers should take account of activities that aim to meet the exclusive conditions of their specific institutions.

The subsequent activities can be acknowledged as fundamental for suitable planning concerning teachers' CPD: analysing teachers' CPD needs; planning relevant objectives; establishing the performance plan; and preparing policy about teachers' CPD needs. These activities are explained in the next subsections.

2.7.1.1 Analysing teachers' CPD needs

The initial action in setting up teachers' CPD is to analyse and assess the desires of the institution in harmony with the dreams, aims and objectives of the institution (Gerard, 2015). Lourens (2012) proposes that effective setting up of teachers' CPD needs centres on the capability of CPD managers to identify the correct crisis that needs to be solved. In agreement with the above views, Buczynski and Haisen (2010) stress that for teachers' CPD to be successful, it should be fixed on careful evaluation of the authentic and noticeable needs of the teachers.

Researchers such as Lourens (2012), Buczynski and Haisen (2010) and Mafora and Phorabatho (2013) have related views on how CPD for teachers could be analysed and assessed. Emphasis is placed on the idea that the process should start with the

teachers themselves. Gerard (2015) suggests four steps teachers should follow to determine their needs, as shown in Figure 2.5 below.

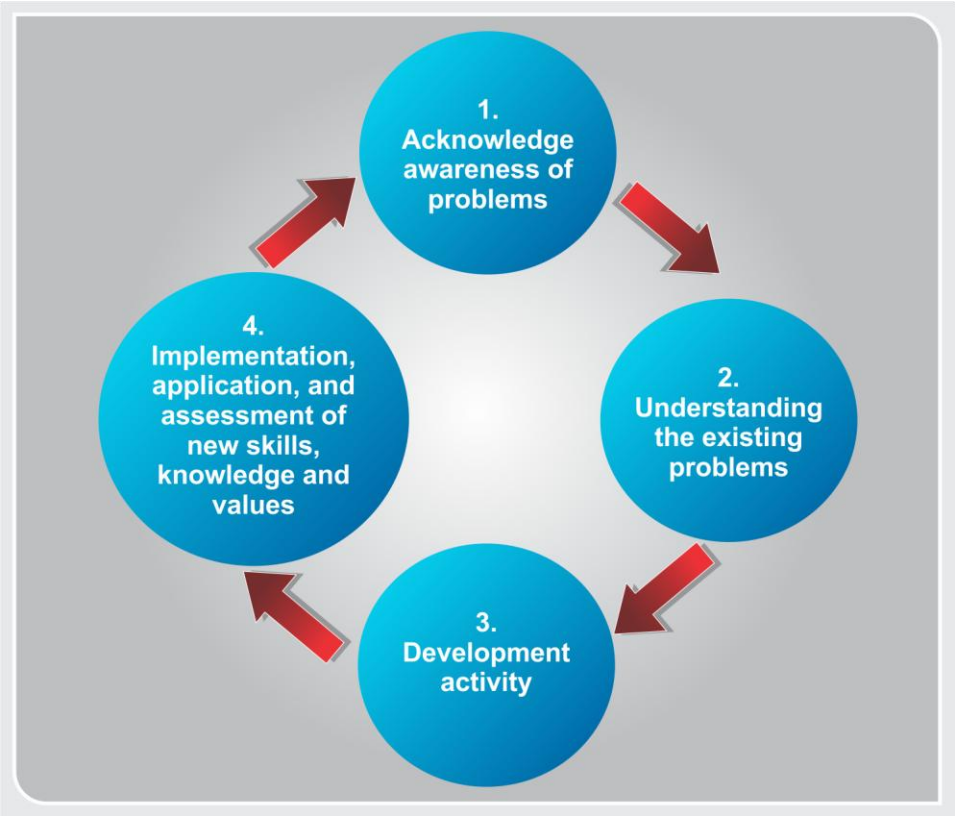

Figure 2.5: The cycle of the identification of needs

Step 1: A teacher should realise and acknowledge that there is a need for his or her development, while principals should develop an awareness of the staff's shortcomings or lack of knowledge through staff motivation.

Step 2: Teachers have to focus on the area where development is needed, for example curriculum knowledge or needs with regard to interpersonal relations.

Step 3: It is essential that the teacher performs the specific development activity needed.

Step 4: The staff should implement the newly acquired knowledge, skills, values or attitudes.

The above information means that during the implementation process, staff members should be assessed to determine if they have achieved the objectives to improve on shortcomings. The assessment leads to the next cycle of development in the process of continuous learning.

2.7.1.2 Planning relevant objectives

Subsequent to the analysis and assessment of needs is the planning of the relevant CPD objectives. Bert (2013) concurs that CPD objectives should reflect the accepted aims and objectives of the institution. Teachers' CPD objectives ought to replicate the knowledge and skills teachers have to acquire and display following the conclusion of planned CPDP activities (Mohamed et al., 2013).

2.7.1.3 Determining the implementation plan

The last stage in the planning process involves the determination of the implementation of the CPD plan on the basis of the CPD standards set up to be achieved (Gerard, 2015). Mafora and Phorabatho (2013) propose that the execution plans connected to teachers' CPD should go hand in hand with the exact circumstances of the individual institution; if not, the aims and objectives of teachers' CPD could not be achieved. This observation implies that the progression of determining the implementation plan includes positive additional features such as the provision of resources and planning time.

2.7.1.4 Setting up policy relating to teachers' CPD needs

Van der Westhuizen (2010) asserts that managers possess the authority to set up guidelines that serve as rules for smoothing the progress of activities. This is no exception for CPD managers. Preferably, rules have to be formulated in the planning stage. In addition to the above, Van der Westhuizen (2010) expresses that policies define how the intended accomplishment has to be implemented in order to attain and meet the anticipated aims and objectives.

Oswald (2013) puts forward that the CPD policy should be an authentic, detailed, authoritative process, which should entail the following: the way the CPD is to be implemented, which involves the human resources, place and time; internal checks and

controls that need to be set up; assigning responsibilities; and endorsement of the policy by all the CPD participants.

The above information means that the planning of the CPD policy requires the participation of all staff that will be involved in the process and should take into account the people it intends to build up. This strategy is probable to produce cooperation in and joint custody of the set-up policy. After the planning stage has been completed, CPD managers have to interpret individual, abstract facts.

Basic organisation is essential for this attempt (Van der Westhuizen, 2010) and this will be discussed next.

2.7.2 Organising

Organising involves the establishment of structures or work units in the organisation that enables people to work together effectively towards achieving the planned objectives of the organisation through the best utilisation of resources (Mondy, 2015). Van der Westhuizen (2010) asserts that lacking proper organising capabilities, CPD managers would face problems with the functional plans of action. CPD managers offer support and guidance to deal with problems hindering effective teaching and learning from being accomplished. Stretton (2015) notes that instructional leadership is the incorporation of tasks of undeviating help to teachers through staff development, group development and curriculum development. Kugel (2013) argues that the main essentials of instructional leadership are managing the curriculum, monitoring learner progress, promoting a positive school climate, defining the school vision and supervising teaching.

Once the implementation of the CPDP has been organised, CPD managers have to set up committees to direct specific activities, outline CPD organisational bodies and delegate and coordinate related tasks to formulate a running plan to ensure the accomplishment of CPD (Van der Westhuizen, 2010). A deliberation on all of these methods follows.

2.7.2.1 Set up committees to direct particular activities

Huhtala and Vesalainen (2017) states that CPD committees are important to facilitate CPD tasks and advance communication and management processes. According to

Desta et al. (2013), critical tasks of CPD committees may include the following: planning CPD policies; setting up and directing CPD actions; establishing suitable CPD needs; determining the match between the CPD activities and teachers' needs as well as the needs of the school; determining the condition and type of assets for the approved CPD tasks; and assessing the education knowledge and skills of the staff resulting from the implemented CPDP activities.

Furthermore, CPD committees, according to Marishane and Botha (2011), are accountable for making decisions on the aims and objectives of CPD as relevant to the needs and plans of the school.

The above discussion means that CPD committees have to plan, manage, organise and examine the progress assessment and evaluation of CPD for the benefit of the staff.

2.7.2.2 Outline CPD organisational bodies

When committees are formed, the CPD manager or supervisor must outline which CPD organisational bodies are connected to the management of CPD. An organisational body has to describe the way activities should be carried out, how tasks should be delegated, who is responsible and accountable for particular tasks and which strategies and methodologies should be followed (Van der Westhuizen, 2010). Furthermore, when setting up organisational bodies, administrators must evidently outline and converse the boundaries of accountability to all staff members (Van der Westhuizen, 2010).

2.7.2.3 Delegation of activities and responsibilities

Delegation is defined as the practice whereby the administrator allocates a division of the responsibilities and power to other staff members who then have the duty of carrying out the task (Kayumbu, 2017; Mondy, 2015). Research has indicated particular advantages of delegation, for instance that it improves the possibility of accomplishing the aims and objectives of activities faster and with less doubt (Van der Westhuizen, 2010). Although delegation has advantages, the method followed, on the other hand, needs successful communication. To ensure success, the responsibilities should be shifted entirely from the delegator to the delegated staff, who must be informed about the condition of appointment (Van der Westhuizen, 2010).

Gerard (2015) emphasises the value of providing the delegated staff or committee with adequate personnel, finances and information to take up the assigned responsibilities easily. Without the necessary resources, the delegated staff might fail to carry out the assigned responsibilities diligently. Van der Westhuizen (2010) stresses the fact that CPD managers remain accountable for delegated responsibilities, as accountability cannot be delegated. Consequently, CPD managers who have assigned an activity are eventually answerable for the accomplishment thereof, and CPD administrators are liable for meeting the aims and objectives of the CPD activities. Therefore the tasks assigned require careful management, supervision and continual support to guarantee that the assigned committee does not diverge from the aims and objectives of the CPD activity.

The job description for a principal provided by the MoE (2013) states that the principal should:

- lead by example, be committed to high ethical standards of behaviour and discipline and provide inspiration and motivation to the school community;
- generate, in consultation with the School Board and staff, a vision, an ethos and policies for the school that promote high levels of achievement;
- ensure that the management of the school supports the vision, policies and goals set;
- support the management and the staff in achieving the goals, targets and priorities set by the school;
- ensure that the school is managed efficiently and professionally; and
- create and implement a School Development Plan, which identifies priorities and academic targets to ensure that learners achieve high standards and that teaching is effective.

For delegation to be effective, principals need to ensure that goals are measurable, specific, attainable and realistic (Mondy, 2015)). In a study by Cooper (2017), it has been reported that 64% of the workers participating in that research confirmed wasting time at work due to being unaware of which work was a priority and which was not. In addition, Kayumbu (2017) stresses that principals need to work with the management of

the school to set clear goals and to ensure that both the teachers and the non-teaching staff know what the objectives are. Kayumbu (2017) and Kopem (2014) note that once principals have set such goals, trust is an important aspect that motivates teachers to attain the goals. This is vital when managing CPD.

2.7.3 Leading the operational procedure

Gerard (2015) stresses that leading is an administrative task that has to do with the behaviour according to which anticipated plans have to be carried out. CPD managers need to be capable of motivating individuals to work cooperatively to make sure that the planned activities come to completion. This means that successful leading requires CPD managers having the knowledge and skills to persuade, motivate, encourage and direct the staff to willingly contribute to the accomplishment of aims and objectives having been laid down during the planning stage (Lourens, 2012).

The above views mean that the mantra of all CPD managers is to ensure effective teaching and learning in pursuit of learners' academic progression as the vital objective of every school.

Kopem (2010) states that principals should initiate a positive difference in the academic standards of schools. They should aim at prompting internal school developments that are related to the mission of the school (Kopem, 2014). These internal developments may range from school strategies and customs to the instructional practice of educators. Thus principals should be actively involved in spearheading school programmes and directing teachers' devotion and professional obligation to learners' learning.

The actions related to leading, which CPD managers ought to carry out, are discussed next.

2.7.3.1 Communicating with teachers

All administration procedures, especially leading, are impracticable in the absence of efficient communication. Communication is the way in which the dissemination of information from the sender to the receiver takes place (Mondy, 2015). CPD managers have to acquire the ability to communicate effectively for them to be successful in their activities.

2.7.3.2 Motivating teachers

Mondy (2015) refers to motivation as the inside motives that produce significant judgments and persuade the ways of individual performance and actions. Based on this, one might argue that motivation, when connected to CPD performance, lies within teachers as individuals. Nevertheless, CPD managers ought to motivate teachers to perform in order to ensure good performance of a school and for teachers to improve and upgrade their knowledge and skills.

Jawas (2016) mentions that teachers are likely to recognise their principal as a mentor rather than a leader and director of his or her own agenda. This would motivate teachers to be fully responsible for learners' learning. Jawas (2016) further argues that the excellence of principalship defines the worth of teaching and, in turn, determines the superiority of learning and learner accomplishment at school.

Jasmine (2016) states that motivation might engage positive and negative types of back-ups. He adds that to encourage particular actions, the staff must be motivated through rewards. According to Jasmine (2016), negative rewards could include the use of punishment, control and force to push teachers to take part in CPDP activities, while positive rewards should be used by recognising factors such as:

- awakening teachers to understand the aims and objectives of CPDP activities;
- involving teachers to take part in decision-making processes;
- assigning activities and power to staff through delegation;
- providing feedback on success and failure results and directing the way forward;
- rewarding positively for individual accomplishment; and
- considering teachers' CPD needs that are advantageous to the school and the staff.

Feedback can be used to shape employee performance since it improves employee actions and motivates employees. However, the concern is how managers use feedback. Jasmine (2016) remarks that if poorly implemented, feedback can demotivate employees. Superiors should structure feedback in such a way that employees would

accept comments for future development rather than seeing it as criticism for negative performance (Jasmine, 2016).

The role of CPD managers is to patent particular leadership behaviour that stimulates the educational quality of the school. They should encourage conditions that are conducive to a sound culture of teaching and learning. According to the job description for a principal proposed by the MoE (2013), the principal should:

- develop positive working relationships with and between all staff members;
- plan, evaluate and support the work of subject groups and other groups of staff, delegate appropriately and clearly and evaluate outcomes to ensure quality education;
- ensure that workloads are equitably distributed among the staff;
- coordinate and provide activities for staff development;
- sustain staff motivation;
- ensure the proper induction of new staff members;
- resolve disputes and difficulties speedily and consistently; and
- advise and guide the professional staff in all educational matters.

Wang et al. (2016) proposes that appropriate management and leadership are essential for CPD managers, as they are required to convey confidence to teachers and boost their knowledge and skills, work orientation and interest in enhancing their personal expertise and professional growth. The following section discusses control as another function for CPD managers.

2.7.4 Directing the action strategy to establish managerial accomplishment

CPD managers are anticipated to constantly direct or control the planned CPDP activities and give expected feedback. When doing this, CPD managers must focus on the assessment and evaluation of the performance of the activity along with the set aims and objectives planned during the preparation stage (Wang et al., 2016).

Panayiotou (2012) defines directing in relation to the curriculum as a process of gathering information for evaluating the effectiveness of the curriculum and ensuring

that the intended curriculum, the implemented curriculum and the attained curriculum are aligned. Panayiotou (2012) further notes that directing the curriculum typically focuses on issues such as relevance, consistency, practicality, effectiveness, scaling-up and sustainability, as well as whether learners are achieving the expected learning outcomes. It measures the extent to which the curriculum is commensurate within the diverse needs of all learners.

Smit (2011) indicates that a successful control method for CPDP activities informs the CPDP management whether the actions are being carried out according to the aims and objectives set and whether the results are positive. When the activities have deviated from the initial plan, a modification of the CPD plans is required.

Smit (2011) suggests a succession of critical stages that might serve as a guiding principle for controlling CPDP activities:

- **Stage 1: Develop measuring criteria for performance**

CPDP managers ought to develop criteria or standards that could be used to measure the success of the planned aims and objectives (Smit, 2011). Smit (2011) advises CPDP managers to set up measuring criteria for control that are in line with the initial aims and objectives that have been developed in the planning stage.

- **Stage 2: Assess and evaluate the tangible performance**

Managers assess and evaluate what is occurring to have evidence of and information on the precise results of the performed activity.

- **Stage 3: Compare tangible performance to the set criteria**

The purpose of comparing the tangible performance to the set criteria is to determine whether the results of the activity are reflecting the predetermined aims and objectives of the planned activity. The purpose of doing this is to eliminate the chances of deviating from the set aims.

- **Stage 4: Employ corrective methods**

CPD managers should employ corrective methods to correct the mistakes experienced and avoid repetition of these mistakes.

As the curriculum mainly concentrates on learners, and teachers are at the centre of the curriculum, CPD managers have an important role to play in directing and controlling the curriculum. According to the MoE (2013), principals can direct the curriculum by:

- implementing and organising the curriculum according to the broad curriculum of the MoE, and monitoring and evaluating the effectiveness thereof;
- creating a positive culture that promotes quality teaching and learning;
- monitoring the quality of teaching and learner achievement, including the analysis of performance data;
- managing school time to ensure maximum time for tasks with minimal disruptions;
- assessing and recording the attainment of learners; and
- contributing as appropriate to the teaching in the school.

In general, this section has dealt with significant areas of the management of CPD. In the actual sense and as pointed out above, managing CPD engages the planning, organising, leading and directing or controlling stages, which all contain relevant activities that might result in the intended changes in education.

The subsequent section focuses on the variety of challenges facing managers when managing CPD.

2.7.5 Managing school resources

Available resources at schools include financial resources, physical resources and human resources (teachers and learners). Kopem (2013) argues that an increase in the demand for efficient and effective teaching and learning in schools implies that excellent resources ought to be used in the classroom. Cooper (2017) points out that resources shrink as needs increase, and principals face the challenge of evenly distributing limited resources.

Kopem (2013) claims that the principal's duty is to ensure that resources are used productively and to propose fund-raising activities in order to satisfy the instructional

needs of teachers and learners. In addition, the principal's duty is to provide teachers with incentives and resources to keep them focused on the learners (Al-Zoubi & Younes, 2015). According to the MoE (2013), principals can control resources efficiently by:

- monitoring the use and maintenance of resources;
- establishing, in collaboration with the School Board, priorities of expenditure of the School Development Fund and monitoring the effectiveness of spending;
- ensuring that the financial accounts of the school are maintained according to financial regulations;
- accounting for the complete inventory of the school; and
- managing and organising the learners to ensure that effective teaching and learning take place and that the needs of individual learners are being met.

The above information implies that managers should know the interests, weaknesses and strengths of each teacher to provide appropriate resources to respective teachers in order to bring about the intended changes.

2.8 CHALLENGES FACING CPD MANAGERS WHEN MANAGING CPD ACTIVITIES

In this section, the challenges facing CPD managers when executing CPD activities are discussed. The literature stresses that CPD managers experience various challenges when managing CPD activities (Wang et al., 2016). Most of these challenges are natural in change and cannot be avoided.

The following challenges are major hindrances to the management of CPD at schools: a lack of training; limited financial support; a lack of facilities for teachers; the shortage of subject advisors; a lack of interest in CPD; a lack of significant rewards; the increased workload; and limited time for CPD. These challenges are discussed and elucidated in the following subsections.

2.8.1 Lack of training

Mizell (2010) stresses that most CPD managers do not regularly undergo training for the managerial tasks they have to carry out and lack the necessary professional support that might enable them to manage the CPDP activities outstandingly. Furthermore, policymakers mostly introduce changes in education without providing proper training for school managers, resulting in school managers having to deal with situations they cannot properly manage.

Judging from this, it seems that CPD managers with no suitable training would find it difficult to fulfil their obligations and tasks properly; thus they need relevant continuous professional training.

2.8.2 Limited financial support

Mostly, implementing the CPDP faces inadequate monetary backing from education systems. Hişmanoğlu and Hişmanoğlu (2010) stress that financial support for CPD is, in general, inadequate although it is important as a teacher training programme. In most cases, in-service teacher training is reduced when governments are facing budgetary restrictions (Hişmanoğlu & Hişmanoğlu, 2010). In view of this, it is clear that inadequate monetary aid affects the management of CPD worldwide and is a universal concern.

Mizell (2010) stresses that in many countries, financial support for CPD is very limited, and in many cases, it is among the first budgets to be reduced and even eliminated in the financial plan of the school, as soon as funds are low. This means that in times of financial crisis, financial support for the CPDP is among the primary objects to be cut off, leaving CPD managers stranded and unable to run the programme. A study by Mwesiga (2017), aimed at ascertaining the determinants of quality education, indicates that there has been a rapid increase in enrolment at schools, while funding for schools has remained the same or has declined.

This also means that inadequate funds make it difficult for schools to access material for teaching and learning. A shortage of teaching material hinders the execution of duties and leads to poor teacher performance.

2.8.3 Lack of facilities for CPD

Desta et al. (2013) state that poor transport and facilities for CPD are a major problem. Mwesiga (2017) mentions that this issue is more serious in remote or rural areas, as there is a shortage of centres for teacher training and inadequate roads, transportation services and facilities. Mohamed et al. (2013) put forward that teachers in rural schools are facing inadequate access to CPD opportunities due to restricted facilities.

