

**UNDERSTANDING CONTINUOUS PROFESSIONAL DEVELOPMENT
PROGRAMS IN FOSTERING 21ST CENTURY CIVIC EDUCATION
TEACHING APPROACHES: A CASE STUDY OF SELECTED
SECONDARY SCHOOLS IN LUAMPA DISTRICT OF WESTERN
PROVINCE.**

By

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A dissertation submitted to the School of Education, at the University of Zambia in partial fulfilment of the requirements for the award of the Degree of Master of Education in Civic Education.

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AUTHOR'S DECLARATION

I, **Kakupa Luka Akayombokwa**, do hereby seriously declare that this dissertation is representing my own work and has not previously been presented for the award of a degree at either the University of Zambia or any other University.

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Date.....

APPROVAL

This dissertation of Kakupa Luka Akayombokwa has been approved as meeting the partial fulfilment for the award of the degree of Master of Education in Civic Education of solely the University of Zambia.

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ABSTRACT

This study explored Understanding Continuous Professional Development Programs in fostering 21st century Civic Education Teaching Approaches: A case study of selected secondary schools in Luampa District of Western Province of Zambia. Due to heightened demand for 21st century civic Education skills, it was imperative that a research was conducted to critically look at the role of CPDs in enhancing 21st century Civic Education teaching approaches in the five selected secondary schools of Luampa District. Teaching approaches in this vein were learner centred activities. The four research objectives were to investigate the nature of CPDs conducted in secondary schools of Luampa District; to identify components of the CPDs dedicated to the promotion of 21st Century Civic Education skills; to assess the adequacy of CPD activities in fostering 21st century Civic Education Teaching Approaches; and, to examine challenges encountered in the use of CPDs to promote 21st Century Civic Education skills.

The study used a Descriptive Survey Design which utilised both qualitative and quantitative methods of data collection. Utilised in the research were questionnaires, semi-structured interviews, and observation checklists. Questionnaires with open ended and closed ended questions were administered to 100 Grade twelve Civic Education learners and 20 teachers of Civic Education for quantitative and qualitative data. Grade twelve learners were randomly selected according to gender. Semi-structured interviews were conducted with Head Teachers, Social Sciences Heads of Department, and the Debs who were all purposefully selected regardless of gender. Observation checklists were used in lesson observations involving five teachers of Civic Education and these were purposefully selected regardless of gender.

The findings of this study indicated that, Continuous Professional Development Programmes were instrumental in fostering 21st century Civic Education Teaching Approaches. However, a lot of challenges were unearthed like; 99% of learners indicated that Civic Education was only based on theory during lesson deliveries; no mock elections, no mock court trials, no mock legislative hearings were conducted in schools. no community project was given to learners in Civic Education. CPDs are adequate but not 100% adequate, CPDs providing feedback, and CPD providing training were 93% adequate. Lack of trained facilitators was a challenge. Lack of teaching and learning and learning materials, inadequate funding for CPDs. Some teachers normally want to stay away from CPDs. Understanding levels, lack of skills in research skills, inadequate infrastructure, lack of incentives like credit certificates from TCZ, and not being given a certificate for attending CPDs. Lack of refreshments.

This study concludes that, it is imperative for teachers to engage themselves in all CPD programs for them to have a well rounded experience necessary for updating skills, knowledge, and expertise. Furthermore, failure to engage in most of the CPDs from a Civic Education perspective would result in having teachers with serious gaps in terms of 21st century skills, knowledge, and expertise. There is also urgent need to ensure that certificates are given to teachers that attend workshops, seminars, and conferences. There is also a dire need for teachers to gain more skills like digital literacy skills and learning to learn skills through workshops aimed at improving the gaps. There is however a need for Teaching Council of Zambia to consider commencing the issuance of Credit Award

Certificates as indicated in the Continuing Professional Development Regulatory Policy as an incentive to teachers engaged in CPD activities. Government to consider extending internet facilities to all secondary schools to activate conducting of online CPDs. Ministry of Education to a larger extent to consider encouraging conducting of Action Researches in secondary schools to boost CPDs. Teaching Council of Zambia to consider opening offices in all Districts to oversee smooth operation of CPDs in the country and be fully funded to reach out to all the schools.

Keywords: Continuous Professional Development programmes; Civic Education; 21st century Teaching Approaches; 21st century skills.

DEDICATION

I dedicate this dissertation to my dear late father Mr Emmanuel Mohlomi Kakupa who always wanted his children to excel to greater heights through upgrading of qualifications and could say, “success begins when you are almost about to give up, and so do not give up in life.”

My young brother Paul Kakupa, you set a good tone in encouraging me to forge ahead in upgrading myself. Your moral support has been significantly overwhelming. Thank you my other siblings, Biyela, Kaonde, Nelle, Gloria, Ruzina, Emmanuel, Rabbecca, and Muzamai for being by my side during the writing of this dissertation.

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LIST OF ACRONYMS

CPDs.....	Continuous Professional Development Programmes or activities
DEBS.....	District Education Board Secretary
ESO.....	Education Standards Officer
DRCC.....	District Resource Centre Co-ordinator
H.O.D.....	Head of Department
H.O.S.....	Head of Section
MOE.....	Ministry of Education
MoGE.....	Ministry of General Education
P.E.O.....	Provincial Education Officer
SBCPD.....	School Based Continuous Professional Development
SIC.....	School In-service Co-ordinator
SIR.....	School In-service Record
SPRINT.....	School Program of In-service for the Term.
TGMs.....	Teachers Group Meetings
ZIC.....	Zonal In-service Co-ordinator

LIST OF TABLES

TABLE 1: PERCENTAGE DISTRIBUTION OF LEARNERS PLACED ACCORDING TO GENDER AND AGE	30
TABLE 2: PERCENTAGE DISTRIBUTION OF TEACHERS PLACED ACCORDING TO GENDER, AGE, QUALIFICATION, AND TEACHING EXPERIENCE.	30
TABLE 3: PERCENTAGE DISTRIBUTION OF H.O.Ds, HEADS, AND DEBS ACCORDING TO GENDER AND POSITION.	32
TABLE 4: PERCENTAGE DISTRIBUTION OF HOLDING OF CPDs BY CIVIC EDUCATION TEACHERS AS OBSERVED BY LEARNERS.....	37
TABLE 5: PERCENTAGE DISTRIBUTION OF HOW MANY TIMES CIVIC EDUCATION TEACHERS HELD CPDs IN A TERM ACCORDING TO OBSERVATIONS BY LEARNERS.	37
TABLE 6: FREQUENCY AND PERCENTAGE DISTRIBUTION OF TEACHERS’ RESPONSES ABOUT WHETHER SCHOOLS PROMOTED CONDUCTION OF CPDs.....	38
TABLE 7: FREQUENCY AND PERCENTAGE DISTRIBUTION OF TEACHERS’ RESPONSES ON NATURE OF CPDs HELD IN AND OUTSIDE SCHOOL.	39
TABLE 8: TEACHERS COMPREHENSION OF 21 ST CENTURY CIVIC EDUCATION SKILLS.	46
TABLE 9: TEACHERS’ LEVEL OF USAGE OF 21 ST CENTURY CIVIC EDUCATION TEACHING APPROACHES	56
TABLE 10: FREQUENCY AND PERCENTAGE DISTRIBUTION OF TEACHERS’ RESPONSES ABOUT THEIR TRAINING AS TEACHERS OF CIVIC EDUCATION.....	57
TABLE 11: QUALIFICATIONS FOR TEACHERS OF CIVIC EDUCATION.	58
TABLE 12: FREQUENCY AND PERCENTAGE DISTRIBUTION OF TEACHERS’ RESPONSES ABOUT WHETHER THEY ATTENDED CPDs IN THE PREVIOUS TWO YEARS.	58
TABLE 13: FREQUENCY AND PERCENTAGE DISTRIBUTION OF TEACHERS’ RESPONSES ABOUT WHAT THEY DO AS CIVIC EDUCATION TEACHERS INDICATING THAT THEY HAVE CONTENT ON THEIR FINGERTIPS.	59
TABLE 14: FREQUENCY AND PERCENTAGE DISTRIBUTION OF LEARNERS’ RESPONSES ON TRAININGS TEACHERS HAVE DONE IN CIVIC EDUCATION TO HELP LEARNERS IN THEIR STUDIES.	62
TABLE 15: FREQUENCY AND PERCENTAGE DISTRIBUTION OF LEARNERS’ RESPONSES ABOUT WHAT CIVIC EDUCATION TEACHERS DO AS AN INDICATION OF HAVING CONTENT ON THEIR FINGERTIPS.....	63

TABLE 16: FREQUENCY AND PERCENTAGE DISTRIBUTION ON TEACHERS' RESPONSES ON ADEQUACY OF CPDs CONDUCTED IN LUAMPA DISTRICT.....	65
TABLE 17: FREQUENCY AND PERCENTAGE DISTRIBUTION ON TEACHERS RESPONSES ON CHALLENGES ENCOUNTERED IN THE USE OF CPDs CONDUCTED IN LUAMPA DISTRICT.....	66

LIST OF FIGURES

FIGURE 1: CONCEPTUAL FRAMEWORK.....	9
FIGURE 2: KEY WORDS USED BY RESPONDENTS TO DEFINE TO CPDs. (FIELD WORK 2023).....	35
FIGURE 3 : TRAINING ON HOW CPDs MUST BE CONDUCTED	36
FIGURE 4: CIVIC EDUCATION BEING BASED ON THEORY DURING LESSON DELIVERIES	61

LIST OF APPENDICES

APPENDIX A INFORMED CONSENT FORM FOR INDIVIDUAL PARTICIPANT	90
APPENDIX B: QUESTIONNAIRE FOR LEARNERS	91
APPENDIX C: <i>QUESTIONNAIRE FOR TEACHERS OF CIVIC EDUCATION</i>	94
APPENDIX D: OBSERVATION CHECKLIST	100
APPENDIX E: <i>SEMI-STRUCTURED INTERVIEW GUIDE FOR HEAD OF DEPARTMENT</i>	103
APPENDIX F: SEMI-STRUCTURED INTERVIEW FOR HEAD TEACHERS	104
APPENDIX G: SEMI-STRUCTURED INTERVIEW FOR DISTRICT EDUCATION BOARD SECRETARY.....	105
APPENDIX H: APPROVAL OF STUDY	107
APPENDIX I: SUPERVISOR’S PERMISSION LETTER FOR LUKA KAKUPA’S FIELD WORK	110
APPENDIX J: PERMISSION FROM DEBS FOR LUKA KAKUPA’S FIELD WORK	111