The lack of CPD facilities includes poor transport to schools and other CPD sites where CPD programmes are obtainable. Oswald (2013) argues that many activities for staff development are offered at sites that are difficult to reach due to transportation problems. Moreover, many CPD managers cannot provide essential feedback to teachers because of a poor communication network and inadequate facilities (Oswald, 2013).

Judging from the above, one might say that well-maintained facilities motivate not only teachers but everyone who makes use of these facilities.

2.8.4 Teaching materials

Schools that provide teachers with adequate materials, such as textbooks, furniture, laboratory equipment, stationery and chalk, enable teachers to perform better than schools where such materials are not provided (Kopem, 2014). This concurs with Al-Zoubi and Younes (2015) who posits that insufficient teaching and learning resources such as chalk and textbooks deny the teacher the opportunity to execute his or her duties diligently. Any worker, such as a teacher, is demotivated by having to work with poor or inadequate tools (Al-Zoubi & Younes, 2015). A poor working environment, characterised by inadequate furniture, dilapidated classrooms, a shortage of textbooks, broken windows and inadequate teaching resources, demotivates teachers.

This also means that teachers have to be provided with all the necessary resources in order to promote innovation in their classrooms. A lack of funds curbs the improvement and development of schools. Teachers who have ample teaching materials are, in general, motivated and perform, on average, better than those without. Moreover, they are mostly willing to accept the intended effective educational changes.

2.8.5 Availability of teaching materials

A poor carpenter blames his tools, but this does not apply as far as teaching is concerned. A positive correlation exists between the quality of teaching materials and teacher performance. Cooper (2017) defines teaching and learning materials as a variety of educational materials that teachers use in the classroom to support specific learning objectives, as set out in lesson plans, such as maps, models and boards. The physical existence and availability of teaching and learning materials enable learners to conceive abstract information and draw conclusions from what they are handling (Cooper, 2017). Jasmine (2016) posits that using a variety of media increases the probability that learners would learn more, retain better what they learn and improve their performance with regard to the skills they are expected to develop.

The above can also refer to teaching materials in the form of audio (videos or radio) and printed (textbooks) or non-printed (real objects) materials.

2.8.6 Shortage of subject advisors

Subject advisors serve as guides of what teachers ought to implement with regard to what is stipulated in the content of the education policy. Subject advisors coach, teach, instruct and support teachers in executing educational changes (Desta et al., 2013). It is normally expected of a small number of subject advisors to guide a large number of teachers who teach at different schools. However, many teachers are not reached often enough and mentored sufficiently due to the shortage of subject advisors (Phorabatho, 2010).

2.8.7 Lack of interest in CPD

Many teachers do not regard it as important to participate in CPDP activities to develop their teaching abilities (Desta et al., 2013; Steyn, 2011). This challenge is confirmed by numerous researchers (e.g. Ngololo, 2012; Ninnes, 2011; Padwad & Dixit, 2011) who assert that a large number of teachers lack interest in the CPDP, which is meant to develop their knowledge and skills.

2.8.8 Lack of significant rewards

Many researchers (e.g. Desta et al., 2013; Mohamed et al., 2013) allege that teachers do not regard CPD as important as there are no tangible rewards. Mohamed et al. (2013) stress that in most cases, teachers are dissatisfied by the lack of rewards after their accomplishment of CPDP activities, as they feel they have made an important contribution in terms of time and energy spent and resources devoted to these activities. Desta et al. (2013) put forward that a reward is an additional way of encouraging and motivating teachers. Therefore the lack of rewards and motivation might cause teachers to lose interest and feel discontented, resulting in their not willingly participating in (future) CPDP activities.

2.8.9 Increased workloads

An additional critical barrier to the successful running of the CPDP is the huge workloads placed on CPD managers and teachers (Desta et al., 2013). Mohamed et al. (2013) state that rising workloads are a result of causes such as the increased managerial load allocated to teachers and CPD managers, poor coordination of school activities, schools having inadequate infrastructure, few or no teaching aids, unqualified or underqualified teachers, a shortage of water and electricity, unhygienic conditions and poor socio-economic circumstances of learners.

Since these burdens are placed on CPD managers and teachers, they may find it difficult to manage CPD activities in such a way as is expected from them. Mizell (2010) maintains that most education policies demand that teachers and CPD managers are engaged in classroom activities for most of their time at school, allowing them very little time for activities that are not linked to CPD. When they are not occupied with teaching, teachers may be carrying out other tasks allocated to them, such as extracurricular work, attending departmental or committee meetings and coaching sport.

Ninnes (2011) states that it is common in developing countries to have a learner-to-teacher ratio of 60:1. The addition of any learner to a class puts pressure on the teacher. A high learner-to-teacher ratio hinders teachers from paying the necessary attention that is required by learners (Ninnes, 2011). Teacher performance is measured by the learner pass rate, and with a high learner-to-teacher ratio at a school, the performance of teachers is compromised – teachers cannot effectively teach, which

leads to frustration and more pressure, which have a negative impact on teachers' enthusiasm, efficiency and motivation (Jawas, 2016). An investigation done by Cooper (2017) indicates that a class size of above 40 learners has a negative effect on learners' performance. Likewise, Musaazi (2011) notes that learners have differences in abilities, creativity and interests, and as such, teaching is done best in classes with smaller numbers of learners that allow for individual attention.

2.8.10 Limited time for CPD

Archibald et al. (2011) indicate that the most significant challenge faced in CPD management is effective time management and planning. Mizell (2010) asserts that schools and CPD managers experience complications when planning time for CPD. Mizell (2010) proposes that teachers should be given time for professional development within the regular working day. The school day needs to be re-scheduled to allow the school management to plan for the CPD needs of the school. Using after-school time should be avoided as teachers might be exhausted after school hours. This strategy might help to avoid the negative attitude among teachers who have to attend CPDP activities on weekends or during the school holidays (Steyn, 2010).

The above discussion revealed that teachers and CPD managers experience a variety of challenges with regard to CPD, which require solutions for the CPDP to run smoothly. In the next section, the theoretical framework that guided the study is discussed and the motive for choosing this framework is explained.

2.9 THEORETICAL FRAMEWORK: THEORY OF CHANGE

Effective CPD programmes involve the crucial aims and objectives of vital changes in educators' knowledge and skills (Thomson & Sanders, 2010). This means that CPD programmes have to produce positive changes in teachers, which accordingly assist them to develop learners' education and performance. The research was channelled through Kurt Lewin's (1951) theory of change to the CPDP. According to Thomson and Sanders (2010), the aim of the CPDP is to change the status quo of teachers; thus it is essential for the study to be guided by the theory of change. Lewin's (1951) three-step theory of change is discussed below.

2.9.1 Lewin's three-step theory of change

Lewin (1951) developed the three-step theory of change. According to Lewin (1951), behaviour is a dynamic balance of forces working in opposite directions. There are driving forces that are initiating or supporting change to be effected, and thus moving workers towards the intended change. There are also the resisting forces that oppose the desired change to take place. The resisting forces push workers towards the opposing direction of the intended change. Botha et al. (2013) support this view, arguing that change is in conflict with what exists and what is required. Lewin (1951) proposes that these forces need to be analysed in line with the three-step model of change. The three-step theory can assist to move the balance in the direction of the intended change through three steps: unfreezing; change or movement; and refreezing.

2.9.1.1 Unfreezing

Lewin's (1951) first step in the theory of change is the unfreezing of the status quo or the existing situation. Unfreezing is required to limit resistance from individuals in the social institution. Unfreezing can be achieved by maximising the driving forces that discourage group members from maintaining the existing behaviour or status quo. Factors that allow schools to succeed at the intended change are the staff's knowledge and competencies, the objectives of the intended change and support from the school principal (Thomson & Sanders, 2010). Unfreezing needs the reduction of the opposing forces that resist the change or movement. The unfreezing process involves the motivation of members to accept the change, building trust and respect and realising the need to change. It also involves active participation to decrease the problems and to collaboratively suggest solutions to the problems that are resisting the intended change (Botha et al., 2013).

2.9.1.2 Change or movement

The second step in Lewin's (1951) theory of change emphasises the necessity of moving the target system to a new level of equilibrium. This involves the persuasion of the workers to accept that the current behaviour or status quo is not beneficial to them (Gerard, 2015). Persuading workers to analyse the problem critically and collaborate for new ideas will allow them to succeed at the intended change (Gerard, 2015). This also involves the encouragement of employees to come up with new information, work

together with the leaders and support the intended change. Thomson and Sanders (2010) reveal that change is socially constructed and can be effectively implemented through collaboration. Changes can be successful when all parties involved understand and agree to the intended changes (Thomson & Sanders, 2010).

2.9.1.3 Refreezing

This step needs to occur after the intended change has been implemented. In this step, the new status quo has to be maintained, sustained and built up to be strong, as it needs to survive over time. If this step is not taken, the workers may revert back to their old behaviour (Gerard, 2015). The aim of refreezing is to stabilise, maintain and sustain the new equilibrium that has resulted from the change (Botha et al., 2013). This should be done by reinforcing new norms, values and rules, such as by institutionalising new rules through formal and informal ways (e.g. developing new policies regarding the new behaviour) and establishing new procedures to be followed for maintaining the new behaviour (Van der Westhuizen, 2010).

The above views led the researcher to consider that Lewin's three-step theory of change emphasises the result of forces that increase the successful implementation of the intended change and forces that delay or contribute to the failure of the implementation of an intended change. The driving forces promote changes, while resisting forces oppose change. The change will occur when the combined strength of one force is greater than the combined strength of the opposing set of forces.

2.9.2 The theory of change as viewed by different researchers

Van der Westhuizen (2010) explains that the theory of change and the natural resistance to change imply that change can only succeed with the active involvement and support of the staff members. He further outlines that effective guidelines for facilitation of change should be developed (Van der Westhuizen, 2010), which is most important for the study. The theory of change emphasises that before the implementation of an intended change, the management team must orientate and motivate themselves about the change (Botha et al., 2013). The required innovation must be beneficial to teachers and other parties involved (Botha et al., 2013).

Thomson and Sanders (2010) agree that the theory of change requires changes to be planned carefully to allow for smooth and effective implementation, for guidelines to be formulated and for the activities to be carried out. The principal, as a member of the management team, must create a friendly and supportive environment, while acting as an initiator and being actively involved in the facilitation process as well (Thomson & Sanders, 2010). Van der Westhuizen (2010) emphasises that if the principal becomes domineering, unfriendly or hostile during the facilitation, the required change would be slowed down or fail.

Huhtala and Vesalainen (2017) agrees that programmes for change should be implemented by setting the facilitation activities, which are continuous, and consulting with the principal, who should be supportive to all teachers. Huhtala and Vesalainen (2017) advises that a careful and systematic evaluation of the implemented change should be made to determine the results of the change. In addition, Van der Westhuizen (2010) postulates that a school has an interactive relationship with the environment and is subject to the law of change. Thus, to meet the needs of the society, the school has to adapt to changing circumstances (Van der Westhuizen, 2010). Moreover, in any change that occurs at school, the principal plays a key role as the initiator or as a supporter of the teachers.

According to Thomson and Sanders (2010), change is socially constructed and can be effectively implemented through collaboration. In addition, changes can be successful when all parties involved understand and agree to the intended changes. Factors that allow schools to succeed in bringing about an intended change are the knowledge and competencies of the staff, the objectives of the intended change and support from the school principal (Thomson & Sanders, 2010). Huhtala and Vesalainen (2017) add that with reference to involving teachers in decisions with regard to change, the context and specific conditions of the education system might be challenged by a considerable proportion of teachers who are not sufficiently qualified or trained and therefore lack the competence to implement the new policies capably or take part in decision-making processes in the school.

Lewin's (1951) three-step theory of change guided the research. The reason for choosing the Lewin's theory of change was that it deliberates on how staff implements change and the developments suggested for the changing process.

The procedure of change assisted the researcher to conclude how the CPDP was being managed in the selected schools in Oshana Education Region and what measures should be put into practice to achieve the changes desired. Thus the main research question and sub-questions were answered in line with Lewin's three-step theory of change.

2.10 CONCLUSION

This chapter provided a literature review of sources relating to the role of CPD managers and the way they manage CPD of teachers. Emphasis was placed on the overview of the CPDP in Namibia, focusing on the background of the programme and the developmental process that took place before the implementation of the CPDP. Various definitions of teachers' CPD were presented. Special consideration was given to factors leading to the success of managing CPD, the importance of CPD to teachers and strategies leading to the successful management of CPD. The management functions of CPD managers, the challenges facing CPD managers when managing CPD activities and the theoretical framework underpinning the study were discussed as well. The research methodology as employed in the research is discussed in the next chapter.

CHAPTER 3:
RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter describes the research methodology used in the study and explains why the research methodology has been selected. A research methodology is a set of methods, procedures and strategies that direct the research. It provides a clear explanation and breakdown of and justification for the research plan and the way in which the study will be carried out. All the required features guiding the research procedure are discussed in this chapter, such as the research paradigm, the research design, the population, sample and sampling procedure, the research instruments, the validity and reliability of the research, data analysis and the ethical considerations.

3.2 RESEARCH PARADIGM: INTERPRETIVE RESEARCH PARADIGM

The study has been guided by the interpretive research paradigm. Morehouse (2011) indicates that the interpretive research paradigm permits researchers to examine the world through the views and experiences of the participants. He asserts that researchers who employ the interpretive paradigm use the participants' experiences to construct and interpret their understanding of the collected data (Morehouse, 2011).

An interpretive paradigm supports researchers in terms of exploring the world by interpreting the understanding of individuals who own such experience (Nind & Todd, 2011). An interpretive paradigm seeks to understand a particular context (Nind & Todd, 2011). This is supported by Morehouse (2011) who stresses that the interpretive paradigm views the reality as subjective, as the participants typically use their own understanding and own experiences. The interpretive paradigm often seeks answers for research by forming and underpinning multiple understandings of the individual's view of the world, often leading to a more comprehensive understanding of the situation (Morehouse, 2011).

The interpretive research paradigm was appropriate for the study since the study was seeking to explore the effective management of the CPDP in schools in the Oshana Education Region. It explored the experiences of the School Committee members and

teachers who are not School Committee members. The aim was to uncover the reality of how the programme was implemented and managed, as the CPDP was a new programme in the Namibian schooling system. For these reasons, the interpretive paradigm was the best model to guide the study. The interpretive paradigm is a common model of research (Yanow & Schwartz-Shea, 2011), and it fits into the study as it could accommodate multiple perspectives and versions of truths from the participants.

In order to explore the understandings of the participants, the interpretive paradigm provided a context that allowed the researcher to examine what the School Committee members and non-members of the committee in the selected schools in Oshana Education Region had to say about their experiences of how the CPDP was implemented and managed in their educational region. Morehouse (2011) clarifies that the interpretive paradigm facilitates education researchers when they need in-depth information and insight from the population rather than only numbers of statistics; therefore this paradigm was selected to guide the study.

The next section focuses on the research design used in the study.

3.3 RESEARCH DESIGN: QUALITATIVE RESEARCH DESIGN

Leedy and Ormrod (2010) state that a research design is the arrangement of the study that grips all elements of the research project together. Furthermore, a research design can be qualitative, quantitative or a mixed-method approach, depending on the purposes or objectives of the study (Leedy & Ormrod, 2010). In the following subsections, a brief overview of the quantitative and mixed-method research designs and a more expanded description of the qualitative research design are provided.

3.3.1 Quantitative research design

Leedy and Ormrod (2010) explain quantitative research as a systematic and objective process that uses statistical data from a group under study to generalise the findings. The characteristics of quantitative research include objectivity and numerical information. According to Yanow and Schwartz-Shea (2011), in quantitative research, researchers choose to be more objective in their study approaches and seek exact measurements and analysis of the data. Creswell (2014) describes quantitative

research as research that tries to relate variables, test theories or examine hypotheses, guess, separate and define categories before the study begins and predict the relationships among them.

The researcher preferred to avoid the use of quantitative research due to its failure to focus in depth on individual cases and the more structured character of quantitative research, which would limit the researcher to pursue an unanticipated conclusion or information. Moreover, the quantitative research design fails to present detailed answers, causes, clarifications and examples.

3.3.2 Mixed-method research design

The mixed-method research design involves both qualitative and quantitative research approaches used in an individual study (Leedy & Ormrod, 2010). In cooperation, qualitative and quantitative researches have different advantages and disadvantages; therefore, by mixing them in a single study, they balance and allow for a more inclusive study of the research situation (Leedy & Ormrod, 2010). According to Maree (2014), the data collected through the use of mixed-method research involve numerical data as well as descriptive information; therefore the final product represents qualitative and quantitative data.

The gathering of information by applying a mixed-method approach could be sequentially or concurrently done. Creswell (2014) explains that the sequential method entails that the study involves the collection of the quantitative and the qualitative data in stages (sequentially), whereas the concurrent method refers to a researcher gathering quantitative and qualitative information simultaneously (concurrently). When the data are gathered in stages, either the qualitative or quantitative data may be gathered first, depending on the early purpose of the researcher. Researchers interested in the use of the mixed-method approach are advised to be aware that the method involves broad data collection.

As the study is framed by the interpretive framework, which requires more descriptive data, the use of a mixed-method approach was not necessary, so the researcher opted to use the qualitative research design. A qualitative research design suits the study because it has sought to understand how the CPDP is effectively managed in selected

schools in the Oshana Education Region in Namibia. This design is discussed in more detail below.

3.3.3 Qualitative research design

Normally, qualitative research is related to the relativistic, constructivist ontology that maintains that an objective reality does not exist, but to some extent, various realities are created by people who experience what happens in their daily lives (Maree, 2014). Visscher (2013) defines qualitative research as a research design that aims to obtain an in-depth understanding of the way things are, why they are that way and how the participants, in that context, perceive them. Qualitative research involves the gathering, analysis and interpretation of comprehensive narrative and visible data to gain insight into a specific phenomenon (Kumar, 2014). Qualitative study technique is based on distinct beliefs and designed for unique functions. Furthermore, qualitative research implies that all meaning is situated in a selected attitude or context (in this study the Namibian context). Moreover, because distinct human beings and groups regularly have special perspectives and contexts, the world has many specific meanings, none of which is necessarily more legitimate or authentic than the others. Maree (2014) explains that qualitative research is a research design that includes the interpretive techniques that express, interpret, decode and express meaning in a descriptive form but not in numerical form. Significant to this definition is that qualitative researchers focus on research problems that aim to explore the experience of individuals or groups within their social environment (Creswell, 2014).

The characteristics of each stage of a qualitative research design, according to Creswell (2014), are the following:

- Exploring a problem and developing a detailed understanding of a central phenomenon
- Having the literature review play a minor role but justifying the problem
- Stating the purpose and research questions in a general and broad way so as to gain insight into the participants' experiences
- Collecting data based on words from a small number of individuals so that the participants' views are obtained

- Analysing the data for description and themes using text analysis and interpreting the larger meaning of the findings
- Writing the report using flexible, emerging structures and evaluative criteria, and including the researcher's subjective flexibility and bias

Yanow and Schwartz-Shea (2011) describe that qualitative researchers search to find answers to the "how" questions, as they try to determine how the social phenomenon is experienced. Visscher (2013) mentions that qualitative researchers examine objects in their real-life experiences with the aim to obtain a detailed understanding of the phenomenon under study. In view of the above, the researcher goes to the field, moving closer to the participants who possess the required experiences of the phenomenon under study (Boeije, 2010).

Typically, qualitative research studies serve the following purposes (Leedy & Ormrod, 2010):

Description: They can reveal the multifaceted nature of particular situations, settings, processes, relationships, systems or people.

Interpretation: They enable a researcher to gain new insights about a particular phenomenon, develop new concepts or theoretical perspectives about the phenomenon and discover problems that exist within the phenomenon.

Verification: They allow a researcher to test the validity of specific assumptions, claims, theories or generalisations within the real-world context.

Evaluation: They provide a means through which a researcher can judge the effectiveness of particular policies, practices or innovations.

In light of the above, a qualitative design is applicable in the study as the management of the CPDP and the reflection of the stakeholders in the programme is of the essence.

The study adopted a qualitative research design with the purpose to obtain an in-depth understanding of the effective management of the CPDP in selected schools in the Oshana Education Region. The researcher anticipated that the qualitative research

design would help in exploring the challenges experienced by the CPDP managers at these schools. In addition, the researcher believed that the qualitative research design would assist him to suggest possible solutions to these challenges.

3.4 RESEARCH METHOD: CASE STUDY

The case study method was used in the research. A case study is a qualitative research approach to engaging in a study of a unit or bounded structures (Visscher, 2013). It is an all-encompassing method masking layout, information series techniques and specific techniques to evaluate facts. Case study examines knowledge that resonates with the readers' reports due to the fact that it is tangible and illuminating (Visscher, 2013). It is rooted within the context of the study and is likewise associated with the readers' understandings as they examine and assess the case compared to their very own existence stories (Visscher, 2013).

A case study may be especially suitable for learning more about a little-known area or poorly understood situation (Leedy & Ormrod, 2010). It can also be appropriate for investigating how an individual or programme changes over time, perhaps as the result of specific conditions or interventions (Leedy & Ormrod, 2010). Creswell (2014) refers to different types of cases. The case may be a single individual, several individuals separately or in a group, a programme, events or activities (Creswell, 2014). A case may also represent a process consisting of a series of steps that form a sequence of activities. In addition, a case may be selected for study because it is unusual and has merit in itself (Creswell, 2014). When the case itself is of interest, it is called an "intrinsic case". Alternatively, the focus of a qualitative study may be a specific issue, with a case or cases used to illustrate the issue, which is called an "instrumental case" because it serves the purpose of illuminating a particular issue (Creswell, 2014). Case studies may also include multiple cases, called a "collective case study", in which multiple cases are described and compared to provide insight into an issue.

The purpose of a case study is to describe and interpret the experiences of the participants regarding a particular event in order to understand the participants' meaning ascribed to that event (McMillan & Schumacher, 2010). This can be thought of as capturing the essence of the experience as perceived by the participants (McMillan & Schumacher, 2010). The research problem for a case study is focused on what is

essential for elucidating the meaning of the event, episode or interaction. It is also focused on understanding the participants' voice. For this reason, the case design was purposeful as the researcher wanted to understand the perceptions of the participants.

Boeije (2010) defines a case study as a strategy of inquiry in which a researcher explores in-depth views, events, programmes or one or more individuals. The researcher adopted a case study method as the study aimed to explore how the CPDP was managed in the case of the selected schools in the Oshana Education Region in Namibia. In this case, the effective management of the CPDP in those selected schools was investigated or examined, and a case study was suitable because it would allow the programme to be explored in depth.

In the next section, the population, the sample and the sampling method of the study are discussed.

3.5 POPULATION, SAMPLE AND SAMPLING

3.5.1 Population

A population is described as the total number of people in the case under study (Yanow & Schwartz-Shea, 2011). They are people who have more or less the same features where data ought to be gathered. According to the MoE (2012), there are 137 schools and 2 137 teachers in the Oshana Education Region. The population of this research involves teachers who are CPDP committee members, teachers who are not CPDP committee members, school principals and a regional CPDP coordinator.

3.5.2 Sample and sampling selection

McMillan and Schumacher (2010) define sampling as a selection of a section of a population for research. An accurately chosen sample results into correct data that could be used to represent the population under study (McMillan & Schumacher, 2010). A purposive sampling method was employed to choose a sample that might provide reliable data for the study (cf. Silverman, 2010). The research sought to comprehend the participants' views on the management of the CPDP in selected schools in the Oshana Education Region.

3.5.3 Selection of research sites

The Oshana Education Region is one of the 14 education regions in Namibia. The Oshana Education Region consists of 137 schools (both rural and urban), of which 128 are state schools and nine are private schools (MoE, 2012). It has a total number of 2 137 teachers: 2 090 are qualified teachers, and 47 teachers are unqualified and underqualified, with only Grade 12 or one or two years of teacher training (MoE, 2012).

This region was selected for the study because it has rural as well as urban schools and was given significant consideration in terms of being considered for CPD workshops and conferences. This is because of the region's proximity to most educational institutions, such as the campuses of the University of Namibia (Oshakati, Hifikepunye Pohamba and José Eduard dos Santos) and the Ongwediva Teachers' Resource Centre, which also conducts INSET. In addition, the researcher is based in the Oshana Education Region and it was convenient for him in terms of financial and time requirements to conduct the study in this region.

As stated earlier, the Oshana Education Region has 137 schools. The research targeted all 137 schools but purposively selected two rural schools and two urban schools to be incorporated in the sample. Therefore a total of four schools in the Oshana Education Region were incorporated in the research.

According to McMillan and Schumacher (2010), the purposive sampling method involves the selection of participants due to their intended characteristics as significant to the researcher. The criteria for the selection of schools and participants were as follows:

- The school should have a school principal who has served at the school since the implementation of the CPDP at the school, and there should be a CPDP committee. This is because the researcher intended to collect specific data from a school principal who was knowledgeable in the CPD of that school and from teachers who served in the CPDP committee.
- The researcher was also interested in teachers who were not School Committee members. The purpose was for these teachers to represent the views of those who were not members of the committee. The idea was to obtain the views of non-

members of the committee who had witnessed the implementation of the CPDP at school and to get a balanced viewpoint from both sides.

- The researcher was interested in schools that successfully managed the CPDP in their schools and those that failed to manage the programme. Purposive sampling was used to include schools that were perceived to successfully manage and those that seemed to fail in the management of their programmes.

In addition, the researcher aimed to include the Regional Committee coordinator who was responsible for organising and administering CPDP activities at regional level and received CPDP activity reports from the schools in the Oshana Education Region.

In view of the above criteria, the researcher purposively selected two rural and two urban schools. In each category, one school that seemed to have failed to implement or manage the CPDP and one school that seemed to have successfully implemented and managed the CPDP were selected. This was done because the researcher sought to have a balanced view regarding the effective management of the CPDP in rural and urban schools within the region.

During the sampling process, the researcher requested aid from the Regional Committee coordinator to assist with the identification of the schools. This was because the coordinator had a good knowledge of the performance of the CPDP in selected schools in the Oshana Education Region, being responsible for the organisation of the regional CPDP activities and receiving the CPDP reports from the schools in the region. At each school, the researcher requested assistance from the school principal to identify two teachers who were School Committee members and one teacher who was not a member of the committee and who had been teaching at the school when the CPDP had been implemented. The purpose was to have participants who had good knowledge of the programme being implemented at the school.

3.5.4 Selection of participants

The participants in the study were purposively selected from the four selected schools in the Oshana Education Region. Silverman (2010) defines purposive sampling as an approach whereby sampling is done with a specific purpose in mind. The purposive sampling method was used as this method allowed the researcher to select participants

who were information-rich regarding the phenomenon under study (cf. Visscher, 2013). In the study, the participants invited to participate in the research were as follows: the school principals; two teachers serving on the School Committee at each school; one teacher not serving on the School Committee, who had been teaching at the school from the time the CPDP had been implemented at that school; and the Regional Committee coordinator.

The reason for choosing this sample was because the participants were directly involved in the implementation and management of the CPDP and aware of the challenges experienced; as such they were rich sources of data. The additional teacher represented the views of those who were not members of the committee. The purpose of including these participants was to obtain the view of non-members of the committee who had witnessed the implementation of the CPDP at school and to get balanced viewpoints from both sides. The researcher asked the school principal to assist with the identification of School Committee members and non- members for sampling purposes. The sample also included the Regional Committee coordinator who was responsible for organising and administrating the CPDP activities at regional level and received the CPDP activity reports from the schools.

3.6 DATA COLLECTION

The idea behind qualitative research is to purposefully collect data from the relevant participants or sites that will best help the researcher understand the problem and the research question (Creswell, 2014). Therefore interviews were used to collect data from the purposefully selected sites and participants.

3.6.1 Interview

The study employed interviews as a data collection tool. Heck (2011) states that the interview technique is an important tool to collect data in case studies. Heck (2011) defines an interview as a focused contact where the researcher pays attention to the participants with the aim of understanding and finding out about the participants' experiences, opinions, beliefs and views on the topic under study. The main point of an interview is to obtain suitable information that brings about a comprehensive understanding of the phenomenon from the participants' view (Maree, 2014).

The interview technique was in general advantageous to this research. It created more and detailed data faster than other tools such as questionnaires and observations would have. The interviews allowed the interviewer to interact with the interviewees on a face-to-face basis and obtain their perceptions openly and personally (cf. Check & Schutt, 2012). Moreover, the interviews permitted the interviewer to inquire for more clarity on particular questions that needed further explanation.

3.6.2 Semi-structured interview

Semi-structured interviews with open-ended questions were used in the study. Visscher (2013) defines a semi-structured interview as the purposeful interaction in which a researcher interacts with the participants. An interview allows a researcher to obtain valuable data that other instruments cannot obtain, since he or she can probe the participants to elaborate (Silverman, 2010). The purpose of the study was to examine whether the CPDP was effectively implemented and managed in selected schools in the Oshana Education Region. For this reason, in-depth interviews, which were information-rich, were conducted. Furthermore, environmental triangulation (four schools) and data triangulation (17 participants) were thoughtfully utilised to ensure sufficient data collection in the study.

The researcher interviewed the participants individually in June 2017. The researcher compiled a list of possible questions beforehand, although follow-up questions were asked as well. All the interviews were audio recorded with the participants' consent. The researcher interviewed a total of 17 participants from four selected schools in the Oshana Education Region – one principal, two teachers serving on the School Committee and one teacher who is not a member of the School Committee at each school as well as the Regional Committee coordinator. Each interview lasted about 60 minutes.

3.6.3 Interview procedure

During the interview, the participants were provided with the information as detailed in their personally signed letters of informed consent. These letters served as documents indicating that the participant had agreed to take part in the study after being made aware of the intention, procedures, risks, remuneration, optional actions and confines of the privacy thereof (cf. Maree, 2014).

The interviewer informed the participants about the intention of the research at the beginning of the interview. The participants were told about the importance of their participation and informed that they had the right to withdraw at any time during the interview period. At the start of the interview, the interviewer requested the right to take notes and audio record the interviewees. The participants were also informed of the privacy of their information and participation. The interviewer used listed questions as a guide during the interview process, as proposed by Lichtman (2013).

The researcher posed some evaluative questions to the participants on how effective the management of the CPDP in their region and schools was. Some of the questions might be sensitive to the participants, as some questions were posed on the effectiveness of the management of the CPDP at the schools and the region. Therefore some participants have shown low trust of the CPDP management process, and it was potentially sensitive in some instances. To put the participants at ease, the researcher clarified all the elements contained in the ethical considerations.

The interview discussions lasted for an average of 60 minutes, with a range from 50 to 80 minutes. After the discussions, the interviewer indicated appreciation for the interviewees' time and participation. He also emphasised that interacting with them through the interview was helpful to the study. After each interview, the audio recordings were transcribed and the notes examined for their validity.

3.7 DATA ANALYSIS

According to Maree (2014), data analysis is a careful and reasonable progression in which the data gathered for research are arranged and given order and sense. Kumar (2014) indicates that qualitative data analysis engrosses an inductive course of groping, examining, choosing, categorising, contrasting, synthesising and interpreting data for credible justifications and descriptions to achieve the aims and objectives of the research.

Creswell (2014) explains data analysis as follows: It is inductive in form, going from the particular or the precise to general codes and themes. Keeping this in mind helps to understand how qualitative researchers produce broad themes or categories from diverse detailed databases. Despite the fact that the initial analysis includes subdividing

the information, the final aim is to generate a bigger, consolidated picture. Furthermore, data analysis involves a simultaneous process of analysing, while also collecting data. In qualitative research, data collection and data analysis are simultaneous activities. When collecting data, one may also be analysing other information previously collected, looking for major ideas. The phases are interactive, meaning the researcher goes back and forth between data collection and analysis.

According to Creswell (2014), qualitative researchers analyse their data by reading through the data several times, conducting analysis each time. Each time a researcher reads the database, he or she develops a deeper understanding of the information supplied by the participants. There is no single, accepted approach to analysing qualitative data, although several guidelines exist for this process. Analysing qualitative data is an eclectic process. Qualitative research is interpretive research, in which the researcher makes a personal assessment as to a description that fits the situation or themes that capture the major categories of information. The interpretation one makes of a transcript differs from the interpretation that someone else makes. This does not mean that one interpretation is better or more accurate, but simply that the researcher brings his or her own perspective to his or her own interpretation (Creswell, 2014).

The researcher followed the steps suggested by Creswell (2014), as discussed above: first, he organised the data, then transcribed the data, then coded the data and established themes.

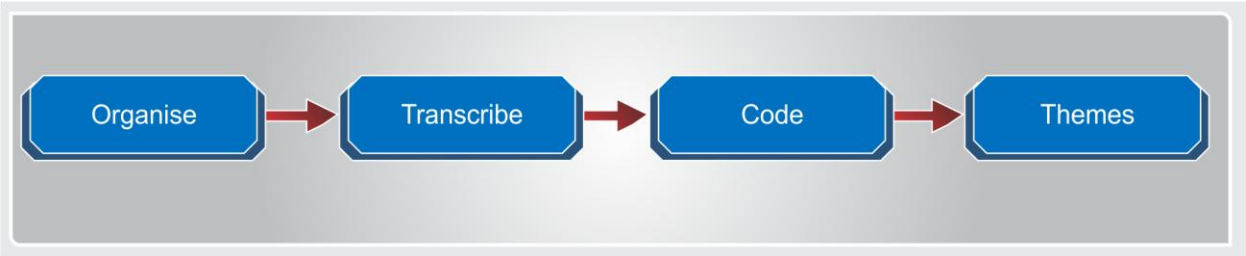

Figure 3.1: Steps in analysing qualitative data

In the study, the researcher used the thematic data analysis method. Kumar (2014) defines thematic data analysis as an analysis of data in order to identify the main themes that emerge from the responses given by the participants. According to Lichtman (2013), thematic data analysis is a widespread means of data analysis in

qualitative studies. Thematic data analysis involves identifying, scrutinising and recording themes, which are grouped for analysis. Guest (2012) points out that thematic data analysis is done by the use of coding, in six stages, in order to create significant patterns. The stages are as follows: familiarising oneself with the data; creating codes; identifying themes among codes; re-examining themes; defining and naming themes; and generating a report.

During the data analysis, the researcher transcribed the audio-recorded interviews. This transcription process and the field notes helped the researcher to have a better understanding of what each interviewee had said and how it had been said. The researcher read each transcript several times while listening to the corresponding audio recording to ensure that the transcription was accurate and to come to a better overall understanding of each participant's experience. Silverman, 2010).

In the study, data analysis was done according to the following four steps suggested by Kumar (2014):

- **Step 1: Identifying the main themes**

The researcher carefully went through the descriptive responses given by the participants for each question in order to understand the meaning they communicated. From these responses, the researcher developed the main themes that reflected those meanings. The researcher selected the wording of the themes in a way that accurately represented the meaning of the responses categorised under a specific theme.

- **Step 2: Assigning codes to the main themes**

The researcher assigned codes to the main themes with the purpose of counting the number of times a theme has occurred in an interview or in the analysed documents. The researcher continued to identify these themes from the same question until a point of data saturation was reached. The themes were assigned codes by using keywords.

- **Step 3: Classifying responses under the main themes**

The researcher classified the responses under the main themes as he worked through the transcripts of all the interviews.

- **Step 4: Integrating themes and responses in the research report**

The researcher integrated the themes and responses in the research report. The researcher counted how frequently a theme had occurred and then provided a sample of the responses.

3.8 CREDIBILITY AND TRUSTWORTHINESS

Researchers have a duty to generate applicable and trustworthy data (Yanow & Schwartz-Shea, 2011). Silverman (2010) associates validity and reliability with studies that are credible and trustworthy. Yanow and Schwartz-Shea (2011) state that research results are trustworthy when they seem to be accurate. Trustworthiness is achieved if the study reflects what the participants' meant and said during data collection (Kumar, 2014). Therefore the researcher was compelled to produce a study that was credible, trustworthy and reflected the participants' viewpoints.

Silverman (2010) assert that ethical conduct enable the researcher to attain credibility and trustworthiness of the research. In view of this, the researcher used the following approach to increase the credibility and trustworthiness of the study results through a thick description of the findings. A thick description is when information is described so sufficiently rich or thick that readers can draw their own conclusions from the data presented (McMillan & Schumacher, 2010). Also, the researcher has verified the information with the participants to ensure that the interpretations drawn by the researcher were factually correct. This is in line with Leedy and Ormrod (2010) who emphasise that after having drawn conclusions, before drafting the final document, the researcher should consult the participants to establish whether the results of the study accurately represented their views.

3.9 RESEARCH ETHICS

Yanow and Schwartz-Shea (2011) stress that since research includes participants, it has ethical implications. In view of the fact that education is a shared action, the data collection and investigation in the research unavoidably would have an effect on the participants who participated in the study. Thus the researcher considered the significance of all ethical aspects as advised by the Ethics Committee of the North-West University, including the fact that researchers ought to guarantee the participants' rights

and uphold justice throughout the data collection, data analysis and presentation processes. The data will be kept on a CD at the Ethics Office of the North-West University for a period of seven years. In the study, the researcher adhered to ethical considerations such as informed consent, privacy, anonymity and confidentiality, as advised by Leedy and Ormrod (2010). The consideration of the above ethical values throughout the data gathering, data analysis and interpretation is discussed below.

3.9.1 Informed consent

Informed consent was received from the participants before the interviews started. Informed consent is a sworn acceptance to participate in research after being informed about the intention, dealings, risks, remuneration, option procedures and confines of confidentiality of the research (Maree, 2014). The participants were informed about the nature of the research beforehand. This gave them the option to decide to take part voluntarily and free from deceit, deception, force or other forms of control or intimidation (cf. Silverman, 2010)

Written ethical clearance was obtained from the Ethics Committee of the North-West University, allowing the researcher to proceed with the study. The researcher also obtained permission from the Oshana Education Region Director, allowing the researcher to conduct the study within the region. All of the participants who participated in the study received letters two weeks before they were interviewed.

3.9.2 Privacy, anonymity and confidentiality

To guarantee that the safety and rights of the participants were taken into consideration, the researcher informed them about ethical requirements and how these would be dealt with in the study (cf. Leedy & Ormrod, 2010). The participants were asked to sign consent forms that allowed the researcher to interview them and use an audio-recording device. The participants were informed about their rights, such as voluntary participation and anonymity. To guarantee anonymity, pseudonyms are used in the report to protect the privacy of the individuals and the schools. Furthermore, the participants were given the assurance that all information would be treated with confidentiality and that they had the right to withdraw from the research without penalty (cf. Silverman, 2010). They were also informed that the research records (interview transcripts) would be stored in a locked cabinet in the study supervisor's office for a period of seven years.

3.10 CONCLUSION

This chapter presented a full description of the research methodology that was employed. This research applied the qualitative research design to respond to the main research question. The reasons for fitting this research into the qualitative research design were provided. The chapter also provided reasons for using purposive sampling in the study and gave a brief account of the data collection instrument used, namely semi-structured interviews. The data analysis procedure was discussed in detail, followed by a brief description of the methods used to increase the trustworthiness and credibility of the study. Lastly, the ethical considerations put into practice during the data collection, data analysis and data presentation in order to preserve the privacy and confidentiality of the participants and schools were discussed. The following chapter presents in detail the data that were collected in the field.

CHAPTER 4:
PRESENTATION OF THE DATA

4.1 INTRODUCTION

This chapter presents the raw data produced from the use of semi-structured interviews, as explained in Chapter 3. The total number of participants who were interviewed in the study was 17. Thematic data analysis was employed to examine the data, and five major themes were generated. These themes were used to discuss the results of how the participants perceived the management of the CPDP in four selected schools in the Oshana Education Region in Namibia.

4.2 DATA PRESENTATION

In the study, the qualitative data were analysed and reduced by grouping the data according to themes and grading the responses to discover the key issues that came up. The researcher employed thematic data analysis, and five key themes emerged.

The names of the schools and the participants are not revealed for purposes of confidentiality and anonymity. The schools are named Schools A and B. The school principals are coded as PrA to PrD, where PrA is the principal of School A, PrB the principal of School B, and so forth. The Regional Committee coordinator is coded RC, and the teachers are coded as T1A to T3A, T1B to T3B, T1C to T3C and T1D to T3D. This means that at each school, T1 is a teacher who participated in the study but was not serving on the School Committee at that school. T2 and T3 of each school are participating teachers serving on the School Committee at that school. These codes are used in reference to the various participants in this chapter. The participants' responses are quoted verbatim (where appropriate) in order to strengthen their views (cf. Leedy & Ormrod, 2010).

The data are presented and analysed in relation to the main aim of this research, which was to establish whether the CPDP was effectively implemented and managed in schools in the Oshana Education Region in Namibia. This was guided by the specific objectives of this research which were:

- to investigate the role played by the School Committee in ensuring the effective management of the CPDP in schools in the Oshana Education Region;
- to examine the challenges experienced by schools and School Committees in the Oshana Education Region in the management of the CPDP;
- to explore the measures put in place to address these challenges; and
- to explore what could be done to support the effective management of the CPDP in schools in the Oshana Education Region.

Adding to the research objectives of the study, the arrangement or presentation of the data and the data analysis were made possible by the main research question, which was: How effective is the management of the CPDP in schools in the Oshana Education Region?

Considering the research objectives, the research questions, the analysed data and the information from the reviewed literature, this chapter is arranged into five interrelated themes as shown in Table 4.1 below.