Table of Contents

COPYRIGHT	i
AUTHOR'S DECLARATION	ii
APPROVAL.....	iii
ABSTRACT	iv
DEDICATION	vi
ACKNOWLEDGEMENTS	vii
LIST OF ACRONYMS	viii
LIST OF TABLES	ix
LIST OF FIGURES	xi
LIST OF APPENDICES	xii
CHAPTER ONE -INTRODUCTION	1
1.0 OVERVIEW	1
1.1 BACKGROUND TO THE STUDY	1
1.1.1 Teaching Profession Act Number 5 of 2013	3
1.1.2 Gazette Notice Number 1207 of December 2019 section 12.1	3
1.1.3 CPD Classroom competencies	3
1.1.4 21st century skills in Civic Education	4
1.2 Statement of the problem	5
1.3 Purpose of the study	6
1.4 Objectives of the study	6
1.5 Research questions	6
1.6 Significance of the study.....	7
1.7 Delimitation.....	8
1.8 Theoretical Framework.....	8
1.9 Conceptual framework	9
1.10 Operational Definition of Terms.....	10
1.11 Summary of the Chapter.....	10
CHAPTER TWO –LITERATURE REVIEW.....	11
2.0 Overview	11
2.1 Literature relevant to this study.....	11
2.1.1 Nature of CPDs for teachers	11
2.1.2 Components of CPDs for teachers	13

2.1.3 Adequacy of CPDs for teachers	15
2.1.4 Challenges in the use of CPDs to promote 21 st Century Civic Education skills	17
2.2 Classic, definitive and most influential pieces of research in this area	18
2.2.1 Need for CPDs for teachers of Civic Education	18
2.3 Research Gap	20
2.4 Summary of Literature Review	20
CHAPTER THREE –RESEARCH METHODOLOGY	22
3.0 Overview.....	22
3.1 Research paradigm	22
3.2. Research design	22
3.3. Study Site	22
3.4. Study population.....	23
3.5. Study sample and sampling procedures	23
3.6. Data collection techniques	23
3.6.1 Questionnaires	24
3.6.2 Interview Guides.....	24
3.6.3 Observation Checklist for teachers of Civic Education.....	25
3.7 Quality Control.....	26
3.7.1 Data Validity.....	26
3.7.2 Reliability	26
3.8. Data collection procedures.....	26
3.9. Data analysis.....	27
3.9.1 Qualitative data analysis.....	27
3.9.2 Quantitative data analysis.....	27
3.10. Ethical considerations	27
3.11. Summary of the chapter.....	28
CHAPTER 4	29
PRESENTATION OF FINDINGS	29
4.0. Overview	29
4.1 Demographic information of participants.....	29
4.1.1 Demographic details for Learners.....	29
4.1.2 Teachers of Civic Education	30

4.1.3	Administrators	32
4.2	Pilot Experiment.....	33
4.3	Findings from Secondary Schools	33
4.3.1	Participants understanding of the concept of Continuous Professional Development Programs	34
TCZ training on how CPDs must be held.		36
4.3.2.....		36
Conduction of CPDs for teachers.....		37
4.3.2.....		37
4.3.4	Nature of CPDs for teachers of Civic Education	39
4.3.5.	21 st Century Civic Education skills.....	45
4.3.6.	Components of CPDs for teachers promoting 21 st century Civic Education skills.	47
4.3.7.	Monitoring of CPDs for Teachers	51
4.3.8.	Observation of Civic Education lesson deliveries	52
4.3.9.	21 st Century Civic Education teaching approaches teachers use in school 53	
4.3.10.	Adequacy of CPDs in enhancement of 21 st Century Civic Education Teaching Approaches.	55
4.3.11.	Review of Challenges in using CPDs to promote 21 st Century Civic Education skills	65
4.4.	Summary	69
CHAPTER FIVE: DISCUSSION OF FINDINGS		71
5.0.	Overview	71
5.1.	Participants understanding of the concept of CPDs.....	71
5.2.	TCZ training on how CPDs must be conducted.	72
5.3.	Situation on conduction of CPDs for teachers	72
5.4.	Nature of CPDs for teachers of Civic Education.....	73
5.5.	21 st Century Civic Education skills utilised in schools	74
5.6.	Components of CPDs for teachers promoting 21 st century Civic Education skills.	74
5.7.	Monitoring of CPDs for teachers.	76
5.8.	Observations of Civic Education lesson deliveries	76
5.9.	Adequacy of CPDs in enhancement of 21 st Century Civic Education Teaching Approaches	76

5.10. Review of challenges encountered in the use of CPDs.....	78
5.11. Summary	80
CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS.....	81
6.0. Overview	81
6.1. Conclusion	81
6.2. Recommendations	83
6.3. Suggestions for Further Research.....	83
References	84
Appendix A Informed Consent Form for Individual Participant.....	90
APPENDIX B: Questionnaire for learners	91
Appendix C: <i>Questionnaire for Teachers of Civic Education</i>	94
Appendix D: Observation Checklist	100
<i>Appendix E: Semi-Structured Interview Guide for Head of Department ...</i>	103
Appendix F: Semi-structured interview for Head Teachers	104
Appendix G: Semi-structured interview for District Education Board Secretary	105
Appendix H: Approval of Study	107
APPENDIX I: Supervisor’s permission letter for Luka Kakupa’s field work	110
APPENDIX J: PERMISSION FROM DEBS FOR LUKA KAKUPA’S FIELD WORK.....	111

CHAPTER ONE -INTRODUCTION

1.0 OVERVIEW

This chapter served as the commencement of the research study. The chapter looked at imperative aspects like background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitation, conceptual framework, Key concepts operational definitions, and conclusion.

1.1 BACKGROUND TO THE STUDY

Education is a necessary tool in every sphere of life. Not only is education necessary, but quality education provision is also crucial. Therefore, nothing serves as a substitute for quality education. Indeed, even countries need quality education for their citizens to have capable and highly dedicated human resources inspired by civic instincts and an overwhelming desire for perfection in civic engagement activities. A perfect calibre of such citizens is attainable if quality education is offered by quality teachers. Ministry of Education indicates that teachers and teacher educators are to attend Continuous Professional Development (CPD) programmes with the intent to update pedagogical approaches (MOE, 2013). Not only are pedagogical approaches updated, but also assessment procedures, cordial relationships with parents, community engagement, and school management compounded by care for learners.

With a heightened desire for the absorption of critical thinking skills by learners, CPD programmes are encouraged in all Zambian schools by the Ministry of education. This is in a bid to have citizens that are suitable for the transformation of environments via peaceful trends. Critical thinking skills are a major requirement in the 21st century for all citizens (Hubert, 2020). Countries without critical thinking skills among their citizenry have problems reaching democratization. Such countries can go to war at any time due to a lack of critical thinking skills brought about by Civic Education.

Bravo to the Teaching Council of Zambia for introducing compulsory CPD in Zambia. The Teaching Council of Zambia uses these programmes as a Regulatory Policy. All teachers are required to participate in CPD Programmes in order to have their licenses renewed. This is good as it compels all teachers in schools to

comply with the policy for the purpose of delivering quality education dressed in critical thinking skills. MOE (1996: 60) highlights that, “High schools will be required to intensify the preparation they give to pupils for the conclusion of life in school and the commencement of adult life.” This is the task the Teaching Council of Zambia is enforcing, aimed at rebooting the needed quality education through the involvement of teachers in CPD activities.

According to Semela (2007), professional development involves formal experiences that incorporate attending workshops, mentoring, attending professional meetings, to mention just a few. From the perspective of informal experiences, there are aspects of watching academic television documentaries, perusing professional publications, to just mention a few. It is for this reason that professional developments refer to professional growth. Others call professional developments as job training, while other sects term it in-service education. The aim of professional development is that of improving staff skills as well as competencies necessary for students’ magnificent educational results. It must be noted that professional development programs are highlighted by Olivia and Pawlas as planned activities for teachers’ personal as well as professional growth (Olivia & Pawlas, 1997).

However, despite the importance of 21st-century Civic Education teaching approaches in promoting active citizenship and social responsibility, the implementation of these approaches in Zambia has been limited. The Standards and Evaluations Guidelines (MESVTEE, 2015) indicate that the current decentralized education system allows schools and units to plan and manage CPD programmes. One of the main challenges is the lack of adequate continuous professional development programs for teachers, which would equip teachers with the necessary skills and knowledge to effectively teach 21st-century Civic Education. As a result, many teachers in Zambia may not be able to incorporate modern teaching techniques such as project-based learning, collaborative learning, and technology integration into their Civic Education lessons (Babette & Tim, 2011). This may lead to students receiving an outdated and ineffective Civic Education, which may not prepare them for active citizenship, critical thinking, as well as social responsibility in this rapidly changing world.

1.1.1 Teaching Profession Act Number 5 of 2013

The Teaching Council of Zambia develops, maintains, and improves appropriate standards anchored on qualifications in the teaching profession (Teaching Council of Zambia, 2021). Furthermore, it develops, promotes, and enforces internationally comparable teaching profession practice standards aimed at improving the quality of education in Zambia. It also facilitates the acquisition of knowledge by teachers through the establishment of technical libraries as well as the provision of grants. Moreover, the Teaching Council of Zambia further regulates the provision of continuing professional development as well as training likely to be undertaken by teachers.

1.1.2 Gazette Notice Number 1207 of December 2019 section 12.1

The conditions for renewal of Practicing Certificates includes provision of proof of participation in CPDs. The proof is presented before credit points can be awarded to deserving teachers. The CPD Regulatory Policy also emphasizes that professionals outside formal practice would be exposed to mandatory professional examinations by the Teaching Council of Zambia for them to get a minimum of 50 credit points per annual examination. It is further stipulated that voluntary service could be done by unemployed teachers in a registered public or private learning institution in areas of specialization for at least three months in order to accrue minimum of 50 points per month (Teaching Council of Zambia, 2021).