Table 4.1: Themes that guided the research

THEMES	DESCRIPTION
Theme 1	Perceptions of the participants on CPD in Namibia
Theme 2	The purpose and success of the CPDP
Theme 3	The role of the School Committee in the effective management of the CPDP
Theme 4	Challenges facing the School Committee when managing the CPDP
Theme 5	Strategies leading to effective management of the CPDP

As indicated previously, CPD or the CPDP in the study refers to the in-service training programme and INSET, which entails a representation of a continuous programme for in-service teachers.

In the following sections, the themes and sub-themes that emerged in the study are discussed.

4.3 THEME 1: PERCEPTIONS OF THE PARTICIPANTS ON THE CPDP IN NAMIBIA

This section presents the perceptions of the participants (School Committee members, teachers who are not School Committee members and the Regional Committee coordinator) on how they perceived the CPDP. Their views on the CPDP in Namibian schools are given first, followed by an analysis of their views on the differences between the previous staff development initiatives and the CPDP. The aim was to determine whether teachers had a basic understanding of what the CPDP was and how it differed from the previous staff development programmes.

4.3.1 The participants' perceptions on CPDP in Namibian schools

When the participants were asked to provide their views on the CPDP in Namibia, most of them showed a good understanding of what the CPDP was and what it entailed. Most of them shared the view that although CPD in Namibia was quite a new term, professional development activities had been going on for a long time. They expressed the view that the CPDP was more coordinated and was continuing, as the name indicated. They mentioned that the CPDP was about continuing until the person felt he or she was confident and had gained the experience and the information needed in a professional development aspect. According to PrA, the CPDP is the way teachers are helped to identify their areas of classroom improvement in order to achieve high learner performance. She stressed that in the context of the CPDP, a school is responsible to identify its activities where staff members think they need help.

PrB and PrC provided the same views, namely that the CPDP in Namibia was a programme organised to enhance and promote professionalism so that teachers would conduct themselves professionally in and out of the workplace. They added that the CPDP gave staff members the opportunity to learn more about teachers' professionalism and the benefits thereof. PrC stated:

> *"Okay, CPDP in Namibia is a certain programme with many different purposes organised to enhance and promote teachers professionalism so that they may conduct themselves professionally in their workplace."*

When asked on their views on the CPDP in Namibia, the teachers who were School Committee members revealed that the CPDP was a means of CPD that was intended to improve teachers' classroom effectiveness and performance. Furthermore, it was an excellent programme that enabled teachers to identify their professional needs at their schools. Teachers could suggest how their needs should be addressed on a continuous basis. T3C said:

> *"Okay, briefly, CPD, which is a continuous professional development programme and is aimed at facilitating a continuous development of teachers as far as teachers' development is concerned. Adding to this, one cannot just remain where he or she is, as far as teaching is concerned. There are new things that are coming in the teaching profession which teachers were not taught during their university education so CPDP is meant to be in place just to help teachers pick up what was omitted and develop professionally."*

Similarly T3A, T2B and T3D understood the CPDP in Namibia as a continuous programme where the teachers continuously identified their teaching-related problems and planned training in specific problems that were identified. T3A stated:

> *"CPDP in the Namibian context, for example teachers, are being identifying their problems and then they choose who will provide them with training in each identified problem and this must happen on a continuous basis."*

T3D presumed that the CPDP had something to do with the development of workers so as to improve efficiency and effectiveness.

Although most of the participants had a good understanding of the CPDP in Namibia, some participants had no idea of this programme. Most of these participants were teachers who were not members of the School Committee. Some of them indicated that it was the first time they had heard about the CPDP, while others had heard about it but had no idea what its purpose was and what the programme entailed. T1A stated:

> *"I was not aware of the old staff development programmes, and I came to know this CPDP not many days ago. I heard about it when I was told that I will be part of the interview, then I read from books and files but I understand it is a good initiative by whoever came up with this."*

T1C mentioned:

> *"CPDP in the Namibian context, according to my own opinion, has to do with the development of the professionals, perhaps the teaching profession in Namibia, and I'm not really aware of the previous staff development programmes. I am not aware of the previous activities carried out here."*

Similarly, T1D revealed:

> *"Okay, CPDP in Namibia, the way I understand it, is a programme which was introduced to help teachers with their profession and also to improve their teaching in schools but I am not well informed about this, so currently I have no ideas of other programmes with the same aim as CPDP."*

It is clear that there was a discrepancy in the views of the participants with regard to their appreciation of the CPDP.

4.3.2 The difference between the CPDP and the previous staff development programmes

When the participants were interviewed about the differences between the CPDP and the previous staff development programmes provided in the region, the majority of the participants revealed that they were aware of the difference between the CPDP and the previous staff development programmes in Namibia. The participants who showed a good understanding of such differences were the school principals, the Regional Committee coordinator and the teachers who were members of the School Committee. Most of them provided a good understanding of the difference between the two (the CPDP and the previous staff development programmes) since they were directly involved in these. For instance, the Regional Committee coordinator had this to say:

> *"In my understanding, CPDP is fairly a new term but professional development activities have been going on for a long time. I think CPDP is more coordinated and is continuing as the name indicates, unlike the previous ones that were sort of disconnected, just a 'one-shot thing', and then teachers will go on as usually. CPDP is continuing until the teacher feels*

he or she is positive and pretty sure that he or she gained the experience and the information needed in a professional development aspect."

When asked about the difference between the CPDP and the previous staff development programmes, the school principals gave the following responses: PrA said:

"CPDP differs from the old system because in this context a school is allowed to identify and plan its own needs and seek help where and when it is needed, but in the old system, somebody else had to choose and organise workshops for them."

PrD stated:

"Previously, we provided induction to new teachers but mostly focused only on the newly recruited teachers, but CPDP is more on identifying whatever needs for teachers or the staff members regardless of new or experienced teachers just to identify where we are not doing well, where we got weakness and assist one another on a continuous basis."

PrC had a slightly different understanding of CPDP, as he understood that the programme ought to be held at the site or within the school premises, while previous staff development programmes had to be held outside the school premises in the form of training. He said:

"CPDP is supposed to be done at the site within the school itself. It is different from in-service training because for the in-service training, one has to go out to search for training elsewhere."

The interviews that were conducted with the teachers who were School Committee members revealed that these teachers understood the differences between the CPDP and the previous staff development programmes. Most of them indicated that the CPDP was continuous in its nature and permanent operational development intended for improving teachers' classroom effectiveness and learner performance. Compared to the previous staff development programmes offered in Namibia, the CPDP was seen as a good programme because teachers were identifying their teaching problems and

professional needs at their schools, formulating possible solutions thereto and making suggestions about what ought to be done to curb their teaching problems. These participants stressed that this had not been offered to teachers in the past, as that was the responsibility of the MoE or the regional office. T3A revealed:

> *"Under CPDP, teachers are allowed to identify their professional problems and choose who is in need of assistance at school. Previously, they appointed teachers who will go for training without assessing their needs but not even on a continuous basis."*

Although most of the participants understood the difference between the CPDP and the previous staff development programmes, some teachers had little knowledge of the difference. Most of the teachers who were not members of the School Committee revealed that they had little knowledge and understanding of such a difference, but most of them indicated that they were not aware of either the CPDP or previous staff developments that had been initiated to promote teachers' teaching profession. The following were some of these participants' responses:

> *"I am not aware of the previous staff development programme and I came to know CPDP when I was told that I will be part of this study, then I goggled it and read from the files. But I understand it is a good initiative by whoever came up with this." (T1A)*

> *"I am not really aware of the previous staff development programmes and I am not aware of the previous professional development activities; therefore I cannot differentiate between the two." (T1C)*

> *"I cannot really explain the difference between CPDP and the previous staff development programmes because I do not know what teachers used to do or how these activities were conducted at schools." (T1D)*

Theme 1 explored the perceptions of the participants on the CPDP. Most of the participants were aware of the existence of the CPDP, although they did not have a full appreciation of the programme. In addition, some of the participants did not know of the existence of the CPDP. It was discovered that only a few participants understood what the difference between the CPDP and previous staff development programmes was.

The next section presents and discusses the participants' perceptions regarding the purpose and success of the CPDP in the Oshana Education Region.

4.4 THEME 2: THE PURPOSE AND SUCCESS OF THE CPDP IN THE SELECTED SCHOOLS

In this section, the researcher presents and analyses the data collected from the participants concerning their perceptions of the purpose of the CPDP. The section starts with the participants' views on the purpose of the CPDP and then sheds light on their views on whether the CPDP at their schools is successfully managed.

4.4.1 The purpose of the CPDP

The participants' views on the purpose of the CPDP are grouped into the following subcategories:

- Strengthening of teachers' expertise
- Improving teacher and learner performance
- Promoting lifelong learning

These categories are discussed, in this order, in the next subsections.

4.4.1.1 Strengthening of teachers' expertise

During the data collection and analysis process, it was noticed that most of the participants were conscious of the purpose of the CPDP in Namibia. Most of them had pointed out that the CPDP was meant to develop the teachers' knowledge and skill needed for their teaching profession.

Most of the participants highlighted that the CPDP supported teachers' practices as it continuously improved teachers' classroom practices. The participants declared that the CPDP enriched teachers with appropriate teaching approaches and teaching methods. Most of the participants described the CPDP as a teacher's agent of change. As PrD put it:

"Teachers are required to be transformed through a continuous training so that the level of knowledge and skills could be developed so that the learners' performance could improve."

In addition to this, T3C mentioned that the CPDP was necessary to give teachers the required knowledge, skills and attitudes that would strengthen their expertise. PrC, PrD and the Regional Committee coordinator were of the opinion that the CPDP was important to keep teachers abreast of the contemporary educational transformation, thus CPD should be done on a continuous basis in order to support teachers' acquisition of the required classroom practices, knowledge and skills.

PrB mentioned that the CPDP strengthened teachers' expertise through the upgrading of their qualifications:

"We still have unqualified teachers and teachers with low qualifications, so CPDP is vital in the upgrading of these qualifications and prepare those teachers for the required teaching diplomas and degrees."

The point made above makes it clear that the participants believed that the CPDP could improve the qualifications of teachers who had been ranked by the MoE as unfit for the teaching profession.

4.4.1.2 Improving teacher and learner performance

It emerged from the responses of most of the participants that the CPDP improved teacher and learner performance. The majority of the participants declared that if teachers were given continuous training and guidance, they would increase their performance, which would, in turn, help learners perform better at their school work. Below are some of the responses by some of the participants:

"Before independence, many teachers in Namibia were not given proper teacher training and this resulted into teachers' inability to execute the teaching duties per the Ministry of Education's expectation and unable to manage the classrooms effectively; thus a continuous professional development in their teaching career is inevitable." (PrD)

Similar statements were made by other participants:

"Some teachers are teaching subjects they are not trained for and some are allocated the subjects outside their field of studies; therefore a need for a continuous professional development must be seriously considered to enable those teachers to deliver in the classroom." (PrC)

"A continuous professional development is important for enriching the teachers with sufficient subject knowledge so that teachers advance their teaching practices, as teachers need to be motivated and enriched with current teaching methodologies continuously so that they would perform better." (RC)

T2A and T3C added that the CPDP was needed to provide teachers with the ability to react appropriately to the main changes taking place in the education system, such as changes in teaching approaches, teaching strategies and methodologies. T2D stated:

"There is a need for CPDP to keep serving teachers in line with the latest developments and trends regarding their daily tasks, so in this way, teachers are capable of overcoming the latest changes attached to their daily classroom tasks."

On the other hand, T3A and T2B emphasised that the CPDP allowed teachers to be better informed about their teaching career. Most of the participants alleged that the value added to teachers as a consequence of successful CPD involves improving learner performance and learning. It can safely be concluded that the CPDP is significant for improving both teacher and learner performance.

4.4.1.3 Promoting lifelong learning

It emerged from the majority of the participants that the CPDP contributes to lifelong learning of teachers in response to fundamental changes taking place in the education system. Most of the participants indicated that new changes constantly being introduced in the education system require teachers to be trained continuously and be guided through their teaching careers. Below are some of the responses from the participants:

"Due to rapid changes in [the] education system, current knowledge needs to be upgraded and developed continuously through re-training of teachers to adapt to the new changes." (RC)

"The current knowledge and skill educators obtained from their early training and orientation practice become useless; therefore the call for educators to practise lifelong learning through [the] CPDP was initiated." (PrB)

"As new changes are continuously introduced in the education system, all teachers require continuous learning through their teaching careers; thus CPDP was initiated to diversify their learning processes." (PrD)

Although the majority of the participants were aware of the existence of the CPDP at their schools and understood the purpose of the programme, some participants were not aware of the programme and did not know what the purpose thereof was. Most of these participants were teachers who did not serve on the School Committee but also a few teachers who were members of the School Committee. Some of these participants indicated that they had no knowledge of the existence of the CPDP, while others mentioned that they had heard about it but had no knowledge of the purpose of the programme as they had not been informed of its existence. Below are responses from some of these participants:

"I was not aware of CPDP's existence at our school. I came to know it recently when I was informed that I will take part in this study. Then I tried to search what is CPD from Google search [sic] and by reading from the CPDP files kept in the school principal's office. We were not informed that there is such [a] programme at our school." (T1A)

"I am not aware of a CPDP at our school, and I am not sure if there is a School Committee dealing with the teachers' continuous professional development activities, but I think if there is any, perhaps it has to do with the development of the teachers' teaching profession." (T1C)

4.4.2 The success of the CPDP in selected schools in the Oshana Education Region

All the participants were asked to explain whether the implementation and management of the CPDP had been successful at their schools. Most of the participants indicated that the implementation and management of the CPDP were very poor at their schools and in the entire Oshana Education Region. The Regional Committee coordinator who served as the person responsible for the coordination of CPDP activities at regional level confirmed that the management of the CPDP in the region was very poor and needed to be re-organised. This is what she had to say on the matter:

> *"I admit CPDP in this new form as a coordinated coherent and systematic programme is not really off ground in the Oshana Region. All schools were informed to identify their needs and forward them to the region; however, only few schools have done so and, unfortunately, from our side as a Regional Committee, we also failed to follow up on those schools which did not respond. Only a few schools responded to this request. We developed the Regional Action Plan, but unfortunately, due to some other activities, we did not do much on that action planned because most of our colleagues who are spearheading the professional development activities, that is, the Senior Education Officers in the Advisory Services, were preoccupied with training on the revised curriculum. The funds meant for CPDP activities were diverted to the training of revised curriculum for the Junior Primary Phase and then the Senior Primary Phase; hence not much has been done on the action planned."* (RC)

Apart from the failure of managing the CPDP at the regional level, PrA also indicated that the management of the CPDP at her school had totally failed. She put the blame on the Oshana Regional Office, which had failed to offer support to the schools:

> *"All our expectations were not met because we did not really get help from Oshana Regional Office. We sent the list of our needs to the Regional Office where we indicated areas where we need help, but there is no feedback. Now we are only doing our things ourselves; that is why this CPDP is not fairly functioning at our school."* (PrA)

All of the teachers who had taken part in the study indicated that managing the CPDP at their schools had failed entirely. Most of them indicated that they had heard about the existence of the CPDP at their schools but did not have a functional School Committee. Those teachers who had been selected to serve on the School Committee indicated that they had only been informed in the meeting but the committee members did not meet to discuss the teachers' needs. Moreover, no follow-ups were made by the office of the school principal. T3A said:

> *"I really don't know why the CPDP is not that active at our school, but we selected the School Committee members and we planned all activities but I don't know why the committee is not active. Maybe it's because of time, and we don't have time to sit and discuss the teachers' needs. We sent our needs to the Regional Office because they said we should send our needs and then we sent them. From there, we did not hear anything regarding our needs. I think that's the main reason why we have not proceeded."* (T3A)

Although the Regional Committee coordinator, the school principals and some teachers who were School Committee members indicated that they were aware of the existence of the CPDP and how it was supposed to be managed for proper functioning, some teachers indicated that they had no knowledge of the CPDP in the region or at their specific schools. Most of these teachers were not members of the School Committee. The majority of these teachers revealed that they had been informed about the CPDP when they were asked to participate in the study, and so they tried to do research on social media about the concept. Therefore they were not able to provide an answer as to whether the CPDP had been successful or had failed at their schools.

The participants showed an appreciation of the purpose of the CPDP, with the majority postulating that the CPDP enhanced and equipped teachers to effectively execute their duties. However, they did not view the CPDP as successful due to poor implementation thereof.

The following section presents the role of the School Committee in the effective management of the CPDP.

4.5 THEME 3: THE ROLE OF THE SCHOOL COMMITTEE IN THE EFFECTIVE MANAGEMENT OF THE CPDP IN THE SELECTED SCHOOLS

This section presents and analyses the data on the role of the School Committee in the effective management of the CPDP in the Oshana Education Region. Theme 3 tried to answer the first sub-question of the study: What role does the School Committee play in ensuring the effective management of the CPDP in schools in the Oshana Education Region?

This question was answered by the participants' responses. It was anticipated that the data from the participants' views regarding the function of the School Committee would shed light on the role played by the School Committee in the process of effective management of the CPDP.

As emanated from the data provided by the participants, the researcher tried to group the participants' answers in sub-headings as follows:

4.5.1 Planning

The many of the participants indicated that planning (CPD) activities was one of the important functions of the School Committee for the effective management of the CPDP:

> *"Planning is essential for the success of any organisation or achievement of goals. The same applies at school – effective planning promotes effective teacher development."* (PrD)

It also emerged that planning was a guide and could be used as a yardstick of the course of action:

> *"Planning is a road map of attaining set objectives thus teachers and principals can use planning as a guide to remain focus so as not to deviate from set targets."* (PrC)

"There is a need to first establish what needs to be achieved how to achieve it, when and by whom. Planning enhances the identification of CPDP needs and ascertains those who would be involved." (T1B)

The participants shared the opinion that planning should be taken seriously as CPD and education at large were national concerns as the success thereof would improve teacher effectiveness and the academic performance of learners. It emerged that through planning, CPDP managers would be able to determine the resources required to carry out CPDP activities. The budget and cash flow could be forecast, and ways to provide funds in case there is a need for cash injections should be planned:

"The CPD Programme greatly depends on the availability of resources at school, especially money to cover transport cost, stationery and allowances for teachers who will be attending workshops." (PrB)

The participants also noted that planning entailed principals to formulate policies guiding the implementation of the CPDP. Prior to commencing a CPD programme, especially at the beginning of the year, rules and procedures must be clearly explained and management should make sure that all teachers understood these:

"It is my mandate to ensure that teachers fully understand steps and rules that they have to follow." (PrC)

However, it was noted that acknowledging the important functions of the School Committee did not imply that these functions were effectively carried out. Although most of the CPDP managers were aware of the significant role of planning, the teachers who were not part of the School Committee asserted that CPD was not planned well. T1C revealed:

"It is surprising how CPDP is executed at this school. From day one, the way activities are carried out, it shows a lack of planning. In most cases, some decisions are made at the last minute. Among the managers themselves, sometimes they will ask each other what will be the next activity."

The failure of the CPDP was seen as the result of poor planning:

"Failure to plan is planning to fail, thus it is of paramount importance for the School Committee to take their time when planning all, else it will be more of an experiment. For real, it seems as if the School Committee is playing with us, as managers are not aware of teachers' needs. CPD at my schools is done as only to follow the ministry's instruction because the management does not identify the correct crisis that needs to be addressed. This is a sign that CPDP lacks proper planning." (T1A)

In addition, teacher participation played an important role in planning; however, teachers who were not in the School Committee were not involved in the planning. T1B pointed out:

"CPDP is imposed on us, we are not involved in planning and I personally believe that our voice is important. Some of us, we may not be as experienced as they are but we are academically more advanced than some of the senior teachers. Thus marrying experience and academic knowledge, I presume it goes a long way."

4.5.2 Organising

Organising is one of the important functions of CPDP managers and should be performed diligently. The School Committee managers were aware that CPDP activities needed to be properly organised. PrC pointed out:

"Organising brings teachers and school managers together and they work towards achieving school goals. Organisation ensures that the CPDP activities are carried out in a systematic way."

Similarly, PrA revealed:

"Teachers must have unit of purpose and this should not only prevail to among teachers only but all workers at school, including non-teaching staff. Everything must be in order to reduce time lags. For example, little things like chalks should be always available since teaching and learning can be compromised without them."