1.1.3 CPD Classroom competencies

As a way of bringing sanity in the education sector, a CPD Regulatory Policy by The Teaching Council of Zambia (2021) emphasised on general classroom competencies necessary for each teacher. One of them is mastery of subject materials which is so crucial in the teaching and learning process. It is imperative that teachers must have a greater know-how of the subject they teach if they are to impact positively on the learners. This therefore implies the fact that learners ought to be lifelong learners in order for them to have a comprehensive understanding of subject materials.

Besides the above, the other yet important general classroom competence hinges on the skills necessary for researching, planning, as well as forecasting on what is intended to be taught. A teacher needs to be a greater researcher (Teaching Council of Zambia, 2021). Teaching means going several miles above the expected

knowledge and expertise. Furthermore, a teacher need to be a great planner. Planning makes a good teacher. No lesson can be well delivered without proper planning. Skills for forecasting are important to every teacher as they allow for preparation of adequate materials necessary for proper learning.

A teacher ought to have knowledge of the different learning styles for a much greater performance and several benefits to learners. A certain talent proportion of learners may comprehend verbal instructions. Another proportion of learners might want to be engaged in hands on for a thorough understanding. How a learner behaves has a link to teaching strategies utilized by the teacher (Fleming & Baume, 2006).

The CPD Regulatory Policy developed by Teaching Council of Zambia still emphasizes on utilization of valid and reliable learner performance assessment measurements and evaluation techniques according to set standards (Teaching Council of Zambia, 2021). Furthermore, teachers are urged to use effective theories, strategies, methods, approaches as they teach learners. This is very much important as poor approaches result in poorly baked school leavers. Proper learner centred approaches result in well baked school leavers.

It is also imperative that collaboration is enhanced. Learners ought to develop collaboration skill that can enable them to relate well with everyone in the community. Collaboration begins from a classroom scenario and later extended to teachers, school administrators, parents as well as the entire community. Collaboration skill is equally essential to teachers, administrators, parents and the entire community. Meaningful decisions could be attained through positive collaboration with others.

Moreover, management of oneself is seen as a very important factor. Teachers must be in a position to carefully manage themselves in terms of behaviour. They should also be able to control learners' behaviour. Teachers must be able to control the learning processes (Care, Anderson, & Kim, 2016) (Muuna & Kalam, 2021). Teachers also ought to manage teaching and learning materials as well as the classroom environment.

1.1.4 21st century skills in Civic Education

These skills include cognitive and non-cognitive skills like problem solving, critical thinking, effective communication, collaboration, motivation, learning to

learn, persistence, innovation, creativity and ethics (Care, Anderson, & Kim, 2016) (Torney-Purta & Wilkenfeld, 2009).

1.2 Statement of the problem

Zambia has a Continuous Professional Development Regulatory Policy of January 2021. This Regulatory Policy is the property of Teaching Council of Zambia. The compulsory nature of CPDs is sanctioned by Teaching Council of Zambia (Teaching Council of Zambia, 2021). All teachers are therefore expected to participate in CPD activities for purposes of equipping themselves with skills, competences, and knowledge for current job. The Zambian CPD policy further hints that CPD activities may range from seminars, work based activities, self-directed informal learning, formal short courses as well as professional network forums (Ibid). It should be noted that CPD is furthermore viewed as a platform for clearing inadequacies arising from initial teacher training programmes.

Despite having that CPD Policy in place, some schools in Luampa District run from Pre-school to Grade Twelve hence posing challenges on how certain CPD programs are supposed to be of help. The criteria of holding CPDs at such schools remain complicated due to low numbers of staffing levels especially from the perspective of combined schools. Furthermore, there is too much of theoretical knowledge as opposed to practical knowledge on the part of learners. Performance of learners at examination levels is splendid while 21st century Civic Education skills necessary for community problem solving after school life are lacking. Many youths shun developmental meetings and programs despite passing Civic Education with flying colours. Many youths engage in reckless beer drinking at the expense of helping in the running of the country's governance. Many youths especially females engage in illicit sex and help in the increase of moral decay despite passing Civic Education with flying colours. Furthermore, many youths engage in hooliganism especially during elections which is a threat to national security. In this same line, Mboyonga (2018) bemoaned a situation where learning institutions had several disciplinary problems like alcohol abuse, truancy, as well as student unrests. Mboyonga further hinted that curbing riots in schools hinged on modelling of democratic governance. There is therefore a need to move away from teacher centred approaches which are undemocratic, to learner centred approaches which are democratic.

Muleya (2019) encourages teaching and learning methods that stimulate critical thinking in learners and further enhance learner transformation. In order for this to be attained, Muleya recommended that Continuous Professional Development activities be strengthened in schools for teachers of Civic Education to employ 21st century teaching approaches which are learner centred activities during lesson delivery as also espoused by Mufalo et al (2021: 146-154). There was therefore a need to investigate the role of Continuous Professional Development programs (CPDs) in fostering 21st Civic Education Teaching Approaches in selected Secondary Schools of Luampa District. This study intended to fulfil the highlighted gap.

1.3 Purpose of the study

The purpose of this study was to explore Continuous Professional Development Programs in fostering 21st-century Civic Education Teaching Approaches.

1.4 Objectives of the study

The purpose of the study was accomplished through the following research objectives:

- 1) To investigate the nature of CPDs conducted in Secondary Schools of Luampa District.
- 2) To identify components of the CPDs dedicated to the promotion of 21st-century Civic Education skills.
- 3) To assess the adequacy of CPD activities in fostering 21st-century Civic Education Teaching approaches.
- 4) To examine challenges encountered in the use of CPDs to promote 21st-century Civic Education skills.

1.5 Research questions

The following were the research questions of the study:

- 1) What is the nature of CPDs conducted in Secondary Schools of Luampa District?
- 2) What components of the CPDs are dedicated to the promotion of 21st-century Civic Education skills?
- 3) How adequate are the CPD activities in fostering 21st-century Civic Education Teaching Approaches?

- 4) What challenges are encountered in the use of CPDs to promote 21st-century Civic Education skills and what are the remedies?

1.6 Significance of the study

The study findings of the study were important as they may help in filling an existing knowledge gap and at the same time inform policy making in Zambia through development of strategies meant to support teachers in the assessment of learners' progress in the acquisition of 21st century skills. The effective utilization of Continuous Professional Development Programs (CPDs) may lead to utilization of 21st century Civic Education Teaching Approaches necessary to accomplish the four 21st century learning skills namely; communication, creativity, collaboration, and critical thinking. Moreover, learners were also going to gain life skills like productivity, initiative, flexibility, leadership, and social skills. Furthermore, learners would also gain literacy skills like technology literacy, information literacy, as well as media literacy. Equally, study findings were expected to reveal different stances that could be used to incorporate CPDs in the implementation of 21st century Civic Education Teaching Approaches. Furthermore, Teaching Council of Zambia, education administrators like Permanent Secretary, Provincial Education Officers, District Education Board Secretaries, Head Teachers and others would utilize the findings to improve management of CPDs in Zambia.

Improvement of CPDs in Zambia may create a pragmatic learning environment for pupils not only in Civic Education but also in many other subjects. This may result in quality education attainment in schools that could yield most expected outcomes of education. Learners may be holistically prepared by fully baked teachers who are products of effective CPDs. Learners may become practically oriented citizens with a highlighted appetite for democratic dispensation.

It is worth noting to state that the findings of this study may also provide an insight to different education stakeholders to scout for solutions meant to overcome challenges consuming our education system. Additionally, study findings as well as suggested solutions may be essential to education administrators, teachers, policy makers, decision makers, NGOs, community, and all agencies dealing with education.

1.7 Delimitation

The study only dealt with an investigation of the role of CPDs in fostering 21st century Civic Education Teaching Approaches. Five Secondary Schools with Grade 12 Civic Education classes in Luampa District were involved in the study.

1.8 Theoretical Framework

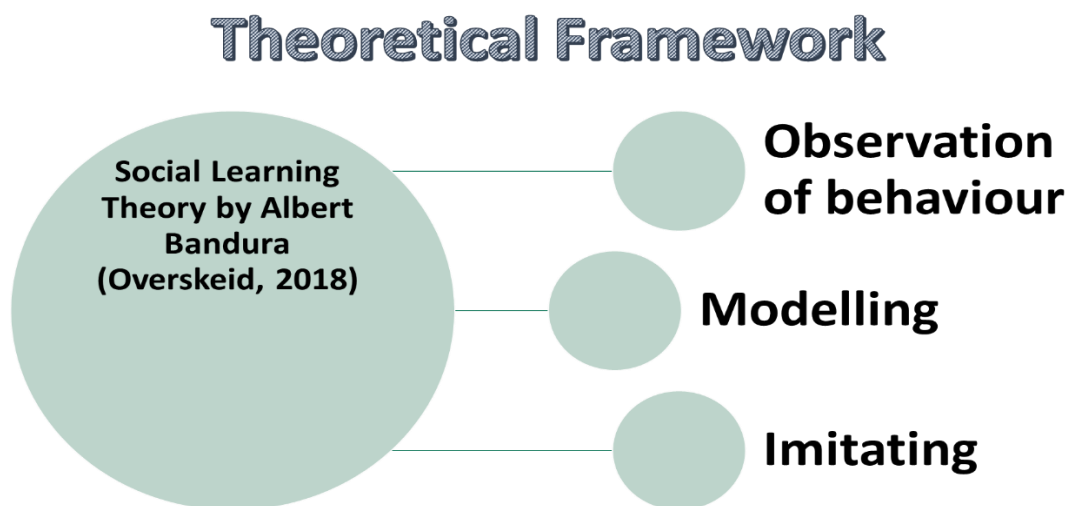


FIGURE 1: Theoretical Framework

This study was guided by the Social Learning Theory by Albert Bandura (Nabavi, 2012). This theory suggested that learning occurred through the observation of behaviour and the consequences of that behaviour. According to the theory, individuals could learn new behaviours by observing the behaviour of others and the outcomes of their actions. Overskeid (2018) emphasized Albert Bandura's learning theory by stating that a person with no experience of swinging a baseball bat in life would be knowledgeable if given a bat and instructed to hit a baseball. The learning theory indicated that observed actions could have been seen either in person or on television.

In the context of this study, the Social Learning Theory was used to explain how CPDs could foster 21st-century Civic Education Teaching approaches among teachers. The theory suggested that teachers could observe and learn from other teachers who have successfully implemented these approaches (Fryling et al., 2011). Through CPDs, teachers could be exposed to new ideas and techniques for teaching Civic Education effectively, which they can then apply in their classrooms.