Contrary to the principals' assertions, the non-members of the committee, as well as the School Committee managers, were not satisfied with how CPD had been organised. It was revealed that principals wanted to do most of the things alone, without involving other CPDP managers. Many decisions were made without their being discussed; it thus seemed as if principals tended to be autocratic leaders. T1C pointed out:

> *"I do not understand why am in the School Committee because some of the developments that take place are not communicated to other CPD managers. Being part of the management, I am sure my participation is important and contributes to the success of teacher development."*

Organisation is a management function that brings workers together. However, based on the research findings, this was not the case in the schools under study. The participants revealed that each teacher did what was best for his or her class without considering the school at large. Moreover, the CPDP activities were not well incorporated into normal school activities. T1B pointed out:

> *"I do not understand how CPD activities are organised since sometimes we go for weeks if not months without doing anything concerning CPD. I am only concentrating on teaching."*

The participants noted that the lack of organisation was not only at school level but emanated from the Regional Office. T1D noted:

> *"To blame the School Committee or principal misses the point. The region itself is not organised, the principal can be informed about a workshop the very day of the workshop whilst teachers have to travel long distances. Transport in rural areas is a challenge too"..*

The research findings also revealed that the CPDP was not being effectively organised and coordinated since some of the participants were not aware of the existence of the CPDP. Many of the teachers who were not Committee members revealed that they were not aware of the existence of a School Committee at their schools. They also declared that they were not aware of the role of such a committee since they had not been informed thereof. Therefore they were not aware of how such a committee was

supposed to identify the teachers' needs. Responses of some of the participants were as follows:

> *"I came to be aware of the CPDP Committee at our school when I was informed that I will be part of the interview; that is why I tried to search information from the available files and from the social media. That is how I came to know about the CPDP. According to the files and social media that I searched, CPDP Committees are supposed to coordinate the identification of teachers' and schools' needs in order to ensure teachers' continuous professional development. But I am not aware of the procedure to be followed during needs identification. What I know at our school, when teachers have to attend professional development training, it is the school principal who appoints or informs staff members who will attend the training."* (T1A)

> *"I know about the CPDP in general. I know what it stands for, but for my school, whether it is here, that one I do not know since it was not introduced to us and I did not hear about such [a] committee at our school. In my case, if I needed professional help, I call my subject head straight, because we do not have a head of department. That is where I get help or maybe from my fellow teachers that I know.*" (T1C)

4.5.3 Leading

The success of an organisation can be determined by the type of leadership style and the quality of leaders to effectively lead subordinates. When the participants were asked about the competence of the School Committee with regard to leading, they revealed that the CPDP managers were poor leaders. T1C stated:

> *"The principal and the school management do not have the know-how to lead teachers so as to achieve the objectives of the CPDP. Teachers are not motivated to carry out CPDP activities."*

T1C added that most of the teachers regard CPDP activities as extra work; thus motivation seemed to play a pivotal role in promoting CPDP activities.

The participants also revealed that motivation did not only involve financial rewards but fringe benefits as well. T1A pointed out:

> *"Principals and the regional officers emphasise on rewarding teachers financially, but it is not only financial rewards that motivates. There are so many non-motivational ways, like promotion, granting responsibility, job enrichment, job enlargement, to mention but a few. So why do principals not use some of these non- financial motivators? It seems as if principals are not aware of ways to motivate besides financial rewards, which are regarded as government-centred."*

When the participants were asked about the attributes of good leadership, one of the attributes emphasised was communication. It emerged that the CPDP managers were not good at communicating with the teachers:

> *"The way information travels leaves a lot to be desired. As teachers, we are not sure whom to report to. Besides, sometimes what one manager tells you differs from the others. It seems managers do not have a good rapport, which negatively affects communication."* (T1D)

Moreover, it was surprising that even the School Committee members admitted that they were not effective communicators:

> *"Many a time we forget to give feedback to teachers, which is not good since it results in delays".* (T2C)

On the same note, T3D asserted:

> *"Feedback depends on how fast my superior (the principal) gives feedback. The longer he takes, the longer I also take to give feedback to teachers."*

The principals pinned the poor communication on the Regional Committee coordinator, noting that the coordinator took a long time to give feedback, which had a ripple effect.

The participants also revealed that it would be better if the CPDP managers could take on the role of mentors rather than leaders. By being a mentor, a bond between the superior and the subordinates would be created:

"Some of the CPDP managers are not that free or, should I say, friendly. We are afraid to approach the managers because instead of mentoring, they start to criticise." (T4B)

Leadership was also a concern since CPDP managers tended to be autocratic. The teachers indicated that most decisions and duties were being imposed on them. T2A revealed:

"Teachers as professionals, we look forward to being heard, participative and given the responsibility to perform. It is not that we want to be consulted in every perspective, but at least there are some little things that concern us thus we need to be involved."

Similarly, T4A pointed out:

"CPDP managers tend to follow an autocratic leadership style. I know little about how the CPDP should be led, but leaders being authoritarian, it does not work on professionals like teachers."

It was surprising to note that even the principals were not satisfied with how the Regional Committee coordinator was leading CPDP activities. Most of the principals were complaining that they needed to be consulted since they were the ones on the ground:

"The Regional Committee Coordinator is not the one on the field but many a time we are told what to do which will not be complying to the situation on the ground. It seems that the Regional Committee Coordinator is knowledgeable but novice. There is a time when knowledge and experience need to be fused." (PrB)

4.5.4 Directing or control

Any programme needs to be controlled, and the CPDP is no exception. The study reveals that the CPDP is an ongoing programme that needs to be constantly evaluating the activities against the set rules. The CPDP managers were aware of this function they had to perform, as the Regional Committee coordinator said:

"It requires zeal to make CPDP a success, and constant controlling is mandatory. However, due to overload, since I control quite a number of schools, it is difficult to constantly visit these schools in person. I know that the feedback from principals is not always the real reflection of what will go on; few principals say the truth concerning the progress of the CPDP."

The principals also indicated that they appreciated the essence of control, as it enabled them to evaluate and formulate ways to mitigate the challenges that teachers would be facing. PrD asserted:

"Controlling is of significance as it reviews grey areas which need to be addressed. However, there is no criterion or yardstick that has been stipulated that we have to follow when controlling; hence I use my own way of controlling CPDP activities."

To the contrary, responses from non-members of the School Committee revealed that the CPDP managers were not controlling CPDP activities at all. It was revealed that principals rarely evaluated teachers:

"The principal and other School Committee members sometimes check the progress of CPDP during morning briefings or meetings. Therefore we cannot justify that assessing was taking place whilst CPDP managers rarely do class visits." (T3C)

Control enables teachers to know whether they are on the right track or not. If not, they can come up with corrective action:

"With the current situation whereby we are not evaluated, it makes it difficult for us as teachers to ascertain whether we are in the right direction or not. Remember this programme was implemented by workshops without proper training. Some of the teachers we did not attend the workshops, we were taught by those who attended the workshops and seminars of which they were not that good too." (T1B)

T4A also noted:

"We continuously need to be assessed as it gives us the opportunity to ask what we do not understand. If you ask for help from CPDP managers, it is either they give an excuse that they are busy or "I will come back to you" and they will never do so."

It was discovered that teachers who were in the School Committee were not able to assess or help other teachers since they did not have the knowledge to do so:

"It is difficult for me to assess other teachers since I have little knowledge on it. The training that I get is not sufficient to assess as I will be afraid that I might not have the remedy. Our principal is rarely available or always busy as he says." (T1B)

The CPDP managers admitted that they failed to control the CPDP and avoided assessment because they were novices. PrD pointed out:

"It is not always that I will be busy, but I will be avoiding questions that I am likely to be asked by teachers. As a leader, you must be able to offer guidance or corrective measure, which I cannot do."

Concerning control, the participants highlighted that teachers were motivated when they were being assessed. Assessment also shows that principals are concerned and appreciate the work that teachers are doing. T2C pointed out:

"It feels good when principals assess us; it implies that we are worth being in the organisation and our role as to enhance academic progression of learners is worthwhile."

The participants also revealed that control improved the relationship between the CPDP managers and the teachers. T4D said:

"Interaction with our superiors means a lot to us and it also gives us the opportunity to discuss some of our problems. There are some issues that one is not comfortable to discuss in the presence of other teachers. Hence, during evaluation one can discuss with superiors (CPDP managers)."

The roles of the School Committee were explored. It emerged that the key roles were planning, organising, controlling and leading. Most of the School Committee members (managers) were aware of the roles they were supposed to fulfil, but they have not been diligently performing these roles. Non-members of the committee pointed out that the managerial functions of the committee were poorly carried out and school managers lacked expertise, which resulted in the failure of the CPDP.

The next section focuses on the challenges facing the School Committee when managing the CPDP, as these emerged from the interviewed participants.

4.6 THEME 4: CHALLENGES FACING THE SCHOOL COMMITTEE WHEN MANAGING THE CPDP IN THE SELECTED SCHOOLS

In this section, the researcher presents the data collected from the participants concerning their perceptions of the challenges experienced by CPDP managers since this programme had been implemented. The participants revealed that CPDP managers and teachers experience a variety of challenges that affect their management and implementation. The challenges indicated by the participants included a lack of expertise, limited time for CPD, a lack of financial support, a lack of motivation, limited resources, an increased workload and insufficient training. These challenges are discussed next.

4.6.1 Lack of expertise

The participants revealed that there were only a few experts to support and instruct teachers in CPDP activities and most of them were not adequately trained for the role of CPDP coach. The participants indicated that there were too few experts to significantly carry out their function as teacher mentors. The interviews also revealed that most experts came from towns far away and it was costly to bring them to schools. Furthermore, the cascade training which is usually provided to teachers at regional level to train others is of no use because these teachers omit some of the significant information provided during the workshops:

> *"The experts are very few; to hire experts to come to school is costly, because our school is a bit far from town, so when you bring an expert from*

town or wherever, you have to consider transport cost and some money involved." (PrD)

4.6.2 Limited time

The empirical data revealed that the participants had limited time for CPDP activities due to heavy teaching loads because teachers have to plan and mark learners' written activities after the normal teaching hours. This made it difficult for them to dedicate time to CPDP activities.

4.6.3 Lack of financial support

The interview data revealed that managing CPD was impossible with the lack of financial support from the school budget, the MoE or non-governmental organisations. The participants indicated that at that time, Namibia was going through an economic recession, which forced the government and the MoE to cut funds meant for CPD. The participants also revealed that the schools had been informed by the MoE to cut CPDP budgets; for example, schools had to limit CPDP activities that required the use of money and should no longer approve teachers' study leave due to limited financial resources. T2C said:

"Due to the economic recession which the country is going through, the MoE gave a directive that teachers should not go for study leave until further notice."

4.6.4 Lack of motivation and enthusiasm

The interview revealed that managers found it difficult to manage teachers' CPD when the teachers lacked self-motivation and enthusiasm towards their personal development. Some of the participants who served as mentors for other teachers indicated that they had lost interest in CPD participation as their efforts were not being recognised either verbally or materially.

4.6.5 Limited resources

The interview data disclosed that schools lacked not only expertise but also important resources for the successful management of the CPDP. Most of the participants

indicated that schools needed monetary support, transport, suitable accommodation for conducting CPDP activities and technological resources for supporting CPDP activities.

4.6.6 Increased workload

Most of the participants indicated that school principals were heading the schools and the CPDP for teachers simultaneously. These participants also revealed that principals and teachers had heavy workloads, which made it difficult for them to spare time for CPDP activities. They stressed that heavy workloads made it impossible for them to carry out CPDP activities.

4.6.7 Insufficient training

Most of the participants alleged that managers and teachers found it difficult to manage the CPDP because they had not received proper training that could enable them to run the programme successfully. They further mentioned that only a few principals were trained so that they could train other principals in the same region. The participants revealed that teachers were being updated by principals who had not received first-hand training. In the process, the participants felt that valuable information might have been lost through such training processes. The participants exposed that the CPDP head office had not provided proper training to school principals and thus allowed CPDP managers to deal with a situation that they could not manage. T3B had this to say:

> *"When the committee was established, schools were asked to send only two members to represent the school at the training workshop, but we can see that not all mastered the training content. So it is hard to do something which you did not understand well."*

Challenges facing the School Committee were explored. The main challenges posited by the participants were limited time and resources, a lack of training, a lack of motivation and a lack of expertise. Some of the challenges were school-based, which means that the school managers could mitigate these challenges, such as a lack of motivation, which could be improved by worker participation. However, some of the factors are beyond the control of a school-based committee, such as limited resources and increased workloads.

The next theme converses on measures that were put in place to address the challenges discussed above as highlighted by the participants.

4.6.8 Provision of appropriate and sufficient resources

Most of the participants mentioned that providing appropriate and sufficient resources would lead to the successful management of the CPDP. The interview data revealed that CPDP managers lacked appropriate resources such as competent teachers to carry out CPDP activities, experts, monetary resources and transportation facilities. Therefore the participants stressed the need for the provision of essential resources which might ensure the successful management of CPDP activities. Most of the participants recognised the presence of the economic recession the country was going through, which limited the provision of the required resources. However, they suggested that CPDP managers should search for donations from various agencies that could supply the necessary CPDP resources.

4.7 MEASURES TO ADDRESS THE IDENTIFIED CHALLENGES IN THE SELECTED SCHOOLS

The results emerging from the analysis of the participants' responses reveal that the strength of managing CPD depends on proper training of those expected to run the programme. It has also been revealed that motivation, sufficient resources, the availability of experts and financial support is crucial elements in the successful management of the CPDP. This section presents measures that were put in place to address the challenges encountered during the implementation of the CPDP.

Based on the research findings, not much has been done to address the challenges identified. The participants revealed that both teachers and CPDP managers needed further training. None of the CPDP managers furthered their studies or training related to education management programmes to enable them to lead, plan, control and organise the CPDP. When the participants were asked whether training was made available to teachers, either formally or non-formally, they revealed that teachers were not being trained at all. As an alternative to formal training, the participants suggested that CPDP experts have to train teachers at school.

Workload was another concern with the high learner-to-teacher ratio. No measure has been put in place to reduce the teachers' workload. A heavy teacher workload is associated with a high learner-to-teacher ratio, when teachers are being assigned more duties. The participants revealed that with motivation, teachers could carry on irrespective of the heavy workload, but no motivational techniques were used to motivate teachers.

The participants suggested that resources needed to be improved. Either school should be allowed to run income-generating programmes or receive financial aid from the government. However, neither of these suggestions has come to pass, which has resulted in a lack of teaching and learning materials as well as a lack of furniture in schools and other resources that promote CPDP activities.

It can be concluded that much needs to be done to promote the CPDP, since most of the suggested strategies that could enhance CPDP activities have not been implemented.

4.8 THEME 5: STRATEGIES LEADING TO EFFECTIVE MANAGEMENT OF THE CPDP IN THE SELECTED SCHOOLS

This section presents and analyses data on the strategies leading to effective management of the CPDP in the Oshana Education Region. Theme 5 tried to answer the fourth sub-question of the study: What could be done to support the effective management of the CPDP in schools in the Oshana Education Region? It was anticipated that the data from the participants' views regarding the strategies that could be employed to enable effective management of the CPDP might shed light on the best strategies to be implemented by the School Committee in the process of effectively managing the CPDP. Despite this being anticipated, most of the participants provided inadequate knowledge and understanding of such best strategies.

Despite the inadequate knowledge and understanding of the appropriate strategies that could be used for effective management of the CPDP, the participants' responses were helpful to the study as the main aim of the study was to establish whether School Committees were using appropriate methods for the successful management of the CPDP. The participants' responses are presented according to the following sub-

headings: suitable training; motivation; considering teachers' workload; ensuring proper planning; applying effective management; and providing efficient control methods.

4.8.1 Suitable training

The participants revealed some training methods required for successful management of the CPDP in the schools in the Oshana Education Region. Although the participants were unable to differentiate between formal and non-formal training modes, the researcher tried to regroup the participants' answers according to the group in which the training mode fell. The interview data revealed the need for a formal mode of training as teachers indicated that there was a need for teachers to come together at different times at different places but away from their schools for training purposes. Most of the participants indicated that training workshops, in-service training, study courses, teachers' conferences and seminars should be activated as schools were instructed to cut those trainings as a result of the economic recession that the country was going through. Adding to that, the participants emphasised that for the management of the CPDP to succeed, the MoE, the National CPDP Unit and the Oshana Regional Office should provide suitable continuous training for teachers.

Furthermore, the participants revealed that CPDP managers should introduce a non-formal mode of training to ensure the successful running of the programme. The participants stressed that the CPDP committees should consider the use of activities that occur during normal school hours within the school environment. The following non-formal training activities were suggested by the participants: mentoring, observation of other teachers for learning purposes, and peer coaching. The participants emphasised that the training should be of different types, as one mode of training could be boring and result in the discouragement of teachers to participate in CPDP activities.

4.8.2 Motivation

The interview data revealed that most of the teachers were not motivated to pursue their own CPDP needs, and some were discouraged to continue with CPDP activities due to lack of motivation from the CPDP managers. Therefore the participants stressed that high motivation from the CPDP managers was essential. The following responses were given:

"Although principals cannot provide us with financial benefits, at least giving feedback goes a long way. At least we'll know that we are doing something." (T2C)

*"Sometimes we get feedback, while many a time it takes long for the principal to give us feedback." (*T3A)

It was also revealed that the provision of feedback was not only of concern at school level but also on a regional level.

4.8.3 Considering teachers' workload

The interview data revealed that the effective management of the CPDP was hindered by the excessive workload placed on the managers of the programme as well as on the teachers, especially where schools were understaffed. PrB said:

"We are understaffed such that on average teacher-to-learner ratio is 1:50."

This concurred with the participants' statements that the increasing workload was worsened as the MoE failed to fill some of the existing vacant posts for the head of the department or the principal, as well as teaching posts. Therefore the participants suggested that the MoE should fill the vacant posts, and the CPDP managers should seek additional funds to employ relief teachers in order to allow managers and teachers to carry on with their CPDP activities.

4.8.4 Ensuring proper planning

Most of the participants revealed that there was a need for CPDP managers to ensure that proper planning for CPDP activities was done. Most of the participants indicated that their schools had no planned activities for the CPDP. The schools used their usual ways of setting up meetings or briefings for sharing information, but these activities were not listed specifically or incorporated into the year plans for CPD. The interview data indicated that the anticipated CPDP activities needed to be planned ahead, and each school should have its own specific CPDP activities since the teachers at different schools had different teaching experience. The majority of the participants stressed that the CPDP activities that took place in the region were planned at national level, and these activities were not being attended by all of the teachers in the region. Moreover,

teachers were not involved in the planning of these activities. Therefore most of the participants advised that the planning of CPDP activities should involve the teachers, and the teachers required sufficient time to plan appropriate activities.

4.8.5 Applying effective management

Most of the participants indicated that CPDP managers, whether at school level or at regional level, did not manage CPDP activities effectively, as they did not provide effective management. The participants revealed that their CPDP activities were hindered by poor planning, a lack of communication, insufficient motivation and poor assessment, monitoring and evaluation. Therefore the participants suggested that the CPDP managers should provide sufficient management for the effective running of the CPDP.

4.8.6 Providing efficient control methods

The interview data revealed that CPDP activities in the Oshana Education Region were not efficiently controlled. All of the participants indicated that their schools had reverted to their usual or former ways of professional development methods. The participants indicated that if CPDP were to be continued in the Oshana Education Region, it was essential that the CPDP managers should ensure that all required activities were efficiently controlled in order to maintain effective management of the CPDP. The participants suggested the following control methods to consider: setting criteria for determining performance; measuring performance; assessing whether the criteria had been met; assessing whether the activities had been carried out as planned; assessing the challenges; and identifying ways to mitigate the challenges, instead of leaving teachers struggling as a result of poor control. The participants believed that the implementation of these factors could lead to effective management of the CPDP in the Oshana Education Region.

In this section, strategies leading to the effective management of CPD have been analysed. The participants indicated that suitable training, motivation, proper planning, effective organising and the provision of appropriate resources could improve the implementation of the CPDP. It was also revealed that it takes the efforts of both school managers and teachers for the CPDP to yield better results.

4.9 CONCLUSION

This chapter presented and interpreted the research findings of the study. The research findings showed that the CPDP promoted teacher performance as well as learner performance. The findings indicated that the participants were not fully aware of the CPDP and the principals were novices to spearheading the implementation of the CPDP. The findings also indicated that limited time and resources, heavy workloads, a lack of interest in the CPDP and a lack of motivation were major challenges hindering the implementation of the CPDP. Strategies suggested for enhancing the success of the CPDP were the provision of more training workshops, in-service training, study courses, teachers' conferences and seminars. Chapter 5 presents the summary and discusses the research findings and recommendations as well as the conclusion of the study.

CHAPTER 5:
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter dealt with the presentation of the data gathered by the researcher. This chapter focuses on the summary, conclusion and recommendations of the study. The recommendations proposed are grounded in the research findings.

5.2 SUMMARY

This research aimed to examine the effective management of the CPDP in selected schools in the Oshana Education Region in Namibia. The study looked at the purpose and success of the CPDP, the role the School Committee played in ensuring effective management of the CPDP in schools in the Oshana Education Region, challenges facing the School Committee when managing the CPDP, measures or strategies put in place to address these challenges and the perceptions of the participants on the CPDP in Namibia.

From the research findings, it was observed that the teachers were aware of the CPDP, but some were not fully informed about or understood the programme. Some teachers were able to relate the CPDP to previous teacher development programmes, with the CPDP taking precedence due to its continuous nature. CPD plays an important role in identifying areas of teacher improvement. Such improvement could involve the teaching methods or resources being used, while also identifying training needs.