Moreover, the theory suggested that learning occurred through feedback and reinforcement (Hammer, 2011). Teachers who received positive feedback and reinforcement for their use of 21st-century Civic Education teaching approaches were more likely to continue using these approaches. On the other hand, teachers who received negative feedback or no reinforcement were less likely to use these approaches.

Therefore, the Social Learning Theory provided a useful framework for understanding the role of CPDs in fostering 21st-century Civic Education teaching approaches among teachers in Luampa District of Western Province, Zambia. The theory helped in exploring the role of CPDs in fostering 21st Century Civic Education teaching approaches in the teaching and learning of selected secondary schools of Luampa District.

1.9 Conceptual framework

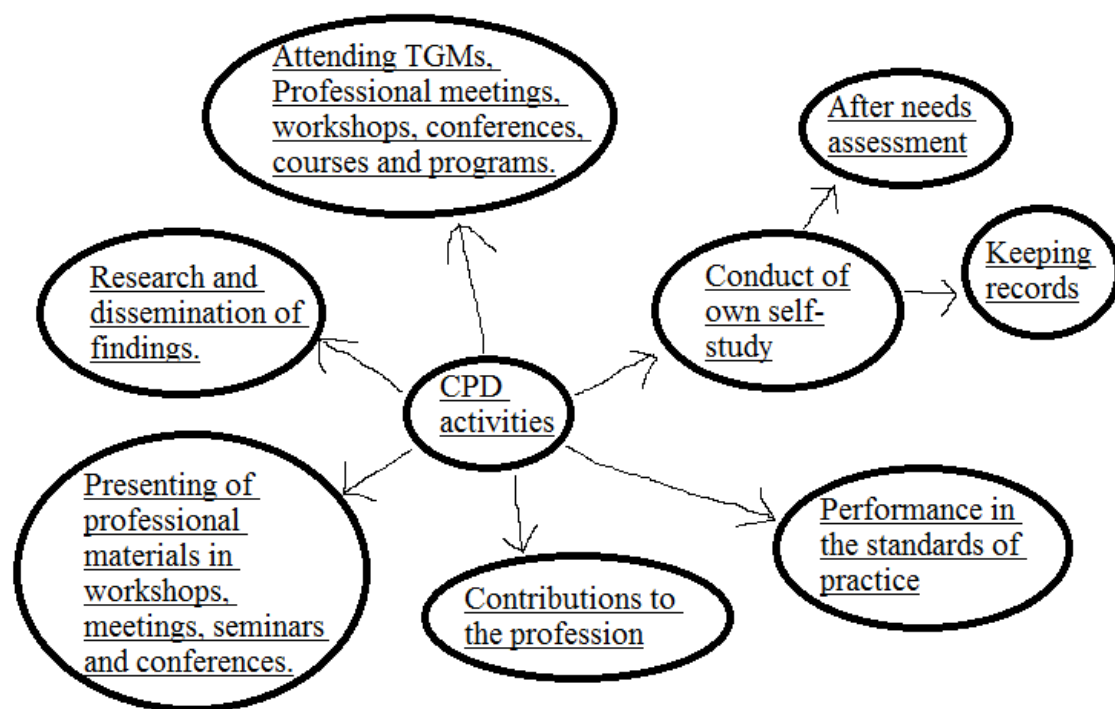


Figure 1: Conceptual Framework

Figure 1 above served as the conceptual framework that guided this study. The framework was used to investigate the role of CPD activities or programmes in fostering 21st-century Civic Education Teaching Approaches. Taken into consideration were all the three strands of Civic Education, namely civic

knowledge, civic skills, and civic dispositions. Effective use of CPDs is supposed to result in learners who have 21st-century skills like collaboration, creativity, confidence, perseverance, teamwork, problem-solving, respect for divergent views, navigating the digital world, critical thinking, to mention just a few.

1.10 Operational Definition of Terms

21st Century skills are skills necessary for success in various ever-changing workplaces in the modern world. Examples of such 21st century skills are analytical thinking, critical thinking, problem solving, effective communication, collaboration, imagination, creative thinking, motivation, digital literacy, personal development, perseverance, confidence, and networking (Care, Anderson, & Kim, 2016) (Torney-Purta & Wilkenfeld, 2009).

21st century Teaching Approaches: These are teaching approaches based on learner centred activities. Examples of such teaching approaches are collaborative approach, constructivist approach, reflective approach, enquiry based approach, and the integrative approach (Gudaji, 2019), (Osieja, 2016).

Adequacy is a quality of meeting a requirement or being enough or acceptable like in terms of time, needs, money, etc.(Merriam-Webster, 2024).

Civic Education is a field of study that focuses on acquisition of civic knowledge, civic skills, as well as civic dispositions in learners as espoused by Mainde, Katongo, and Mpolomoka (2021).

Continuous Professional Development programmes are lifelong learning programmes for professionals which have a target of enhancing practitioner performance in the area of specialisation so as to reduce on inadequacies of initial teacher training programmes (The Teaching Council, 2021).

1.11 Summary of the Chapter

In this chapter, various aspects were explored through the background to the study by highlighting key developments that shaped today's CPD in Zambia. The chapter also presented the statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, and delimitation. Additionally, the conceptual framework and operational definitions of key concepts were examined. The next chapter reviewed related literature on the topic of CPD.

CHAPTER TWO –LITERATURE REVIEW

2.0 Overview

This chapter presented a comprehensive review of literature by various authors and researchers that was pertinent to this study. It included an assessment of the strengths and weaknesses of previous research, and aimed to justify the current research by examining the work of other authors and explaining the necessity of the current study.

2.1 Literature relevant to this study

2.1.1 Nature of CPDs for teachers

Continuing Professional Development (CPD) plays a crucial role in enhancing the knowledge and skills of professionals, contributing to their ongoing growth and effectiveness in their respective fields. Various studies conducted in different contexts shed light on the diverse nature of CPD programmes, revealing a spectrum of activities that professionals can engage in for their continuous development. According to the Continuing Professional Development Regulatory Policy of Zambia, initial training is merely a foundation for increasingly ever-changing knowledge acquisition as well as lifelong teaching (The Teaching Council of Zambia, 2021). There is therefore a need to keep on updating knowledge and skills through internal or external professional development activities like work-based activities, conferences, seminars, professional network forums, formal short courses of study and self-directed informal learning. The CPD Regulatory Policy for Zambia did not however stress on the nature of CPDs that could directly foster 21st Century Civic Education teaching approaches in the teaching and learning of selected secondary schools in Luampa District.

In the Philippines, the Professional Regulation Commission introduced the Continuing Professional Development (CPD) Act of 2016, outlining a comprehensive framework for CPD programmes. The Act categorized CPD activities into structured and non-structured forms, encompassing diverse learning processes and outcomes (Professional Regulation Commission, 2017). Highlighted CPD programmes included formal learning, informal learning, non-formal learning, online learning activities, self-directed learning, and professional work experience. Formal learning, as per the CPD Act, involved structured and curriculum-based activities that led to qualifications such as diplomas and degrees.

Non-formal learning served as an alternative to formal learning and included activities like seminars, lectures, conferences, and corporate social responsibility. Informal learning was validated through recognition and accreditation processes and could also contribute to qualifications. Online learning activities, such as webinars provided flexibility for professionals to engage in learning remotely. Self-directed learning was stressed as a process where individuals plan and evaluate their learning experiences without external teachers, often participating in activities like conferences, seminars, conventions, and lectures. However, this study did not touch on aspects to do with the role of CPDs in fostering 21st Century Civic Education teaching approaches.

Navarro's (2020) study focused on the intersection of law and reality in Continuing Professional Development. This study reinforced the multi-faceted nature of CPD programmes, identifying elements such as formal learning, non-formal learning, self-directed learning, informal learning, online learning activities, and professional work experience (Navarro, 2020). Additionally, Navarro's study introduced Corporate Social Responsibility as an integral component of CPD, emphasizing the importance of socially responsible professional development. Nevertheless, the study did not connect the nature of CPDs identified to Civic Education.

In another development, Ahmad conducted a study on exploring the Nature of Continuing Professional Development Programmes whose target was on English as a foreign language. The study was carried out in an English language Institute at a Saudi Arabian University. Findings of the study indicated that English as a foreign language teachers appreciated external CPD activities like workshops and conferences, courses as well as seminars (Ahmad, 2016). Ahmad further reported that, respondents also preferred engagements in self-directed CPD activities like perusing through professional literature, informal discussions, and self-reflection. It was further hinted that respondents hated anything to do with internal CPD which could include observations in classrooms as well as other in-house training sessions. The recommendation was that, the Institution needed to look into the improvement of both the internal CPD activities and the mentoring program. This study did not look at CPDs in vein of Civic Education.

It was essential to explore how CPD programmes fostered 21st century Civic Education Teaching Approaches in Secondary Schools of Luampa District. This study sought to establish the nature of CPDs in this specific context, considering the unique requirements and challenges associated with fostering 21st-century Civic Education teaching approaches among teachers. Through an examination of the literature and an exploration of local practices, this research aimed to contribute valuable insights into the nature of CPD programs in the realm of Civic Education.

2.1.2 Components of CPDs for teachers

Morrison (2015)'s exploration of Continuing Professional Development, outlined eight components that were considered crucial for its effectiveness. These aspects cover a broad spectrum, including the duration of the CPD, how well it aligns with individual needs, its targeted focus, the extent and depth of content coverage, the nature of activities involved, the incorporation of external input, the level of collaboration encouraged, and the role of leadership in guiding the CPD process. While these components have gained prominence in discussions around professional development, a closer examination of their applicability is essential, particularly when delving into the nuanced domain of Civic Education.

Morrison further recommended that content be considered on the perspective of subject knowledge as well as subject specific teaching techniques (Morrison, 2015). On the part of collaboration, it was indicated that peer support allowed for refining of new approaches as well as an opportunity for participants to work together. Common types of activities mentioned for effective professional development were mentioned in the order of; discussion, experimentation, analysis, as well as reflection. It was further highlighted that, as a component of CPD, constructive external input was imperative as it shared fresh perspectives and also challenged generally accepted theory. Moreover, leadership CPD component held the assertion that, effective leaders embedded change by engaging in professional development while defining opportunities, and providing needed support. Challenge was however how to provide needed support to CPD. The other challenge mentioned was where teachers were expected to help students succeed without helping teachers to get in the know-how of fulfilling their duties. The study did not hinge on Civic Education. It was therefore imperative to identify components of the CPDs dedicated to the promotion of 21st century Civic Education skills.

In another study, Guskey conducted a research on the evaluation of professional development. The study indicated that professional development affected three

strands namely; teacher's learning, practice of teaching, as well as student learning (Guskey, Evaluating professional development, 2000). The study further revealed that there was need for evidence based research which impacted on outcomes for teachers and students. Guskey (2000) further highlighted the need for professional development to have core features like active learning, content focussed, duration, collective participation, and coherence. The study concurred with both empirical studies and theoretical literature. The study was however conducted in Korea and not Zambia.

In a study conducted by Antonio on Continuing Professional Development of Teacher Educators, results indicated that Teacher Educators mostly engaged themselves in self-directed CPD activities as well as informal collaborative dialogues (Antonio, 2019). In the same study, Teacher Educators confirmed having gained increased skills and knowledge despite attending meetings mainly for meeting instructional needs regarding their courses. It should however be noted that the study was not conducted in Zambia and was not about role of CPDs in fostering 21st century Civic Education Teaching Approaches.

Moreover, another study was conducted on the effectiveness of teacher professional development but with emphasis on seven key features of effective professional developments. The findings indicated the prevalence of seven key features or characteristics or elements of effective professional developments which includes the aspect of being content focussed, promoting active learning, involving collaboration, provision of coaching as well as expert support, must have a sustained duration, and lastly involves models and modelling (Darling-Hammond, Hyler, & Gardner, 2017) (Phun, 2021). The research however hinted that many professional developments were ineffective in many countries. The study was however not conducted in Zambia and had not direct bearing on Civic Education in Luampa District.

Concurrently, Main and Pendergast's (2015) research looked into the intricate dynamics between CPD teacher effectiveness, and ultimate student outcomes. The study identified critical components that significantly impact the effectiveness of CPD programs. These include a focused content approach, program coherence, and the promotion of active learning methodologies, encouragement of collective participation among educators, and a thoughtful consideration of the duration of

CPD initiatives. While these components offer valuable insights into designing effective CPD programs, a more detailed exploration is needed to unravel the complex ways in which these factors influence teaching practices and contribute to enhanced student success. This is especially crucial when applied to the distinctive landscape of Civic Education. A deeper investigation is warranted to comprehensively understand the nuanced interplay between these identified components and their tangible impact on teaching methodologies and student outcomes, thereby enriching the discourse on the efficacy of CPD programs in the field of Civic Education.

2.1.3 Adequacy of CPDs for teachers

Continuing Professional Development (CPD) plays a pivotal role in enhancing teaching skills and elevating learner performance. However, the adequacy of CPD programs in addressing the specific needs of Civic Education teachers and fostering 21st-century teaching approaches is a subject that warrants critical examination.

Phiri's (2020) study in Lusaka, Zambia, focused on the effectiveness of CPD through lesson study, utilizing a mixed methods approach. The findings highlighted improvements in teaching skills and learner performance resulting from Continuous Professional Development. However, challenges surfaced, with some respondents perceiving the program as cumbersome to organize and difficult to attend due to the lack of incentives and the absence of a fixed timetable. Notably, the study primarily catered to English teachers, neglecting the specific needs of Civic Education teachers and the incorporation of 21st-century Civic Education Teaching Approaches. Supporting the same views, another study was conducted in South Africa premised on the value of continuous professional development over teachers' perceptions. The study revealed that CPDs would be adequate if hands on presentations were incorporated to ensure teachers fully understood the use of suggested teaching methods (Lessing & Witty, 2007). The same study indicated that worthiness of time and sacrifices made were likely to make teachers attend CPDs.

Apart from the above, another study was conducted in Pakistan on Continuous Professional Development of Teachers with emphasis on Public Universities. In this study, a self-developed questionnaire was used to collect data from 700

teachers from four faculties. Descriptive statistics was used as well as frequency responses which also included mean scores and standard deviation (Dilshad, Hussain, & Batool, 2019). Results of the study indicated teachers' moderate engagement in all professional development activities. The study further highlighted that CPD activities were adequate if teachers managed to produce research papers, reviewed articles for journal publications, and even went miles ahead to develop teaching and learning materials. It was further stressed by the study that CPDs were not adequate if teachers needed more communication skills, more management skills, and more research skills.

Furthermore, Antonio conducted a research on Continuing Professional Development of Teacher Educators within the Organisation of Eastern Caribbean States. For comprehension purposes, the study adopted a Mixed Method, which was exploratory and utilised a sequential qualitative-quantitative research design. The findings were that, Teacher Educators valued CPDs despite having a weak CPD culture within their territorial area (Antonio, 2019). This indicated that their CPD was not adequate. This research was not conducted in Zambia and only touched on CPDs but had nothing to do with Civic Education.

El-Deghaidy et al.'s study in Saudi Arabia delved into the design of effective professional development, revealing concerns among science teachers about the CPD programs offered to them (El-Deghaidy, H et al, 2015). The research method used for the study was both quantitative and qualitative analyses. A questionnaire was used in the study to teachers with various teaching experiences. Findings were that, teachers were mostly passive recipients of already prepared programmes hence pointing to potential inadequacies in the engagement and impact of CPD initiatives. The researcher further indicated the need for science teachers to be collaborative and proactive for positive professional developments. However, this study was for science teachers and not for teachers of Civic Education.

These studies collectively underscored the need for a more nuanced and tailored approach to CPD programs, especially in the context of Civic Education. While improvements in teaching skills and learner outcomes are evident, challenges such as organizational complexities, attendance barriers, and program exclusivity need to be addressed. The critical question emerges: How adequately are CPD activities

fostering 21st-century Civic Education Teaching Approaches in selected secondary schools of Luampa District?

According to Gudaji (2019) in a study on pedagogy approaches, the researcher hinted on five approaches which are labelled as learner centred approaches or simply called pedagogical approaches. The pedagogical approaches ranged from constructivist, inquiry-based learning, collaborative, reflective and integrative approaches (Osieja, 2016). In constructivism approach, learners are at the centre of knowledge creation while the teacher creates a conducive learning process. Methods of assessment in Constructivist approach included project based learning, peer assessment, oral presentations, anecdotal records, rubrics, and portfolio. In enquiry based learning, learners gain knowledge through investigation. While in collaborative approach, learners are engaged in collective learning, peer teaching as well as team learning. In reflective approach, learners were involved self-observation, self-evaluation, report writing, diary presentations, and journaling (Gudaji, 2019). It should be noted however that, the approaches were not discussed in connection to the teaching of Civic Education in Zambia.

2.1.4 Challenges in the use of CPDs to promote 21st Century Civic Education skills

Chavula (2016) conducted a study on school-based continuous professional development (CPD) through lesson study in Zambian secondary schools, revealing challenges stemming from a severe shortage of qualified teachers. The study noted a lack of commitment among Education Standards Officers and some Head Teachers. However, it lacked a direct connection to Civic Education and did not address 21st Century Civic Education skills. This study critically examined the challenges faced in utilizing CPDs to promote 21st-century Civic Education skills in selected secondary schools of Luampa District.

In a study conducted by Antonio, it was unearthed that despite the regulatory body in charge of Teacher Education's most stable and regular form of Continuing Professional Development programmes, there were a lot of challenges ranging from inadequate funding, lack of recognition for CPD efforts, family commitments, heavy workloads, time constraints, costs, to mention just a few (Antonio, 2019). To redress the situation, it was recommended that proper systems as well as policies were needed in the lane of teacher CPDs. In the same vein, in

a study conducted on Pakistan Public Universities with regards to Continuous Professional Development of Teachers, challenges or barriers that affected CPDs ranged from time, unavailability of study leaves, and funding (Dilshad, Hussain, & Batool, 2019). However, it was recommended that University Teachers professional developments be an ongoing process and that to improve academic and research skills, Universities needed to organize frequent workshops and seminars.

Furthermore, a study on challenges faced by Headteachers as they implement Continuous Professional Development Activities in twelve selected schools of Luwingu District indicated that, some teachers had a negative attitude towards CPD activities, both teachers and facilitators had insufficient skills for good lesson critiquing (Sijabala, 2021). It was also observed that, lacked confidence. Moreover, there was a noticeable low commitment on the part of school and district management towards CPD programs. Sijabala further highlights that other challenges had to do with lack of time for lesson study implementation as well as difficulties in reaching out to far flung areas for monitoring. The study used a descriptive survey design for both qualitative and quantitative approaches. However, the study did not touch on anything to do with the role of CPDs in fostering 21st century teaching approaches.

In Ethiopia, Tulu's (2018) study explored the practice and challenges of school-based teachers' continuous professional development, using a descriptive survey design with both quantitative and qualitative methods. Findings indicated inadequate implementation of professional development activities such as mentoring, action research, portfolio development, peer observations, and group discussions. Teachers lacked support, facing challenges like lack of motivation, inadequate training, limited skills in action research, insufficient resources for CPD, absence of trained facilitators, insufficient funding, lack of peer coaching and evaluation, and high workloads for committed CPD participants.

2.2 Classic, definitive and most influential pieces of research in this area

2.2.1 Need for CPDs for teachers of Civic Education

Magasu, Muleya, and Mwemba's (2018) exploration of Civic Education pedagogy in Zambian secondary schools has unveiled various challenges and opportunities, providing valuable insights for educational improvement. Magasu, Muleya, and

Mwemba (2018) study illuminated the prevalent use of non-reflective strategies during Civic Education lessons, often grounded in theoretical approaches that restricted student expression. The study recommended Ministry of Education-led workshops and short courses, signalling a need for targeted professional development for Civic Education teachers.

Mainde, Chola, and Mpolomoka (2021) investigated the pedagogies employed in Civic Education classrooms, identifying a range of methods, from lectures and discussions to community engagement and pupil management boards. The study called for strengthened continuous professional development (CPD) activities, emphasizing workshops and conferences to prepare students for political participation and advocating for a shift from theoretical to community-based assessments.

Further, Mufalo, Muleya, and Simui (2022) explored Civic Education's role within Social Studies and revealed occurrence of a very predominant teacher-centred approach and a shortage of trained Civic Education instructors. The study underscored the necessity of incorporating 21st-century teaching approaches and advocated for increased Civic Education teachers and enhanced CPD programs, aligning with the broader call for transformative education.