CPD has a positive impact on learner performance, as the success of learners greatly depends on the competence of teachers. When teachers are well trained and guided, their competence is enhanced, and thus their performance is increased. In this way, learners are helped to perform better at their school work. In addition, CPD equips teachers to cope with continuous changes in education, such as changes in the curriculum. Technology has caused teaching methods to change as well; therefore the training of teachers should be done on a continuous basis too.

Although the participants were aware of the benefits of the CPDP, the programme was not a success due to poor implementation and management as a result of the following factors:

- **A lack of motivation and enthusiasm:** The participants lost interest as their efforts were not recognised.
- **Limited resources:** Limited resources with regard to accommodation, financial support and transport hinder CPD as teachers and mentors have to travel to workshops.
- **Limited time:** Due to heavy teaching loads and other school-related responsibilities, the participants found it difficult to dedicate adequate time to the CPDP.
- **Increased workloads:** Principals had to manage both the CPDP and the school. Teachers were overloaded with subjects, and the high learner-to-teacher ratio exacerbated the problem.
- **Insufficient training:** Both teachers and principals receive insufficient training for principals to run the programme and teachers to appreciate the programme.
- **A lack of expertise:** The mentors or managers of the CPDP did not possess the necessary skills or knowledge to spearhead the programme.

The research also revealed that the effectiveness of the CPDP depended on how the School Committee managed the following:

- **Coordination of CPDP needs:** Activities were not effectively coordinated, resulting in some participants being unaware of the existence of the CPDP.
- **Planning of CPDP activities:** Planning was not sufficiently done, which contributed to the failure of the CPDP.
- **Encouraging teachers to participate in CPDP activities:** Some of the participants lacked interest due to a School Committee that was not able to encourage teachers to take part in CPDP activities.
- **Invitation of expertise:** The School Committee was not equipped to mentor teachers

None of the abovementioned management functions were effectively executed by the School Committee. Furthermore, strategies that could promote smooth implementation of CPD were suggested. These strategies included motivation, training and employing more teachers.

5.3 RESEARCH FINDINGS

This section focuses on discussing the research findings and answering the research questions while relating to the literature review.

5.3.1 Perceptions of the participants on the CPDP in in selected schools in Oshana Education Region

Apart from obtaining answers to the research questions, the researcher aimed to find out whether the participants were aware of the programme. Also, the researcher aimed to find out whether the participants would be able to differentiate between the CPDP and previous staff development programmes. This section explores how CPD was perceived in the schools and whether there was a difference between the CPDP and prior staff development programmes.

The research findings reveal that the participants showed a positive perception of the CPDP. The teachers had a basic understanding of the CPDP and were able to state the importance of the CPDP in the academic progression of learners. The teachers concurred that the CPDP helped to identify areas of classroom improvement in order to achieve high learner performance. This is in line with the view of Bucynski and Hansen (2010) that CPD enables teachers to develop their teaching knowledge, their understanding of teaching skills and teaching approaches in the taught subject and their management expertise in order to educate learners more successfully. It also emerged that the CPDP enables teachers and school management to develop solutions to meeting teacher needs on a continuous basis. In addition, the research findings show that teachers could cope with changes in teaching through CPDP. For instance, changes in the curriculum could be managed effectively through CPDP.

Furthermore, the participants were able to determine what the difference between previous staff development programmes and the CPDP was. The main difference discovered was that the CPDP was continuous and involved both teaching proficiency

and the personal growth of teachers achieved by improving their qualifications. However, although most of the participants had a positive perception of the CPDP, some were not even aware of the existence of the CPDP and mentioned that the CPDP had been brought to their attention only by the study. In addition, some of the participants could not tell what the difference between previous staff development programmes and the CPDP was, as they understood neither. This is in line with Lewin's (1951) theory of change that emphasises that change can only be successful when all participants are involved in, understand and agree to the intended change. Thus the failure of the CPDP is caused by unpopularity due to improper execution of the programme.

A few of the participants who were aware of the CPDP asserted that the main difference between the CPDP and previous staff development programmes was that previous staff development mainly targeted new teachers, while the CPDP focused on every teacher and was continuous. The research findings also recognise that the CPDP could be implemented at school level, whereby the teachers at a particular school identify challenges and formulate solutions together to alleviate these problems. This was revealed by Thompson and Sanders (2010) in their discussion of the second step (change or movement) of the theory of change, when they stressed that change was socially constructed and could be effectively implemented through collaboration.

The research findings indicate that the participants were aware of the CPDP and could differentiate the CPDP from previous staff development programmes. The participants were able to identify the benefits of the CPDP. However, some of the participants were not aware of the existence of the CPDP.

5.3.2 The purpose and success of the CPDP

In addition to determining what the perceptions of the participants were and what the difference between the CPDP and previous staff development programmes was, the researcher found it worthwhile to explore the significance of the CPDP. Thus the purpose of the CPDP is discussed in this section.

5.3.2.1 Strengthening of teachers' expertise

The research findings indicate that the majority of the respondents posited that the CPDP was meant to develop teachers' knowledge and skills needed for their teaching profession. This concurs with Oswald's (2013) insistence that CPD is vital to support teachers' professional practices, as it continuously reorganises their knowledge and skills in the classroom. It also emerged in the study that the CPDP was a vital programme that enabled teachers to identify their professional needs. Moreover, through the programme, ways to address these needs could be ascertained. This corresponds with Mizell's (2010) and Biesta's (2015) argument that CPDP management is important to expand teachers' subject knowledge and teaching manner. Thus, ways to meet teacher needs could be suggested and developed.

From the interviews with the teachers, it was discovered that the CPDP was an agent of change, assisting teachers to deal with changes in teaching. With modern technology, teaching methods have changed and e-learning and the use of computers have increased; however, the CPDP enables teachers to easily adapt to change. Moreover, the curriculum has undergone several changes, which require teachers to diversify their teaching methods. This is in line with the participants' assertion that the CPDP enriched teachers with appropriate teaching approaches and teaching methods.

The research findings also establish a direct relationship between teachers' competence and qualification: the better teachers are educated, the more diligently they perform their duties. With the CPDP, teachers can upgrade their qualifications, as schools still have unqualified teachers or teachers with low qualifications such as a certificate in education, which requires upgrading to a diploma or a degree. This was confirmed by Huhtala and Vesalainen (2017), as they indicated that the intended change could be affected by the proportion of unqualified teachers.

5.3.2.2 Improving teacher and learner performance

A positive relationship was established between the CPDP and teacher or learner performance. That is, if teachers are continuously trained, they increase their performance, whereby learner performance is improved as well. This concurs with Posner's (2015) and Zwart's (2011) view that well-trained and well-guided teachers, with enhanced academic information and skills, are more capable of assisting learners

to achieve the required school performance. The research findings show a misappropriation of teachers' subject teaching, with CPDP being a necessity to improve teacher proficiency. This is in line with the point made by Buczynski and Hansen's (2010) that CPD programmes are effective vehicles to improve teacher performance. It should be noted that teacher performance has a ripple effect on learner performance. In the study, it emerged that CPD (and the CPDP) is of paramount importance in enriching teachers' subject knowledge as carrier development should not be a once-off training. This is supported by Lewin's (1951) theory of change, which states that the implemented change should be maintained, sustained and built up to be strong, otherwise if these steps are not taken, the teachers may revert back to their old behaviours. In addition, the research findings recognise that CPD motivates teachers to carry out their duties as they are invested and knowledgeable as far as the subject matter is concerned. This finding concurs with Zwart's (2011) postulation that well-trained and well-guided teachers, with enhanced academic information and skills, are better able to assist learners to acquire skills and knowledge.

People learn faster and better when they are engaged in learning as opposed to being lectured. The research findings indicate that teachers learn fast and appreciate teaching methodologies better when they take part in learning, as opposed to when they are only provided with information. The CPDP enables teachers to take part in learning, leading to a reduction in teachers' resentment towards being taught. The participants agreed that the value added to teachers as a consequence of engaging them entirely in their learning also increased learner performance. In agreement with this observation, Desta et al. (2013) argue that CPD fulfils its function best when teachers' involvement in such a programme has a noticeable constructive result on the learners' success.

5.3.2.3 Promoting lifelong learning

From the research findings, it is noted that since education is dynamic, there is a need to continuously upgrade teachers so that they could cope with changes taking place, especially with the current advancement in technology. This could be achieved through the CPDP. This is in line with Marishane and Botha's (2011) remark that in-service teachers require continuous lifelong learning in order to update them with continuous educational changes. In addition, the study indicates that new changes that are continuously introduced into the education system require teachers to be trained

continuously and be guided through their teaching careers. This concurs with the argument of Mohamed et al. (2013) that due to new educational changes, current knowledge and skills need to be re-developed to suit these changes. As new changes are continuously being introduced into the education system, teachers need to constantly learn; thus the CPDP is needed to diversify the learning processes of teachers. This concurs with Panayiotou's (2012) argument that immediate developments in education and the required new knowledge and skills in education necessitate teachers to acquire new teaching and management strategies in education on a continuous basis.

However, the research findings also indicate that not all teachers are aware of and appreciate the essence of the CPDP. The CPDP was centralised, as only CPDP Committee members and some teachers knew about the CPDP. The committee members miscued the objectives of the CPDP; they regarded the programme as for personal gain and used it to outwit other teachers. This was mainly the case as some of the schools recognised teachers' hard work by awarding the best teachers with prizes. That is, the best teacher in a particular subject received a prize at school level or district level. Thus those teachers who attended seminars or had the privilege to be trained through the CPDP were not eager to disseminate the information or knowledge they had gained. It was surprising to note that some of the teachers indicated that they had no knowledge of the existence of the CPDP, while some had only heard about it in passing but had no knowledge of the purpose of the programme as they had not been informed of its existence.

The study revealed that the CPDP equipped teachers with the necessary knowledge and skills that could be used to enhance learner performance. It also emerged that the CPDP promoted lifelong learning, as it enabled teachers to cope with changes in education.

5.3.3 Findings with regard to research question 1: What is the role of the School Committee in ensuring the effective management of the CPDP in selected schools in the Oshana Education Region?

The roles performed by the School Committee greatly affect the success of the CPDP. It is not only a matter of performing the required roles but also how they are being

performed. The study aimed to ascertain whether the School Committees were diligently performing their roles. To answer this question, the researcher interviewed the participants, inquiring how effective they thought the School Committee was.

The research findings show that some of the School Committee members appreciated the roles they were responsible to perform. These roles included planning, coordinating, controlling and organising. However, non-members of the committee revealed that the roles mentioned were poorly executed.

Based on the research findings, planning emerged as being paramount for effective management of CPDP activities. Planning helps managers to know when and how the goals of the CPDP have to be achieved. This concurs with Wang et al.'s (2016) advice that when setting up CPD for teachers, CPDP managers must be aware of the dates and sites for the delivery of CPD activities. It was observed that the School Committee was responsible for identifying teachers' needs as well as the school needs. Through planning, the CPDP managers could find out the training needs of teachers. This is in support of Lourens's (2012) argument that effectively setting up teachers' CPD needs centres on the capability of CPDP managers to identify the correct crisis that needs to be solved. When teachers' needs are not identified, it leads to CPD being done as a formality and for record-keeping purposes only. However, the School Committee was not effectively planning the CPD as it failed to identify the needs of the teachers or the schools. This is in contradiction to the argument of Buczynski et al. (2010) that for CPD to be successful, it should be fixed on careful evaluation of the authentic and noticeable needs of the teachers. Teacher needs differ, thus CPD activities should not be uniform. In other words, the activities through which teachers are developed should vary, unless the teachers are facing the same challenges. This was supported by Huhtala and Vesalainen (2017), who agreed that activities for change should be implemented by setting the facilitation activities, which are continuous, and consulting with the principal, who should be supportive to all teachers.

It also emerged that planning was a tool that could be used for forecasting future expenses and coming up with the resources (financial) required to carry out CPD. This corresponds with Gerard's (2015) assertion that CPD managers should know the essential resources, for example the educators involved, trainers and monetary and other resources necessary to complete the CPD training. However, this was not the

case with the School Committees at the participants' schools. The participants noted that resources were not put in place in advance. For instance, transport costs and allowances would be organised at the last minute. It was also revealed that this did not only happen at school level but at regional level as well, where schools would be notified of activities and so forth at the last minute. The management of resources is one of the important roles to which the School Committee should pay special attention. Principals are responsible for ensuring that effective planning is done and resources are managed efficiently. However, from the research findings, it emerged the teachers blamed principals for managing resources inefficiently. This is not in line with the MoE (2013) stating that the principal is responsible for ensuring that the financial accounts of a school are maintained according to financial regulations and that the complete inventory of the school is accounted for. However, principals' management of resources has been compromised since they do not have control over some of the resources.

In government schools, learners do not pay school fees and the grants allocated to schools are not sufficient to provide the resources required. The needs for financial aid are increasing, but the aid granted is not. This is in line with Cooper's (2017) view that resources are shrinking while needs are increasing and principals are facing challenges to evenly distribute scarce resources. Principals are not at liberty to run income-generating activities as the school would end up focusing more on such income-generating projects. Schools' physical resources need aesthetic maintenance. Concerning human resources, more teachers need to be deployed in schools where there is a high learner-to-teacher ratio. It can be asserted that irrespective of principals playing their role in planning resources, identifying the need for resources and making requests to the MoE for resources, they are not responsible for the apportionment of school funds.

Another attribute of failing to plan is the fact that the participants have not been involved in planning with regard to CPD. However, Gerard (2015) asserts that the planning of CPD policy requires the participation of all staff who would be involved in the process and taking account of those people it intends to build up. The School Committee at some schools planned without involving teachers who are not members of the committee. However, the teachers who are in the committee are not necessarily great thinkers or have the experience to lead others. Some non-members are better at this;

thus there is a need to involve all teachers in the planning process. Besides, teachers are professionals; as such, not involving them in planning might demotivate them since they might feel that they are not important to the school.

In the study, the participants revealed that organising ensured a unit of purpose at school, whereby both teachers and the non-teaching school staff aimed at achieving the stated goals of the school. This concurs with Mondy's (2015) assertion that organising involves the establishment of structures or work units in the organisation that enable people to work together effectively towards achieving the planned objectives of the organisation through the best utilisation of resources. However, in the study, School Committees were not effectively organising CPDP activities. One of the schools under study had no timetable for CPDP activities, and some of the teachers did not know which teachers were members of the School Committee.

In the study, it was brought to light that the members of the School Committees were not incorporated in the decision-making process by the principals. This is in conflict with the statement by the MoE (2013) that it is the role of the principal to consult with the School Board and the staff and to generate a vision, ethos and policies for the school that promote high levels of achievement.

The research findings also reveal that School Committees are not effectively leading CPDP activities. The principals were failing to motivate teachers to carry out the CPDP activities. The principals' failing to motivate was associated with their lacking knowledge of how to motivate. However, Lourens (2012) asserts that successful leading requires the knowledge and skills of CPD managers to persuade, motivate, encourage and direct the staff to contribute willingly to the accomplishment of the aims and objectives laid down during the planning stage. In the study, the principals blamed the government for schools not being allowed to run income-generating projects and therefore not being able to motivate teachers, as teachers are motivated by financial rewards. It should be noted that workers are not motivated by financial rewards only but also by non-financial rewards, such as promotion and involvement in decision making.

Communication is an important attribute of effective leadership. However, the study revealed that the CPDP managers were not effective communicators. The School Committees mainly used one-way communication, and as such, providing feedback to

teachers was delayed. The participants revealed that, in many cases, feedback was not provided, resulting in teachers doing what they thought was best.

The study findings reveal that it is the responsibility of the School Committee to lead the teachers. Thus, the leadership style adopted by the School Committee was important. It emerged that the CPDP managers at schools as well as at regional level adopted the autocratic leadership style. There are many situations when leaders have to be democratic; thus for the CPDP to be successful, leaders should adopt the situational leadership style.

The research findings show that although School Committees are responsible for controlling CPDP activities, these activities are not effectively controlled. It was revealed that the School Committees were not evaluating the progress of the CPDP. This is in contrast to Wang et al.'s (2016) view that the CPD manager should focus on the assessment and evaluation of the performance of the activities, along with the set aims and objectives planned during the preparation stage. There is a good chance that as the CPDP progresses, teachers are likely to deviate from objectives. This was emphasised by Huhtala and Vesalainen (2017), who advised that a careful and systematic evaluation of the implemented change should be made to determine the results of the change. In addition, if something has been planned, it does not necessarily mean it would come to pass without any challenges. Thus challenges can be mitigated through controlling and ensuring that CPDP activities are still being pursued. This concurs with Smit (2011) who indicates that a successful CPD control method informs the CPDP management whether the actions are being carried out according to the set aims and objectives. If the results are positive, then the activities could carry on as initially planned. Furthermore, when activities have deviated from the initial plan, a modification of the CPDP plans is required.

The first objective of the study was to ascertain the role of the School Committee in the effective management of the CPDP. The study findings show that School Committees are not effectively executing their role. Thus it can be concluded that School Committees are not effectively performing their duties, thus jeopardising the effectiveness of the CPDP.

The next section answers the second research question: Which challenges were experienced by schools and School Committees in the Oshana Education Region in the management of the CPDP?

5.3.4 Findings with regard to research question 2: Which challenges were experienced by schools and School Committees in selected schools in the Oshana Education Region in the management of the CPDP?

Every programme is likely to encounter challenges that hinder its success, and CPDP is no exception. This section answers the second research question on the challenges experienced in the management of the CPDP.

It was the aim of the study to determine which challenges were being faced by School Committees in managing the CPDP. The effectiveness and efficiency of the School Committee are determined by how well it is able to counter challenges. The researcher explored these challenges to determine whether they were controllable at school level or if intervention from a higher office, such as the district or government, was required. If the challenges were manageable and the School Committees could not handle the challenges, it could be concluded that the School Committees were not effectively executing their role. However, the research findings recognise that some of the challenges are beyond the control of the School Committees, and if such challenges are experienced, it could imply that some School Committees have indeed been diligently managing the CPDP, but their poor results are due to challenges that the committees could not control. The challenges discussed were a lack of expertise, limited time, a lack of financial support, a lack of motivation and enthusiasm, limited resources, increased workloads and insufficient training.

5.3.4.1 Lack of expertise

It was noted that instructors did not have the necessary expertise to support and instruct teachers in CPDP activities. This is in support of Mizell's (2010) remark that most CPDP managers are not regularly trained for the managerial tasks that they have to carry out and lack the necessary professional support that might enable them to manage the CPDP activities outstandingly. This explains the failure of the CPDP, since the success of teachers highly depends on instructors or mentors. Novice mentors find it difficult to execute their duties; therefore continuous training is essential for them to improve their

competence. This is in line with Mizell's (2010) view that CPD managers find it exceptionally difficult to implement their obligations and tasks with no suitable training; thus they occasionally need relevant professional training.

Besides being novices, the research revealed that there were few experts in CPD who had the mandate to instruct teachers in CPDP activities. Most of the experts available had not been adequately trained for the role of a CPDP mentor. This hindered the effectiveness of the CPDP, as teachers were not receiving comprehensive information from trained mentors. The success of the CPDP greatly depends on the mentor's ability to retain the information he or she has gathered from the training. However, most teachers who attend workshops omit or forget some of the important information.

5.3.4.2 Limited time

In addition, the study revealed that limited time was hindering CPDP activities due to heavy teaching loads, as teachers had to plan and mark learners' written activities after the normal teaching hours. This concurs with the assertion by Archibald et al. (2011) that a major challenge with regard to CPD management is effective time planning. Mathematics and language teachers find it difficult to attend to CPD, as they have a considerable amount of work to mark daily compared to history or economics teachers. Teachers, like any other human being, need leisure time and a social life besides work.

5.3.4.3 Lack of financial support

Lack of financial support was another factor that came to light as negatively affecting the implementation of the CPDP. The participants alluded that the lack of financial support from the school budget or the government made it difficult to carry out CPD, as it involved large costs, such as transport costs and allowances for those who conducted and attended workshops. This corresponds with Hişmanoğlu's (2010) remark that in-service teacher training is reduced when governments are facing budgetary restrictions. Namibia is no exception, with its economy not doing well and forcing the government and the MoE to cut funds meant for the CPDP. This concurs with Mizell's (2010) view that in many countries, financial support for the CPDP is very scanty, and in many cases, it is among the first objects to be reduced if not eliminated from the financial plan of the school as soon as funds are inadequate. In the education system of Namibia, learners do not pay school fees and schools are allowed to run income-generating

programmes, for fear that schools would end up focusing on generating income instead of enhancing the academic performance of learners. Apart from the little money schools receive from the government as grants, schools do not have other sources of income. This situation is negatively affecting the implementation of the CPDP. Those who attend workshops need allowances, food and even accommodation, as some workshops are conducted over a few days. Due to long distances, teachers cannot afford to commute daily to attend workshops. Consequently, some schools do not attend the workshops due to a lack of finances.