These studies collectively highlighted the multifaceted challenges within Civic Education pedagogy—ranging from instructional methods to teacher training—and underscored the crucial role of targeted CPD initiatives. While Magasu et al. pinpointed the need for Ministry-led interventions, Mainde et al. advocated for diversified pedagogical strategies and community involvement. Mufalo et al.'s findings emphasized the importance of teacher training and the imperative to align education with contemporary teaching approaches.

From a theoretical point, Charmain's (2021) studies was premised on social learning, professional learning communities, and communities of practice. The study revealed presence of social learning in collaborative professional learning, communities of practice, as well as professional learning communities. It was further unleashed that discussions with peers flourishes informal as compared to attending teacher professional developments of shorter sessions (Meijs et al., 2013). Meanwhile, Bandura's (1976) social learning theory is of the notion that

everyone learns from others through behavioural and cognitive processes arising from the social setting. The study stated that learning through observation of behaviour and attached consequences. This means teachers can watch in order to see results and later implement such a technique or strategy to see the own results. The study further valued individual teachers as critical friends who could provide constructive feedback with reference to performance (Morrison, 2018). Results from the study illuminated that learning occurred through observations which is an epitome of inductive reasoning and could happen via peer modelling. Equally reinforcement which is an element of social learning theory is a prerequisite to learning. The study also mentioned the necessity for learners to be active participants of their learning. Since Social learning theory is composed of observation, imitation and modelling, it therefore tallies with collaborative professional development or learning (Duncombe & Armour, 2004)

2.3 Research Gap

Several studies have been reviewed in this chapter, however, the reviewed studies did not focus on the role of CPDs in fostering 21st Century Civic Education Teaching Approaches. This therefore means that, no researcher had ever researched the role of Continuous Professional Development Programmes in fostering 21st Century Civic Education Teaching Approaches in Secondary Schools of Luampa District. Hinging on the gap this study intended to investigate the nature of CPDs conducted in Secondary Schools of Luampa District. Additionally, the study equally intended to examine components of the CPDs dedicated to the promotion of 21st Century Civic Education skills. The study further intended to assess the adequacy of CPD activities in fostering 21st Century Civic Education Teaching Approaches. Lastly, to review challenges encountered in the use of CPDs to promote 21st century Civic Education skills in secondary schools of Luampa District.

2.4 Summary of Literature Review

In this chapter, a comprehensive review of literature by various authors and researchers, related and relevant to this study, was thoroughly covered. The review encompassed the nature of Continuing Professional Developments (CPDs), components of CPDs, the adequacy of CPDs, and challenges in using CPDs to promote 21st-century Civic Education skills. Additionally, pedagogical challenges

in teaching Civic Education were explored. The review of the literature was guided by the study objectives, which include establishing the nature of CPDs conducted in Secondary Schools, identifying components of CPDs dedicated to the promotion of 21st-century Civic Education skills, assessing the adequacy of CPD activities in fostering 21st-century Civic Education Teaching Approaches, and reviewing challenges encountered in the use of CPDs to promote 21st-century Civic Education skills. It is important to note that the reviewed literature had highlighted a research gap, necessitating the study. The following chapter presented the research methodology that was employed in this study.

CHAPTER THREE –RESEARCH METHODOLOGY

3.0 Overview

In the previous section, a review of literature on CPDs by other authors and researchers related and relevant to this study was covered. This chapter consisted of the methodology that was used in the study which incorporated, research paradigm, research design, study population, study sample, sampling procedures, and research instruments for data collection. Data collection procedures, data analysis, and ethical considerations were presented.

3.1 Research paradigm

This study was guided by the pragmatic theory of truth (Haack, 1976). As a philosophical underpinning, Creswell (2009) stressed that pragmatism focuses on both qualitative and quantitative methods research. Pragmatism theory solves practical problems by using pluralistic approaches that enable it to get all details concerning a given situation. The pragmatism theory therefore combined both quantitative and qualitative methods to solve the problem at hand. This implies that, there was a wider selection of methods, procedures, and techniques of research that led to intended objectives. The philosophical nature of this study which was within the threshold of pragmatism which uses both qualitative and quantitative methods, made it possible to investigate the role of CPDs in fostering 21st century Civic Education Teaching Approaches.

3.2. Research design

This study utilized a Descriptive Survey design which used both qualitative and quantitative methods of data collection. Kombo and Trump (2006) defined a research design as a plan which indicates how the research will take place or how it will be executed.

3.3. Study Site

The study was conducted in Luampa District, Zambia. The researcher had purposefully chosen Luampa District because of financial limitations on the part of the researcher.

3.4. Study population

The study targeted Grade 12 Civic Education pupils, teachers of Civic Education, Heads of Departments for Social Sciences, Head Teachers from five selected secondary schools, and District Education Board Secretary.

3.5. Study sample and sampling procedures

In this study, 131 participants were sampled and consisted of 100 learners (20 per school), 20 teachers (4 per school), and 5 Heads of Department for Social Sciences (1 per school), 5 Head Teachers (1 per school), and 1 District Education Board Secretary. District Education Board Secretary, Head Teachers, Social Sciences Heads of Departments, and Civic Education teachers were all purposefully sampled in this study owing to key roles of their various portfolios. All Civic Education teachers from the five secondary school were part of the research. All Head Teachers for the five selected secondary schools were part of the research. Learners of Civic Education in this study were sampled using quota sampling to select 20 Civic Education Grade 12 pupils translating into 10 boys and 10 girls per secondary school. The purpose of involving learners was to ascertain what they are learning and how they are learning inside and outside the class in the hands of a Civic Education teacher who participates in CPDs. All the four Combined School with Grade Classes for Civic Education were taken on board. The fifth secondary was automatically picked for it was the only fully standing alone Secondary school with Grade twelve classes but with no primary section.

3.6. Data collection techniques

In this study, three research instruments were used. The three instruments utilised were; questionnaires, interview guides, and observation Checklists. Different instruments of data collection were used for purposes of ensuring reliability and validity hence triangulating (Creswell et al, 2007). Additionally, since the study used both qualitative and quantitative research methods, interview guides gathered qualitative data, questionnaires obtained both qualitative and quantitative data, and observation checklist was used to collect quantitative data in a bid to answer the research questions.

3.6.1 Questionnaires

This study utilized questionnaires to gather necessary quantitative and qualitative information from learners and teachers of Civic Education. Questionnaires were administered to 100 Grade 12 learners as well as 20 teachers of Civic Education. The goodness of questionnaires is that they save time and collect data over a large sample (Kombo and Tromp, 2006). Moreover, both introductory remark and confidentiality assurance to participants were incorporated in each questionnaire.

3.6.1.1 Questionnaire for teachers

This study used a questionnaire for teachers to request for demographic data of participants. This was followed by collection of information on the nature of CPDs conducted in secondary schools of Luampa District. The third part requested for information on components of the CPDs dedicated to the promotion of 21st century Civic Education skills. The fourth part sought to assess how adequate the CPD activities were in fostering 21st century Civic Education Teaching Approaches. The last part requested teachers to review challenges encountered in the use of CPDs to promote 21st century Civic Education skills.

3.6.1.2 Questionnaires for learners

The questionnaire for learners had open ended and closed ended questions. This study requested learners to offer their views on promotion of 21st century skills in Civic Education inside and outside the classroom by a Civic Education teacher who participates in CPDs. They were further requested to give their views on the adequacy of 21st century teaching approaches in Civic Education. Collection of categorized data from learners was via open ended and closed ended questions.

3.6.2 Interview Guides

This study equally used interviews as they revealed a lot of information as the researcher expected participants to give thorough explanations while cross-checking information. In this case, a semi-structured interview was used to ensure all necessary points were attended to. All interviews were recorded for cross-checking but of course with permission from participants.

3.6.2.1 Semi-structured Interview Guide for DEBS

Luampa District Education Board uses inspection tools to ascertain performance of teachers in the District. This information was necessary for the research

especially that CPD is compulsory in the entire Zambia. A semi-structured interview guide was used to establish the nature of CPDs conducted in Secondary Schools of Luampa District; identify components of CPDs dedicated to the promotion of 21st century Civic Education skills; to assess how adequate the CPD activities are in fostering 21st Century Civic Education Teaching Approaches; and to review challenges encountered in the use of CPDs to promote 21st Century Civic Education skills.

3.6.2.2 Semi-Structured Interview Guide for Head Teachers

This study used open ended questions to inquire from Head Teachers if they were aware of the nature of CPDs conducted in their schools; identify components of the CPDs dedicated to the promotion of 21st century Civic Education skills; assess how adequate the CPD activities are in fostering 21st century Civic Education Teaching approaches; and to review challenges encountered in the use of CPDs to promote 21st century Civic Education skills.

3.6.2.3 Semi-Structured Interview Guide for Heads of Department

The researcher used a semi-structured interview to ascertain as to whether Heads of Departments were aware of the nature of Continuous Professional Development programs; whether they could identify components of the CPDs dedicated to the promotion of 21st century Civic Education skills. Moreover, the research requested Heads of Department to assess how adequate the CPD activities were in fostering 21st century Civic Education Teaching approaches.

3.6.3 Observation Checklist for teachers of Civic Education.

Observation checklist was used in this study as a necessary instrument that eliminated or reduced biases emanating from participants (Kathuri and Pals, 2003). In this instance, the observation checklist was utilized to collect data on implementation of CPDs that foster 21st century Civic Education Teaching Approaches. In this realm, the observation guide was used in collecting information on teacher's knowledge of 21st century Civic Education Teaching Approaches during lesson delivery. The researcher observed five Civic Education lesson deliveries from the five secondary schools of Luampa District.

3.7 Quality Control

The study complied with quality control measures in the researching world. Validity, reliability, and trustworthiness were the pertinent features in the credibility considerations. Doing so resulted in acquisition of credible and reliable research findings.

3.7.1 Data Validity

To validate the results for this study, the researcher compared findings extracted from interviews, questionnaires, and observations checklists so as to countercheck representation of the topic. The process of cross-checking results from the three angles is called triangulation.

3.7.2 Reliability

For reliability purposes, the researcher made sure that interviews were accurately and audibly recorded. The researcher proceeded to transcribe recorded data for hard copy storage. Maxwell (2005) indicates that participants must be in a position to identify reported research findings as part of their experiences. This is a litmus paper for trustworthiness and reliability. Moreover, the researcher had severally interacted with participants during meetings and workshops and managed to confirm with them details contained in their transcribed data.

3.8. Data collection procedures

The researcher obtained ethical clearance from University of Zambia Ethics Committee before collecting any data. The researcher thereafter got an introductory letter from School of Education Post Graduate Studies from the University of Zambia. In the field, the researcher obtained consent from all participants. Grade twelve learners and teachers from five secondary schools in Luampa District were the first team administered questionnaires. Thereafter, the researcher conducted semi-structured interviews with Head Teachers and Heads of Departments in the five secondary schools of Luampa District. Later on, the researcher observed five Civic Education lessons involving teachers of Civic Education and at the same time using an Observation Checklist. District Education Board Secretary was the last to be interviewed after getting field data from selected secondary schools.

3.9. Data analysis

Both qualitative and quantitative approaches were used by the researcher to analyse data quantitatively and qualitatively. The analysis of data was separately conducted followed by triangulation of the datasets obtained from questionnaires for twenty teachers and one hundred Grade twelve learners, semi-structured interviews for five Heads of Department, five Headteachers, and one District Education Board Secretary. Also used in the study were Observation checklists for five teachers. The triangulation of the datasets thereby led the researcher to a conclusion.

3.9.1 Qualitative data analysis

Analysis of qualitative data from interviews using seven steps as indicated by Sjostron and Dahlgren (2002). The seven steps used were: familiarization; condensation; preliminary comparison, naming of categories; as well as constructive comparison of named categories. Familiarization involved reading through collected data and compare with participants recorded data. The next step was condensation which involved taking into consideration of vital responses. The next stage, preliminary stage, grouped familiar responses. The next step involved coming up with notably similar emerging themes.

3.9.2 Quantitative data analysis

Quantitative data analysis was used by way of ensuring that attempted questionnaires were organized, categorized, and quantified. Thereafter, statistical analysis was done through descriptive statistics app. It was at this stage that data was summarized into frequencies, percentages, mean, and standard deviation. Afterwards, frequency tables, bar-charts, and pie-charts were used to present data. This was later followed by a comparison of quantitative data with qualitative data which will led to the main finding of the study.

3.10. Ethical considerations

This study considered all necessary ethical issues. In the first place, the researcher got permission from The University of Zambia's Ethics Committee. The researcher gave an informed consent to all participants and informed them in advance that their participation was on a voluntary and anonymous basis as indicated by Trochim (2006). The researcher additionally informed participants to feel free if

they wished to withhold any information quite sensitive and not sharable with anyone. Moreover, the researcher had informed participants that the information from them was merely for research and academic purposes accessible to only the researcher and the supervisor. Furthermore, the researcher informed interviewees that they were going to be recorded but their audios would be safely stored.

3.11. Summary of the chapter

This chapter belaboured on the methodology used when collecting data for this study. Captured under methodology was: research paradigm, research design, study site, study population, study sample, sampling procedures, research instruments, data collection procedures, data analysis, and ethical considerations.

CHAPTER 4

PRESENTATION OF FINDINGS

4.0. Overview

The previous chapter highlighted research methodology this study had utilized. This chapter presents the results of this research beginning with demographic details of participants from the five selected secondary schools of Luampa District. It should be noted that findings indicated in this chapter are anchored on data collected through questionnaires, semi structured interview schedules as well as observation checklists. Semi structured interviews were conducted with Headteachers, Heads of Social Sciences Department as well as the District Education Board Secretary. Teachers of Civic Education and Grade twelve Civic Education learners were administered with questionnaires. An observation checklist was furthermore used to collect structured information regarding Civic Education from one teacher per school. Moreover, views expressed in this research are opinions of those that voluntarily accepted to participate in the study. Themes that emerged from collected data are actually answers to the research questions. The aim of this research study was to explore Continuous Professional Development Programs in fostering 21st Century Civic Education Teaching Approaches.

4.1 Demographic information of participants

This section presents a brief demographic description of people that participated in this research. This includes the presentation of learners according to gender as well as age. This is consequently followed by teachers details tabulated according to gender, years of service and qualifications obtained. Additionally, demographic details for District Education Board Secretary, Headteachers, and Heads of Department for Social Sciences have been tabulated according to gender only.

4.1.1 Demographic details for Learners

This study involved one hundred Grade Twelve learners and all of them voluntarily participated in the study. Learners had a task of filling in a questionnaire which had both open ended as well as closed ended questions. The questionnaires assigned to learners were adequately attended to as instructions remained loud and clear. Completion rate of questionnaires by learners was one hundred percent

perfect. Altogether, fifty girls and fifty boys participated in the study. Number of learner participants placed according to gender and age was as follows;

Table 1: Percentage distribution of learners placed according to gender and age

Age	Girls		Boys	
	Girls frequency	Girls percentage	Boys frequency	Boys percentage
15-18	33	66%	26	52%
19-21	17	34%	18	36%
Above 22	00	00%	06	12%
Total	50	100%	50	100%

What the table above depicts is that the age range of 15 to 18 years had the highest number of participants on either girls or boys side. It is also deducible that learners above twenty two years were only from the boys' angle standing at twelve percent of the boys' population. This is a wakeup call on boys to really concentrate on their education so as to become active citizens at a very tender age when the brain is still fresh and operating at higher speeds necessary for critical thinking avenues. Boys' age range 15-18 had 26 boys as compared to that of the girls with 33 girls. The age range 19-21 had 17 girls as compared to the boys with the number 18. Furthermore, above 22 bracket had six (6) boys and nil girls.

4.1.2 Teachers of Civic Education

This study planned to bring on board twenty (20) teachers of Civic Education. However, due to unforeseen circumstances, the study could only manage to have sixteen (16) teachers of Civic Education. Demographic information of teachers of Civic Education is as tabulated below;

Table 2: Percentage distribution of teachers placed according to gender, age, qualification, and teaching experience.

Feature	Frequency	Percentage
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GENDER		
Female	10	62.5%
Male	06	37.5%
AGE		
20-30	05	31.25%
30-40	11	68.75%
40-60	00	00%
QUALIFICATION		
Diploma	11	68.75%
Bachelor's Degree	05	31.25%
Master's Degree	00	00%
PhD	00	00%
EXPERIENCE		
1-4	12	75%
5-9	01	6.25%
10-14	02	12.5%
15-19	01	6.25%
20 and above	00	00%

The table above indicates that only ten female and six male teachers of Civic Education did manage to voluntarily participate in this study. Females stood at 62.5 percent as contrasted with male teachers at only 37.5 percent. The table also

displays that, age range 30-40 had the highest number of teachers at 68.75 percent. Age range 20-30 had the second largest number at 31.25 percent. Age group 40-60 had no teacher at all. This implies that Civic Education is mainly being handled by the young at heart in Secondary Schools of Luampa. Among the teachers, eleven (11) had secondary Diplomas at 68.75 percent as compared to five teachers with Secondary Degrees at 31.25 percent. No one among the teachers engaged with had neither a Master's Degree nor a PhD. It should also suffice to state that only one teacher had served in the range of 15-19 years in the Ministry of Education. The only vastly experienced teacher stood at 6.25 percent as compared to experience bracket 1-4 with twelve teachers at 75 percent. There were two teachers in the experience bracket 10-14 at 12.5 percent. Furthermore, the experience bracket 5-9 had only one teacher of Civic Education standing at 6.25 percent. No teacher had served for more than twenty years in service. Given the above information, one can conclude that the role of CPDS in fostering 21st century Civic Education teaching approaches was truthfully enjoyed and participated into.

4.1.3 Administrators

The study managed to bring on board 11 administrators. These were 5 H.O.Ds, 5 Head Teachers, and 1 DEBS. The following table highlights their gender and position but without names.

Table 3: Percentage distribution of H.O.Ds, Heads, and Debs according to gender and position.

Feature	Frequency	Percentage
GENDER		
Female	05	45.45%
Male	06	54%
POSITION		
Head of Department	05	45.45%
Head Teacher	05	45.45%
Debs	01	9.09%

Table 3 indicates that, 5 ((45%) of the 11 administrators were H.O.Ds. another 5 (45%) of the administrators were Headteachers. 1 (9.09%) of the administrators was the Debs. Furthermore, 5(45, 45%) was for female administrators was for

female administrators while 6 (54%) was for male administrators. Altogether, there were 11 administrators.

4.2 Pilot Experiment

Every research require prior preparation to avoid poor implementation at an unexpected stage. To avoid anomalies, the research had to conduct a pilot study at two Secondary Schools within Luampa District. Connected to the pilot experiment, Teacher Education Department was visited to prepare grounds for the research. At Secondary School level, the pilot study targeted only fourteen Grade Twelve pupils, two Deputy Headteachers, two Civic Education Teachers, and two Heads of Social Sciences Department. The pilot experiment helped to refine research instruments like Interview Guides, Questionnaires, and Observation schedules to a relatively acceptable standard. Unclear questions were straightened up for easy readability and comprehensibility. Teacher's exposition was found alive in the two Secondary Schools and hence still blocking hundred percent utilization of 21st century teaching approaches which are mainly learner centred activities. This is the situation that requires much use of Continuous Professional Development Programmes to ensure learners centred activities are embraced double handed. It was also discovered that Continuous Professional Development Programmes were really instrumental in sharpening of skills, knowledge, and values in teachers so as to produce enlightened citizens that are not dormant but actively engaged citizens. But however, a number of challenges hoover around conducting of CPDs with little allocations of money diverted towards such imperative programmes such that teachers even move in patterns to save money. Another unearthed issue was reliance on a few textbooks for so many learners. Equally lack of education tours for Civic Education learners. In a nutshell, the pilot experiment broadened up a scope for ahead research activities.

4.3 Findings from Secondary Schools

This study utilised both qualitative and quantitative research designs as delved into in the literature review chapter. An embedded research design was applicably taken on board to ensure that qualitative and quantitative data was collected simultaneously and by so doing qualitative data was embedded within quantitative data for qualitative data to play an explanatory role. Research instruments were

designed in a way that most questions in the questionnaires and interviews were similar and only differed slightly at managerial levels. Observation Schedule checklists were also used to assess the quality of teaching and learning taking place in a Grade 12 classroom in Civic Education lesson deliveries to ascertain the level of knowledge and skills for 21st century Civic Education teaching approaches acquired through CPDs. For Observation Schedule checklists for teachers, the current live lesson plan and the entire teaching file were introspected. Research objectives and research questions guided the smooth running of this study. Themes were adapted from available research objectives as well as emerging issues so as to fulfil the agenda. A Statistical calculator software application was utilized for data analysis involving frequencies.