5.3.4.4 Lack of motivation and enthusiasm

Motivation is paramount for workers to perform their duties diligently, be it in the form of financial or non-financial rewards. In the study, it was observed that the teachers were not satisfied with their remuneration. Salaries for Namibian teachers are high and competitive compared to other countries in the Southern African Development Community region. However, goods and services are expensive in Namibia, to such an extent that even acceptable salaries are eroded by expenditure. Moreover, rates and taxes are high, leaving teachers with an inadequate income. Consequently, this situation is demotivating to teachers, which explains teachers' lack of interest in the CPDP. The first step (unfreezing) of Lewin's theory of change entails the motivation of teachers to accept the change, building trust and respect and realising the need to change. It also involves active participation to decrease the problems and to collaboratively suggest solutions to the problems that are resisting the intended change (Botha et al., 2013).

The research findings indicate that teachers are not motivated to carry out CPD and hence lack enthusiasm for the CPDP. This corresponds with the remarks by Mohamed et al. (2013) and Desta et al. (2013) that teachers do not consider the importance of the CPDP as there are no tangible rewards. This makes it difficult for managers to manage teachers who lack motivation. Teachers as well as principals have heavy workloads and the CPDP adds more work. CPD may not be successful if teachers are not recognised for the extra effort. This is in support of Mohamed et al. (2013) who stress that in most cases, teachers are dissatisfied due to a lack of rewards after the accomplishment of the CPD activities while they have made an important contribution in terms of devoting time, energy and resources to CPDP activities.

5.3.4.5 Motivation enhances sound classroom management

The study revealed that the CPDP encompasses all aspects that concern teaching and learning. One of these aspects being class management, a positive relationship between motivation and classroom management was noted. Most teaching is done in the classroom, thus it is of paramount importance for teachers to ensure that they manage their classrooms well. Good classroom management entails minimum noise, enhancing understanding and maintaining a well-arranged classroom with enough media and disciplined learners. Mwesiga (2017) concurs that some common elements of class management are the ability of the teacher to be heard, maintaining an orderly and clean classroom, the availability of media, mobility, confidence and maintaining good rapport with the learners. In addition, sound classroom management promotes better teacher performance, since both teachers and learners are determined. Good classroom management also indicates that teachers are not only concerned about financial rewards but also focused on learner achievement.

From the research findings, it has been observed that motivation enhances teachers' positive attitude, although the teachers in the study were not motivated. When teachers have a positive attitude, they are enthusiastic and optimistic that they will achieve the set goals. This is supported by Heinz's (2012) assertion that once workers replace negative thoughts with positive ones, they will start having positive results and attaining objectives. Even if learners are not gifted, teachers with a positive attitude will not give up on these learners but will make an extra effort, such as doing remedial teaching and offering extra classes for free. For teaching to be effective and learners excelling at their academic progression, teachers must have a positive attitude. This concurs with Kugel's (2013) announcement that there is a positive relationship between teacher attitude and learner attitude – on days when a teacher smiles more and is energetic and enthusiastic about executing his or her duties, the learners are too. Moreover, a positive attitude promotes teachers to take responsibility and view failure as a way of improving their profession. This is in line with Kugel's (2013) argument that demotivated workers point fingers at one another and blame co-workers, while motivated workers easily deal with stress and challenges that may hinder the accomplishment of objectives.

The study revealed that motivated teachers are confident in executing their duties. When teachers are not confident, it will have a ripple effect on the learners' perception

of the teacher and the subject. Learners can tell whether the teacher is confident. When learners discover that the teacher is not confident, they may develop a negative attitude towards the teacher. Sometimes the teacher may know the subject content but not have the confidence to teach competently, which can negatively affect teacher performance. Confident teachers keep on teaching, even when under pressure, as long as they are motivated. Teaching is stressful and difficult, but when teachers are confident, teaching becomes easy and enjoyable.

The study also reviewed that the organisational climate and favourable working conditions are essential for the success of CPD. The working climate in some of the schools was unfavourable. An unfavourable working climate is characterised by poor relationships among employees, which lead to low morale. Low morale among teachers results in the demotivation of teachers and, hence, poor performance by the teachers. However, when employees have a high morale, they are committed and motivated to be productive (Peturan, 2010). Nepotism and tribalism could result in poor relationships at work, and the schools in the Oshana Education Region are no exception. For instance, if the principal is from the Kwambi tribe, teachers from the Kwambi tribe would be in favour of the principal. When teachers realise that they are in favour of the principal, they end up not complying with rules and regulations.

5.3.4.6 Limited resources

The research findings reveal that the schools were not able to provide enough resources, such as materials for teaching and learning, thereby jeopardising the implementation of the CPDP. Teaching and learning materials are essential for teaching and learning to take place. Inadequate resources hinder teachers' innovation and zeal to teach. This concurs with Al-Zoubi and Younes's (2015) view that insufficient teaching and learning resources, such as chalk and textbooks, deny teachers the opportunity to execute their duties diligently. Some teachers are still using the old teaching media, such as chalk, blackboards and printed books, while technological teaching media, such as whiteboards, projectors, the television and laptops, are now available. Learners should not be constricted to the use of a single media type, as a variety of media enhances better understanding. This is in support of Jasmine's (2016) argument that the use of a variety of media increases the probability that the learners would learn more, retain better what they learn and improve their performance in the skills they are

expected to develop. Teachers often end up buying and improvising teaching materials at their own cost. However, not all teachers can go to the extent of buying materials to use. Many teachers are confined to using only the resources available to them, which results in their resorting to the lecturing method since other teaching methods require resources that are not available to them.

In the study, it was observed that the schools had shortages of furniture and classrooms. Some of the learners had to learn and write while sitting or squatting on the floor, which was demotivating to both the learners and the teachers. At the schools, there was a shortage of textbooks, with four learners sharing a textbook. There is an inverse relationship between enrolment at government schools and the availability of teaching and learning materials. This resonates with the study by Mwesiga (2017), indicating that despite a rapid increase in enrolment at schools, funding for schools has remained constant or has decreased. However, as enrolment increases, materials should also increase for effective teaching to be possible. Insufficient funds make it difficult for schools to access teaching and learning materials.

5.3.4.7 Increased workloads

The results from the interviews showed that the success of the CPDP was hindered by the high workload of teachers. Teacher workload can either bear relation to the number of lessons a teacher has to teach or the number of learners being taught. Schools are characterised by a high learner-to-teacher ratio, making it difficult for teachers to individually help learners and do remedial work. This is in support of Ninnes's (2011) view that a high learner-to-teacher ratio hinders teachers from paying learners the attention required. Thus, as much as school managers meticulously carry out the CPDP, high workloads strain teachers, which lead to the demotivation of teachers. This resonates with Jawas's (2012) assertion that teachers with high workloads cannot effectively teach, which leads to teachers feeling frustrated and under pressure which, in turn, has a negative impact on their enthusiasm, efficiency and motivation.

5.3.4.8 Insufficient training

The study revealed that CPDP managers and teachers found it difficult to execute the CPDP, since the training they received was not sufficient for them to successfully run the programme. The principals of schools in rural areas were the ones who mainly

received training. Instead of these principals training the teachers how to conduct CPD, they only briefed the teachers who did not attend the training, omitting some of the information. The research findings established that from 2012, when the CPDP was introduced, continuous development was lacking, especially in rural areas, despite the name of the programme referring to CPD. Staff development must be continuous, considering that education is dynamic. It is the mandate of the Regional Committee coordinator to ensure that teachers advance professionally so as to enhance teacher performance. This concurs with Saheen's (2012) postulation that while concentrating on teacher development programmes is a significant way of maintaining academic standards, teacher development requires a principal who has a zeal for subordinate development. Low academic qualifications have a negative impact on teacher performance; however, in state schools, some teachers have only completed a diploma course. Principals should release teachers and reschedule the timetable to allow teachers to attend courses. It has been observed that staff development does not only involve CPD, but principals can also develop teachers through sharing and discussing appropriate educational theories and other aspects during staff meetings. This was supported by Van der Westhuizen (2010), who advised principals to be well orientated for the intended changes. Furthermore, if principals are domineering, unfriendly or hostile during the facilitation, the required change would be slowed down or fail.

It was revealed that specific challenges were jeopardising the implementation or management of the CPDP. Among these were limited time, a lack of motivation, limited resources, insufficient training and an increased teacher workload. Thus it can be concluded that the research question has been answered satisfactorily. The next section focuses on the measures that were put in place to address these challenges.

5.3.5 Findings with regard to research question 3: What measures have been put in place to address these challenges in selected schools in the Oshana Education Region?

It was prudent for the researcher to explore measures that have been put in place to mitigate the challenges that were encountered. This was done on the premise that the CPDP had been practised for some years, which means that particular measures could have been put in place. This section answers the research question on what measures

have been put in place to address the challenges encountered in implementing the CPDP.

The research findings show that irrespective of the School Committee acknowledging and being able to list the challenges experienced, no measures have been put in place to promote the success of the CPDP. For instance, although planning was ineffective, non-members of the committee attested that the way the CPDP activities were being planned was still the same from day one.

In addition, the research findings indicate that teachers are still being overloaded with work. In fact, more tasks are being assigned to teachers and the learner-to-teacher ratio is increasing as well. The government should have deployed more teachers but has failed to do so.

Another measure proposed by the participants was for CPDP managers to change their leadership style. The participants pointed out that there was a need for principals to adopt the democratic leadership style rather than the autocratic leadership style. The democratic leadership style motivates workers, since leaders delegate tasks and promotes two-way communication. However, according to the participants, the leaders in the CPDP had not changed their leadership style.

Based on the research findings, some CPDP managers were novices who needed training. In addition, some leaders held only a diploma in education, which is not sufficient to manage CPDP activities. The participants pointed out that there was a need for further training as a measure to improve the competence of CPDP managers. However, none of the leaders had improved academically or had been trained.

The study revealed that no measures had been taken to mitigate the challenges affecting the implementation of the CPDP, although some measures had been suggested. Thus it can be concluded that the research question on whether measures have been put in place to address these challenges has been answered. The next section aims to answer the research question with regard to what could be done to support the effective management of the CPDP.

5.3.6 Findings with regard to research question 4: What could be done to support the effective management of the CPDP in selected schools in the Oshana Education Region?

This section aims to answer the research question with regard to what could be done to support the effective management of the CPDP in schools in the Oshana Education Region. The researcher noted that there seemed to be no single or universal strategy that could be used as a solution to support the effective management of the CPDP. The following are some of the strategies that could support the effective management of the CPDP.

5.3.6.1 Suitable training

The research findings indicate that both formal and informal methods of training could be used to improve the CPDP. Based on the interviews with the principals and the teachers, a need exists for workshops, in-service training, study courses, teachers' conferences and seminars, as CPD has not continuously and constantly been carried out at the schools.

On formal methods of training, workshops took precedence, with the participants noting that workshops should be activated, though schools had been instructed to stop them due to a lack of funds and motivation. In support of workshops for CPD, Mohamed et al. (2013) argue that the workshop method is extensively utilised in many educational training programmes with the purpose to develop teachers' knowledge and skills. It is of paramount importance that the way workshops are being conducted should be carefully considered, otherwise workshops will not be fruitful. The participants indicated that workshops were rarely conducted, which hindered the success of the CPDP. This concurs with Mizell's (2010) remark that the workshop method is continuously being objected to as a CPD tool, as in most cases, it has been provided as a once-off event and provides no continuous support.

Moreover, the research findings reveal that distance learning plays an important role in equipping teachers with knowledge and skills, not only to carry out the CPDP but also to perform other teaching-related activities. This finding concurs with confirmation by Mohamed et al. (2013) and Steyn (2010) that distance learning saves time and money as teachers remain at the school premises during their studies and it is less expensive

than study leave as teachers remain teaching during the duration of the study. In addition, distance learning improves the qualifications of teachers where, at the end of the course, teachers are awarded a certificate. The certificate can be used for promotion and an increase in salary, as opposed to certificates awarded for workshops or seminars, which are not recognised by the National Qualifications Authority. Salaries for teachers and other civil servants in Namibia are based on the individual's level of education and experience. Thus distance learning enables teachers to have an increase in salary.

Furthermore, the research findings indicate that non-formal training, such as mentoring, observation and peer coaching, could also be used to train teachers. The participating teachers asserted that observing were interesting and observers understood better. This is in support of Gerard's (2015) statement that observation provides teachers with the chance to watch exceptional educational skills or demonstrations by experienced teachers who have been acknowledged for their capability and quality of teaching. However, it should be noted that effective mentoring, peer coaching and observations depend on the experience and knowledge of the managers or principals. Teachers follow the lead and example of their principals. Thus if principals, managers or mentors are novices or lack skills, there is a high possibility that teachers will be the same.

5.3.6.2 Provision of appropriate and sufficient resources

The research findings observe the need to provide teachers with appropriate resources that would ensure the successful implementation of the CPDP. First and foremost, there is a need for the regional officer to consider the different needs of schools. That is, teachers at schools have different teachers with different qualifications; hence it is essential for the officer to analyse the weaknesses in the individual schools. It was shown that schools in rural areas performed poorly in English as compared to those in urban areas. Thus the regional officer needs to propose activities that would promote improvement in English in rural areas. The participants also mentioned that regional officers seldom visited schools that are far from their offices. That means that urban schools are visited more frequently than rural schools, although they need less supervision than those in rural areas. The study also found that qualified teachers are essential resources for the success of the CPDP. Unqualified teachers take longer to appreciate the essence and value of staff development. There is a need for staff

development starting with the basics, which tends to be time consuming and expensive. It was noted that more qualified teachers should be deployed in schools in rural areas so that they could act as mentors and teach the unqualified teachers at those schools.

Schools have been overly reliant on government funds. However, the research findings indicate that it is imperative for CPDP managers to seek donations from other organisations in the form of either financial support or resources such as textbooks, exercise books and other teaching and learning materials. It also emerged that it would be better if schools were allowed to run projects that raised capital, alleviating the burden on the government. Another alternative suggested was for learners to pay school fees, as the government is responsible for paying school bills for services such as electricity and water. To improve the availability of resources, parents and guardians should buy textbooks for learners.

5.3.6.3 Motivation

The interview data revealed that most of the teachers were not motivated to pursue their own CPD needs and some were discouraged to continue with CPDP activities due to a lack of motivation from the CPDP managers. CPDP managers (principals) who work in government schools do not have the privilege of using financial strategies since the learners do not pay school fees and the schools are not allowed to run programmes to raise funds. Thus principals have to resort to nonfinancial rewards for teachers such as feedback, guidance and delegation.

The research findings recognise that some CPDP managers are providing feedback to subordinates to motivate them. When principals provide feedback after class observation, it enables teachers to take corrective measures to improve their teaching. Feedback promotes two-way communication, which enhances interaction between teachers and management. The more principals interact with teachers, the better they know how to motivate individual teachers, as teachers are motivated differently. If feedback is not provided, teachers end up feeling inferior and not worth the effort. This leads to their being demotivated, resulting in poor teacher performance. In addition, feedback should be provided constructively and non-critically. This corresponds with Jasmine's (2016) contention that feedback, if poorly implemented, could demotivate

employees. Therefore principals need to improve the way in which they provide feedback.

The research findings also indicate that teamwork is of importance to any organisation. Schools offer different subjects and thus have different departments that require collaboration. It was observed that teachers took it personally when it came to time allocation and the distribution of work material. Every department and teacher wants to have enough and the best resources, while the resources are not enough to provide in their needs. With teamwork, teachers could liaise and share the resources available. Teamwork among teachers would enable learners to appreciate all subjects equally. Some subjects are perceived to be of less importance or more difficult. However, teachers being united will convey the understanding that all subjects are equally important.

In the study, it was revealed that CPDP managers should set goals that are specific, measurable, attainable and realistic so that teachers do not waste time doing what is not necessary. This is supported by Cooper's (2017) report that 64% of the workers participating in the study confirmed that they were wasting time at work due to their being unaware of which work was a priority and which not. Moreover, Kopem (2014) notes that once principals have set goals; trust is an important aspect that motivates teachers to attain these goals. Thus it is crucial for principals to set clear goals.

5.3.6.4 Reconsidering the teachers' workload

Teachers feel frustrated when implementing the CPDP due to heavy workloads. Teachers have learners with different abilities and thus have to differentiate tasks assigned to learners. A large number of learners in a class increase the workload in preparation of lessons and marking, which leaves teachers feeling resentful and overworked. The research findings reveal that the learner-to-teacher ratio is high, especially in rural areas and many posts are vacant. It was established that more teachers have to be deployed in rural areas and the MoE should ensure that the benefits of rural teachers are increased so as to attract teachers.

5.3.6.5 Ensuring proper planning

The research findings indicate that some CPDP managers are not effective planners. This explains why in some schools, the CPDP was failing. Effective planning promotes the implementation of the CPDP, since all other management functions, such as organising, controlling and leading depend on planning. Through planning, principals can come up with new CPDP activities instead of repeating the same routines. Even though teachers have a tight schedule due to a heavy workload, planning ahead enables teachers to dedicate time to staff development programmes. The study also revealed that planning should start at regional level as workshops often are announced shortly before they are conducted, making it difficult for schools to make arrangements for teachers to attend the meetings. In addition, achievement of the CPDP goals is guaranteed if all teachers are involved in planning. That means regional officers need to involve principals in planning, and principals should involve teachers in planning at school level.

5.3.6.6 Applying effective management

CPDP managers are revealed as being incompetent by the research findings. They display poor planning, a lack of communication with regard to CPDP activities and poor motivation, assessment, monitoring and evaluation. Therefore the participants suggested that CPDP managers should take managerial courses prior to running the CPDP. The study revealed that principals were not trained as managers but as teachers. The fact that they lack managerial skills makes it difficult for them to perform the role of principal efficiently. The appointment of principals is based on experience or recommendation, which is not sufficient for principals to perform managerial duties. It was also observed that some principals and heads of departments were not knowledgeable about leadership styles. Although principals are experienced, textbook knowledge is a necessity for effective leadership. Given the education reforms and the many challenges that come with these reforms, educational leadership is becoming a major concern. Schools today are facing challenges that emphasise the demand for effective leadership. From the research, it has been made clear that principals are not able to improve school performance unless they are equipped with specific knowledge and intellectual, social and psychological skills.

5.3.6.7 Providing efficient control methods

From the research findings, it has been made clear that CPDP activities are not efficiently controlled and teachers do what they think is best. For effective CPD, CPDP managers and the Oshana Education Region have to efficiently and effectively control staff development activities. This could be achieved by measuring their performance and finding ways to mitigate the challenges faced by teachers.

Strategies that could be adopted to support CPDP activities have been explored. There is a need for motivation, suitable training, proper planning, and the provision of sufficient resources and considering the teachers' workload. Therefore the research question has been answered. The next segment discusses the recommendations made in the study.

5.4 RECOMMENDATIONS

This section discusses recommendations that the researcher believes can improve the implementation of the CPDP. From the research findings, it seems that CPDP is not effectively implemented. The recommendations were drawn from the shortcomings that were noted during the research. They are meant to ensure effective implementation of the CPDP. The following recommendations were noted by the researcher:

- The research findings show that some teachers were not aware of the CPDP and could not describe the programme. This was due to teachers' lack of involvement. Thus the researcher recommends that CPDP managers involve teachers when planning staff development activities.
- It emerged that some teachers were not qualified. Teachers should have the necessary skills and knowledge to perform their duties. A need exists for teachers to improve their academic qualifications, since some teachers only have two-year certificates. There is a need for improvement in how the CPDP is conducted, as some teachers are not aware of its existence.
- The study revealed that CPDP managers lack managerial skills since most of them have been appointed based on experience, not academic qualifications. Hence the researcher recommends that CPDP managers be trained to diligently lead teachers. Managers should enrol in long-distance managerial programmes at

reputable institutions. Institutions should include managerial modules when training teachers.

- Many schools have poor infrastructure, especially those in rural areas. The research recommends that the government improve the infrastructure of schools. Parents could contribute towards paying for improving the infrastructure of the school. More classrooms should be built in schools with overcrowded classrooms. There is also a need to provide enough furniture to schools where learners have to sit on the floor.
- The regional office rarely visits schools, especially those in rural areas. Thus the researcher recommends that the regional office visit schools frequently and train more subject advisors to mentor teachers.
- The study revealed that the CPDP was a good programme that was being negatively affected by the limited time teachers had available for CPD. There is a need to dedicate more time to CPD, which could be done by decreasing the high learner-to-teacher ratio by employing more teachers. The effectiveness of teachers could also be improved through subject specialisation.
- It was surprising that some of the principals were not aware of the roles they were supposed to perform. Thus the researcher recommends that inspectors define these roles and communicate them to principals.
- Another finding was the lack of finances to carry out CPD. The researcher recommends that the government disburses more funds for the implementation of the CPDP, since schools find it difficult to finance costs for transport, accommodation and food to teachers who have to attend CPD workshops. The government should allow schools to run income-generating projects, such as rearing chickens and pigs for selling, since the government is struggling to finance schools.
- The participants revealed that they were demotivated by the way the CPDP was implemented. Motivated workers perform better than demotivated workers. Teachers need to be motivated, either intrinsically or extrinsically. Motivation plays an important role in teachers' execution of duties. Principals can motivate workers by delegation and providing them with constructive feedback.

- The research findings reveal individualism among teachers. Some teachers who have attended CPDP workshops are not willing to share the knowledge they have gained. Therefore the research encourages teamwork among teachers. Irrespective of drawbacks that might affect the implementation of the CPDP, teamwork could enrich the working and learning environment and lead to efficient utilisation of resources which, in turn, could improve the quality of educational programmes such as the CPDP.
- The study revealed a lack of stakeholder involvement in the implementation of the CPDP. Thus the researcher recommends that stakeholders such as parents must be persuaded to become involved in the implementation of the CPDP. In addition, non-government organisations and successful businesses should help by funding teacher development programmes.
- Since some of the participants were not aware of the CPDP, the government should embark on a campaign to ensure that the CPDP is recognised as a national programme.

School Committees need to improve their operations by considering the following:

- **Planning:** The research findings show that School Committees were not effectively planning CPDP activities as these clashed with the normal school activities. The government too should plan, forecast and budget the financing for the CPDP prior to venturing into the programme. CPDP activities need to be planned ahead and each school should have its own particular CPDP activities since the teachers at different schools have different teaching experiences.
- **Organising:** From the interviews, it emerged that the CPDP was not effectively organised. Hence the researcher recommends that School Committees organise CPDP activities in a way that does not negatively affect other school duties. Some of the factors hindering the success of the CPDP, such as limited time, were the result of improper organisation. A committee could be set at school level to organise and assess the implementation of the CPDP.
- **Leading:** The study revealed that School Committees were not good at leading as most of the managers used the autocratic leadership style. The committees need to vary their leadership style and improve their ability to

persuade, encourage and direct teachers so that they could positively contribute to the achievement of objectives. Controlling also entails the leadership adopted by the management. School Committees should adopt the democratic or situational leadership style since teachers are professionals who do not like decisions to be imposed on them. In addition, the democratic leadership style promotes effective two-way communication.

- **Controlling:** School Committees need to continuously assess and evaluate the implementation of the CPDP.

In order to improve the implementation of the CPDP, it is recommended that CPDP managers should be trained so that they could diligently perform their duties such as planning, controlling, organising and leading. It is further recommended that CPDP leaders implement non-financial rewards so as to motivate teachers. In addition, it is recommended that the government either allows schools to run income-generating programmes, have learners pay fees or increase the grants allocated to schools. The next section looks at the recommendations for further study.

5.5 RECOMMENDATIONS FOR FURTHER STUDY

The study mainly focused on selected schools in one region. Similar research should be conducted in other regions and with larger populations. The researcher also recommends further studies to investigate the effect of the CPDP on teaching and learning in the Namibian education system. Furthermore, the researcher recommends conducting research focusing more on factors such as leadership style and the curriculum.

5.6 LIMITATIONS OF THE RESEARCH

Whenever research is conducted, the researcher is likely to encounter some challenges. This section explores the challenges that hindered the progress of this research. These challenges were as follows:

- The participants were hesitant to participate in the study, thinking that the research had a hidden motive.

- The participants misinterpreted some of the questions and gave responses that did not match the questions asked.
- The researcher could not use a bigger population; however, more could have been revealed if a larger population had been used.
- The research was hampered by a lack of funds, which put a financial strain on the researcher. However, the researcher overcame this challenge by personally gathering the data.
- Due to limited time, the researcher could not explore the phenomenon further.
- The research resorted to only interviews as research instrument, while using a mixed-method approach might have enhanced the analysis.

In the next section, the conclusion of the study is presented.

5.7 CONCLUSION

The study sought to investigate the effective management of the CPDP in schools in the Oshana Education Region in Namibia. Many factors affect the performance of teachers, but the research focused on examining the relationship between the CPDP and teacher performance. Based on the literature and the research findings, the study established a positive relationship between effective management of the CPDP and teacher performance. Teacher performance correlates with learner performance. It was noted that although the CPDP was not being implemented well, the programme is important for the development of teachers as well as the improvement in the academic progression of learners. However, due to a number of challenges, the importance of the CPDP was not fully appreciated. Some of the participating teachers were not even aware of the CPDP. The study recognised that only if managers and teachers are equipped with skills and knowledge in managing the CPDP, they would be able to improve learner performance. Most of the interviewed principals revealed that there was insufficient CPDP management training. It can safely be concluded that the CPDP could make a positive contribution to learner performance if all challenges are dealt with and especially if principals and teachers are trained well and equipped with the required skills and knowledge in managing the CPDP.

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ANNEXURES

ANNEXURE A: LETTER OF APPROVAL

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Private Bag X6001, Potchefstroom,
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Web: http://www.nwu.ac.za

Institutional Research Ethics Regulatory Committee
Tel: +27 18 299 4849
Email : Ethics@nwu.ac.za

ETHICS APPROVAL CERTIFICATE OF STUDY

Based on approval by the **Ethics Committee of the Faculty of Education Sciences (ESREC) on 28/06/2017** after being reviewed at the meeting held on **25/08/2016**, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby **approves** your study as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

Study title: **The effective management of the Continuous Professional Development Program in schools in Oshana Education Region, Namibia.**

Project Head/Supervisor: Prof L Conley
Project team: J Kayumbu

Ethics number: N W U - 0 0 3 9 9 - 1 6 - A 2
(Institution – Study Number – Year – Status)

Status: S = Submission, R = Re-Submission; P = Provisional Authorisation; A = Authorisation

Application Type:

Commencement date: 2017-07-01 **Expiry date:** 2017-12-31 **Risk:** N/A

Special conditions of the approval (if applicable):

- Translation of the informed consent document to the languages applicable to the study participants should be submitted to the ESREC (if applicable).
- Any research at governmental or private institutions, permission must still be obtained from relevant authorities and provided to the ESREC. Ethics approval is required BEFORE approval can be obtained from these authorities.

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- *The study leader (principle investigator) must report in the prescribed format to the NWU-IRERC via ESREC:*
  - *annually (or as otherwise requested) on the progress of the study, and upon completion of the project*
  - *without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.*
  - *Annually a number of projects may be randomly selected for an external audit.*
- *The approval applies strictly to the proposal as stipulated in the application form. Would any changes to the proposal be deemed necessary during the course of the study, the study leader must apply for approval of these changes at the ESREC. Would there be deviated from the study proposal without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.*
- *The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-IRERC via ESREC and new approval received before or on the expiry date.*
- *In the interest of ethical responsibility the NWU-IRERC and ESREC retains the right to:*
  - *request access to any information or data at any time during the course or after completion of the study;*
  - *to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process.*
  - *withdraw or postpone approval if:*
    - *any unethical principles or practices of the project are revealed or suspected,*
    - *it becomes apparent that any relevant information was withheld from the ESREC or that information has been false or misrepresented,*
    - *the required annual report and reporting of adverse events was not done timely and accurately,*
    - *new institutional rules, national legislation or international conventions deem it necessary.*
- *ESREC can be contacted for further information or any report templates via Erna.Greyling@nwu.ac.za or 018 299 4656*

The IRERC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the IRERC or ESREC for any further enquiries or requests for assistance.

Yours sincerely

Prof LA Du Plessis
Digitally signed by Prof LA Du Plessis
Date: 2017.07.13 10:21:32 +02'00'

Prof Linda du Plessis
Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)

ANNEXURE B: PROOF OF LANGUAGE EDITING

PROOF OF LANGUAGE EDITING

Dr. L. Hoffman

Kroonstad

BA, BA(Hons), MA, DLitt et Phil

Member of the South African Translators' Institute

Cell no: 079 193 5256 Email: larizahoffman@gmail.com

DECLARATION

To whom it may concern

I hereby confirm that I have proofread and edited the language of the following dissertation, including the references.

Title of dissertation

Effective management of the Continuous Professional Development Programme in schools in Oshana Education Region, Namibia

Candidate

Johannes Kayumbu

Lariza Hoffman

Kroonstad

11 September 2019

ANNEXURE C: LETTER OF PERMISSION

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

North-West University
Potchefstroom Campus
Faculty of Education Sciences
School of Education Studies (Edu-Lead)

The Director of Education
Oshana Education Directorate
Private Bag 5518
Oshakati
Namibia

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN OSHANA EDUCATION REGION SCHOOLS

Dear Sir/Madam

I am Mr Johannes Kayumbu – a master's degree student in Education Management and Leadership at the North-West University in South Africa. As part of my study, I am required to write a dissertation in Education Management and Leadership. The main purpose of the study is to investigate **the effective management of the Continuous Professional Development Programme in schools in the Oshana Education Region, Namibia,** which is my research topic.

I hereby request your permission to conduct research (for the purpose of writing my dissertation) in four schools in the Oshana Education Region. I will interview the school principal, the School Committee members and a teacher who is not a member of the School Committee at each of the selected schools, as well as the Regional Committee coordinator.

Two rural schools and two urban schools will be involved in this research. In each category, one school that has failed to effectively implement and manage the Continuous Professional Development Programme (CPDP) and one school that has

successfully implemented and managed the CPDP will be chosen. The Regional Committee coordinator was asked to help in the school identification process.

The participants will take part on a voluntary basis, and I will explain to them that there will be no remuneration for participation. The issue of confidentiality and their right to withdraw at any stage of the study will be clearly explained to them. The participants will be requested to complete and sign a consent form before engaging in the research process.

Interviews will be used in the study to collect data from the participants. The interviews will not interrupt the school activities. The data will be used for the purpose of the study only, and I undertake to ensure that the identity of neither the participants nor the schools will be made public in my final report.

This research will propose effective strategies for successful implementation and management of the CPDP in Namibia and, in particular, the Oshana Education Region. Furthermore, the results of the study will help the CPDP Unit and the CPDP Consortium in Namibia to determine proper implementation and management strategies for the CPDP, which might ultimately lead to effective teaching and learning in Namibian schools. The research findings will be disseminated to the Directorate of Education in the Oshana Education Region and the schools that have participated in the study.

If you have questions regarding this research subject, please contact Prof L. Conley:

Cell no.: +27722448927

Email: Lloyd.conley@nwu.ac.za

Work address: North-West University

Faculty of Education Sciences

School of Education Study

Yours faithfully

Mr Johannes Kayumbu (student no: 26740982) Date: .....

Email: jkayumbu@unam.na

Tel: +264 817566666

ANNEXURE D:

PERMISSION TO CONDUCT RESEARCH IN THE OSHANA REGION

REPUBLIC OF NAMIBIA

OSHANA REGIONAL COUNCIL
DIRECTORATE OF EDUCATION, ARTS AND CULTURE
Aspiring to Excellence in Education for All

Private Bag 5518
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Tel: 065-230057
Fax: 065 – 230035
E-mail: otrc_physical_science@yahoo.co.uk
Enquiries: Maria Udjombala
Ref 12/2/1

20 November 2015

Mr Johannes Kayumbu
HPC - UNAM
Ongwediva
0817566666

Dear Mr. Kayumbu

SUBJECT: REQUEST FOR PERMISSION TO CONDUCT EDUCATIONAL RESEARCH IN OSHANA REGION

Your correspondence regarding the above mentioned subject has a reference.

The Office of the Permanent Secretary in the Ministry of Education, Arts and Culture has granted you permission to conduct research for your Master's Degree at selected schools in the Oshana Region.

However, kindly take note that the research activities should not interfere with the normal programmes of the schools and the participation should be on a voluntary basis. Please present this letter to the principals of the schools you have selected.

We wish you the best of luck with your research and hoping that your findings will be shared with other stakeholders in the Region and beyond.

Yours Sincerely

Shinyemba 25/11/15

MRS. DUTTE N. SHINYEMBA
DIRECTOR OF EDUCATION, ARTS AND CULTURE

DIRECTORATE OF EDUCATION
OFFICE OF THE DIRECTOR OF EDUCATION
25 NOV 2015
PRIVATE BAG 5518 OSHAKATI
OSHANA REGIONAL COUNCIL
REPUBLIC OF NAMIBIA

ANNEXURE E: LETTER OF PERMISSION TO CONDUCT RESEARCH AT THE SCHOOLS

Mr Johannes Kayumbu

North-West University
Potchefstroom Campus
Faculty of Education Sciences
School of Education Studies (Edu-Lead)

To: The Principal

……..

……..

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

Dear Sir/Madam

I am Mr Johannes Kayumbu – a master's degree student in Education Management and Leadership at the North-West University in South Africa. As part of my study, I am required to write a dissertation in Education Management and Leadership. The main purpose of the study is to investigate **the effective management of the Continuous Professional Development Programme in schools in the Oshana Education Region, Namibia,** which is my research topic

I am hereby requesting permission to conduct research (for the purpose of writing my dissertation) at your school. I will interview the school principal, the School Committee members and a teacher who is not a member of the School Committee. I will discuss the selection of the teachers with you in detail during our first meeting.

The participants will take part on a voluntary basis, and I will explain to them that there will be no remuneration for participation. The issue of confidentiality and their right to withdraw at any stage of the study will be clearly explained to them. The participants will

be requested to complete and sign a consent form before engaging in the research process.

Interviews will be used in the study to collect data from the participants. The interviews will not interfere with school activities. The data will be used for the purpose of the study only, and I undertake to ensure that the identity of neither the participants nor the schools will be made public in my final report.

This research is important because it will propose effective strategies for successful implementation and management of the CPDP in Namibia and, in particular, the Oshana Education Region. Furthermore, the results of the study will help the CPDP Unit and the CPDP Consortium in Namibia to determine proper CPDP implementation and management strategies, which might ultimately lead to effective teaching and learning in Namibian schools. The research findings will be disseminated to the Directorate of the Oshana Education Region and the schools that have participated in the study.

If you have any questions or concerns about the research, please feel free to contact the research personnel:

Principal investigator: Prof L Conley

Cell no.: +27 72 244 8927

Work tel. no:

Work address: North-West University

Faculty of Education Sciences

School of Education Study

Yours faithfully

…… ……

Mr Johannes Kayumbu (Student no: 26740982) Date: ……

Email: jkayumbu@unam.na

Tel: +264 817566666

ANNEXURE F:

CONSENT LETTER FOR ALL PARTICIPANTS

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

North-West University
Potchefstroom Campus
Faculty of Education Sciences
School of Education Studies (Edu-Lead)

Consent: For all participants

1. Research title

The effective management of the Continuous Professional Development Programme in schools in Oshana Education Region, Namibia

2. Purpose of the study

The overall aim of the study is to understand whether the CPDP is effectively implemented and managed in the Namibian education system and, in particular, in schools in the Oshana Education Region.

3. The research objectives therefore are:

- to investigate the role played by the School Committee in ensuring the effective management of the CPDP in schools in the Oshana Education Region;
- to examine the challenges experienced by schools and School Committees in the Oshana Education Region in the management of the CPDP;
- to explore the measures put in place to address these challenges; and
- to explore what could be done to support the effective management of the CPDP in schools in the Oshana Education Region.

4. Participant

I will conduct an individual interview with you.

5. Consent

I am requesting you to take part in the research. I am also requesting your permission to tape record the interview conversation. If you agree, I humbly request you to sign at the end of this letter.

6. Dates and time

The interview dates will be confirmed with the participants and the interviews are expected to last for about 60 minutes.

7. Location

The participants' venues: I will arrange with the school principals, regional CPDP coordinator and teachers for the venues to conduct the interviews. For example, the school principals and the regional CPDP coordinator will be interviewed in their offices. Teachers will be interviewed after school hours in convenient rooms. The interviews duration will be approximately 40 minutes.

8. Potential risks and discomfort

I do not foresee any possible risks or discomfort in participating in the study.

8.1 Potential benefits to subjects and/or to society

- There will be no direct personal benefits to the participants. The potential benefits, however, expected from the research are as follows:
- The research might possibly enhance the functions of the School Committee in implementing and managing CPDP activities at your school because the information from the interviews will give information about potential fields that needs improvement.
- The schools will receive the final report to enable the School Committee members to use the information for implementing and managing the programme for teacher development.

8.2 Payment for participation

Participation in the study is on a voluntary basis. There will be no remuneration for participation in the study.

9. Confidentiality

Any information that is obtained in connection with the study will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of anonymity of all the participants. The information obtained will be stored in a safe place to which only the researcher and his supervisor have access. After seven years of the successful completion of the study, all information will be destroyed.

The interviews will be audio recorded with the consent of the participant. The participant has the right to edit it at any time before the completion of the study. All information will be erased after seven years of successful completion of the research. The names of the participants and schools will be replaced with pseudonyms (T1A, Pr1, School A, School B, etc.). At no stage will the true identity of the participants be revealed.

9.1 At no stage will your true identity or that of your school or circuit be used. The participants in the study will be referred to as T1A, Pr1, etc. The schools will be referred to as School A and School B.

9.2 Any comments made by the participants will be incorporated into the research in the form of a narrative.

9.3 I would like to have your consent to use an audio-recording device to help me analyse the data gathered at a later stage. These recordings will only be used for the purpose of extracting the necessary data from our interview. No other person will have access to the recordings.

9.4 You can decline to answer any question at any time or request that the interview is stopped.

9.5 If necessary, a follow-up interview will be scheduled once the audio recordings have been transcribed. This will enable you to look at the transcripts to ensure that you agree with it. It will also enable the researcher to clarify any statements that might not be clear.

9.6 The final research outputs will be available from Mr Johannes Kayumbu (081 756 6666).

10. Participation and withdrawal

You can choose to be in the study or not. If you volunteer to be in the study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you do not want to answer and still remain in the study. The investigator may withdraw you from the research if circumstances arise that warrant doing so.

11. Rights of research subjects

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your

participation in the research study. If you have questions regarding your rights as a research subject, please contact Prof Lloyd Conley:

Cell no: +27 72 244 8927

Email: Lloyd.conley@nwu.ac.za

Work address: North-West University

Faculty of Education Sciences

School of Education Study

Yours faithfully

Mr Johannes Kayumbu (Student no: 26740982) Date: 20/07/2016

Email: jkayumbu@unam.na

Tel: +264 81 756 6666

Signature of research participant

The information above was described to *me* by Mr Johannes Kayumbu in *English* and *I am in* command of this language or it was satisfactorily translated to *me*. *I* was given the opportunity to ask questions and these questions were answered to *my* satisfaction.

I hereby voluntarily consent to participate in the study. I have been given a copy of this form.

_____

Name of participant

_____

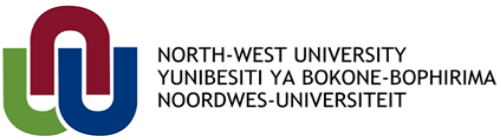
Signature of participant Date

Name of researcher

_____ _____

Signature of researcher Date

ANNEXURE G: INTERVIEW GUIDE FOR THE SCHOOL COMMITTEE MEMBERS AND NON-MEMBERS OF THE COMMITTEE



Mr Johannes Kayumbu student no: 26740982 - NWU - MED 2015

Research title:

The effective management of the Continuous Professional Development Programme in schools in Oshana Education Region, Namibia

Interview guide for the School Committee members and non-members of the committee:

1. How do you understand the Continuous Professional Development Programme (CPDP) in Namibia?
2. What is the difference between the CPDP and the previous staff development programmes at your school?
3. What is the purpose of the CPDP at your school and in Namibia as a whole?
4. How do you view the success of the CPDP at your schools?
5. What is the role of the School Committee in the management of the CPDP at your school?
6. How does the School Committee effectively manage the CPDP at your school?
7. What are the challenges facing the School Committee when managing the CPDP at your school?
8. How does the School Committee overcome these challenges?
9. Which strategies could the School Committee employ to ensure effective management of the CPDP at your school?

ANNEXURE H:

INTERVIEW GUIDE FOR THE REGIONAL COMMITTEE COORDINATOR

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Mr Johannes Kayumbu student no: 26740982 - NWU - MED 2015

Research title:

The effective management of the Continuous Professional Development Programme in schools in Oshana Education Region, Namibia

Interview guide for the Regional Committee (RC) coordinator (participant):

1. How do you understand the Continuous Professional Development Programme (CPDP) in your region and in Namibia at large?
2. What is the difference between the CPDP and the previous staff development programmes in your region?
3. What is the purpose of the CPDP in your region and in the whole Namibia?
4. How do you view the success of the CPDP in the Oshana Education Region?
5. What is the role of the School Committee in the management of the CPDP at schools in your region?
6. How do School Committees effectively manage the CPDP at schools in your region?
7. What are the challenges facing School Committees when managing the CPDP at schools in your region?
8. How do School Committees overcome these challenges?
9. Which strategies could School Committees employ to ensure effective management of the CPDP at schools in your region?