Participants' own words have been captured as they are to help with required explanations as originally interviewed. However, to avoid too much personalisation of statements, some points were paraphrased so as not to miss all cardinal findings. All findings were knitted together with those for learners, Heads of Departments for Social Sciences, Teachers of Civic Education, the Debs, and Head Teachers. However, it should be noted that quantitative and qualitative data were used to spice up the findings.

4.3.1 Participants understanding of the concept of Continuous Professional Development Programs

11 (100%) participants who were interviewed on their understanding of the concept of Continuous Professional Development Programs indicated that, they were programs which were meant to help teachers in teaching fraternity so as to sharpen their teaching skills and teaching methodologies. Furthermore, they defined them as programs meant to develop teachers professionally as well as improving teaching and learning. Additionally, they were defined as programs where people meet from time to time to discuss certain issues that the department have and find solutions to those challenges. Moreover, they were defined as programs that serve as refresher courses in different programs and activities in the school to enhance teaching and learning. Figure 2 below indicates responses that came from the 11 participants:

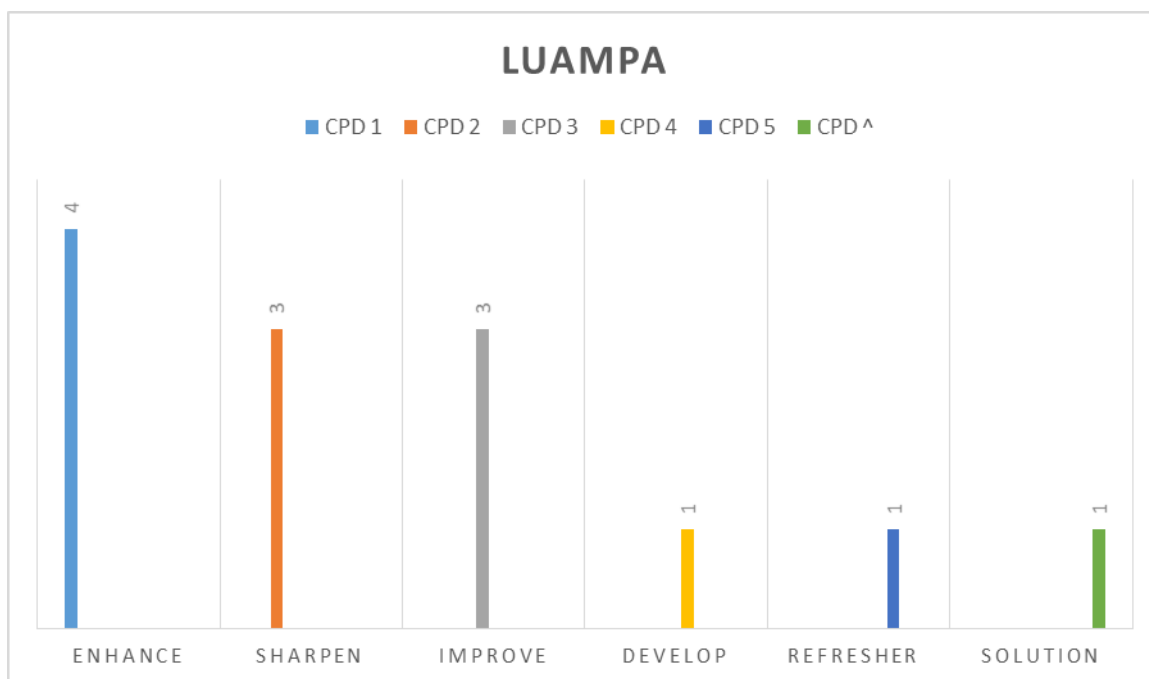


Figure 2: Key words used by respondents to define to CPDs. (Field work 2023)

The above table implies that, the key word enhance was used 4 times. Sharpen was used 3 times. Improve was also used 3 times. Develop was used 1 time. Refresher was used 1 time too. Solution was used 1 time in the definition of Continuous Professional Development Programs. The words were utilised by 11 Administrators.

One of the respondents defined Continuous Professional Development Programs as follows:

“These are programs which help teachers in teaching fraternity to help one another to sharpen their teaching skills and teaching methodologies.” (Interview with an Administrator, October 2023).

Another Administrator defined it as follows:

“These are activities that are meant to enhance the teacher development and performance in school.” (One to one semi-structured interview with an Administrator, October 2023).

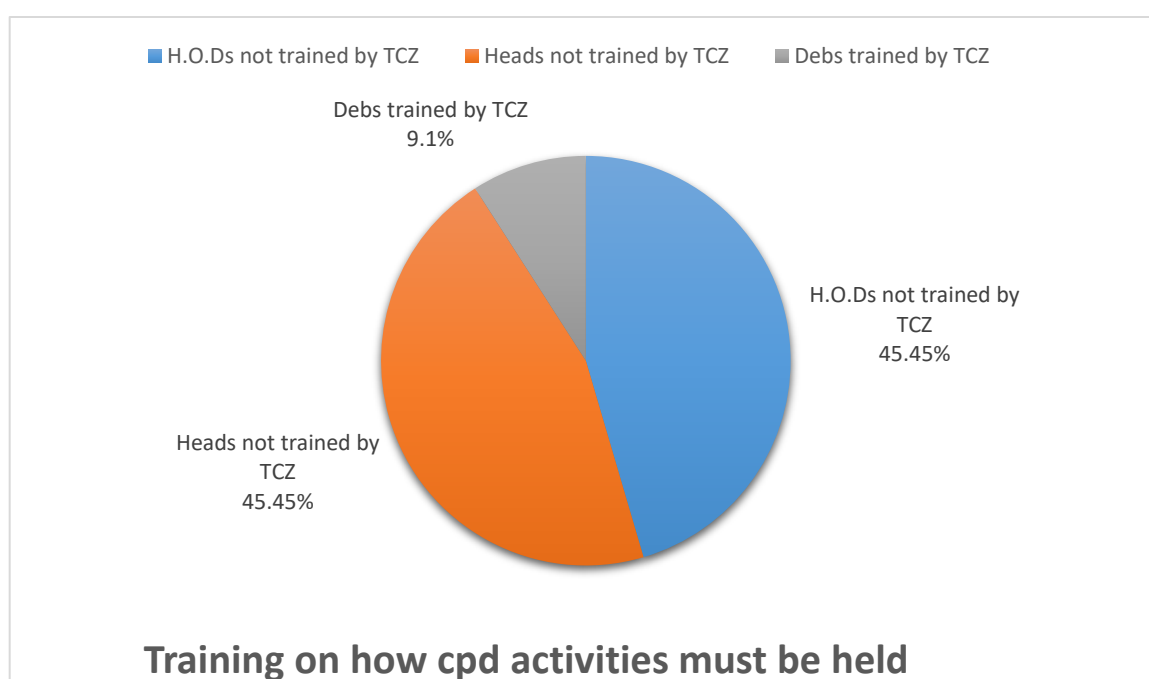
Arising from the above verbatims, it is clearly established that respondents understood the definition of Continuous Professional Development Programs. It is

also established that CPDs played a capacity building role, an enhancement role, an improvement role, a sharpening role, as well as a solution role in the teaching profession.

4.3.2. TCZ training on how CPDs must be held.

Respondents were asked through one to one interviews to state if they had undergone any TCZ training on how CPDs must be held and supervised. Out of the 11 Administrators, only one Administrator confirmed having undergone a virtual training conducted by Teaching Council of Zambia. Ten respondents reported having not received any training. Figure 3 below displays the results:

Figure 3 : Training on how CPDs must be conducted



SOURCE: FIELD DATA FROM LUAMPA 2023

It is deduced from Figure 3 that in terms of trainings conducted by Teaching Council of Zambia, only one respondent (9.1%) confirmed being virtually trained. The other ten respondents (90.9%) confirmed not having received either virtual or physical training by Teaching Council of Zambia on how CPD activities must be held. One respondent had to state the following:

“We have not been given any training.”(Interview with an Administrator, October 2023).

Another respondent echoed the following:

“I have never been trained by Teaching Council of Zambia on how these programs should be supervised and how they are held.” (Interview with Administrator, October 2023).

From the perspective of Administrators, no training has ever been conducted by Teaching Council of Zambia specifically on how CPDs must be held and supervised.

4.3.2 **Conduction of CPDs for teachers.**

When asked to state as to whether they were aware of teachers of Civic Education holding CPDs, respondents indicated that CPDs were taking place. 98 out of 100 respondents (98%) affirmed that teachers of Civic Education were holding CPDs. 02 out of 100 respondents (2%) affirmed not seeing teachers of Civic Education holding CPDs. Table 4 shows the results about conduction of CPDs for teachers as observed by learners. The results are presented in terms of frequency, percentage, and ranking.

Table 4: Percentage distribution of holding of CPDs by Civic Education teachers as observed by learners.

RESPONSE	FREQUENCY	PERCENTAGE	RANKING
Yes	98	98	1
No	02	02	2
Total	100	100	

These are observations of learners on holding of CPDs by teachers. Ninety-eight (98) out of 100 learners that took part in the research through questionnaire for learners, confirmed seeing teachers holding CPDs within the school premises. Two (02) out of one hundred (100) learners confirmed not seeing any CPDs taking place within the school unless such events happened after knocking off time such that they could not see. Meaning 98% of learners were aware that CPDs did take place in school while 2% of the learners have never seen teachers holding CPDs.

Using a questionnaire for learners, when learners were asked to state how many times they saw Civic Education Teachers holding CPDs in a term. It was discovered that 51 out of 100 learners (51%) revealed that Civic Education teachers met more than once per term for their CPDs. 34 out of 100 learners (34%) revealed that Civic Education Teachers met once per term for their CPDs. The following were the results:

Table 5: Percentage distribution of how many times Civic Education Teachers held CPDs in a term according to observations by learners.

RESPONSE	FREQUENCY	PERCENTAGE	RANKING
Once	34	34	2
Twice	11	11	3
More than twice	51	51	1
No idea	04	04	4
Total	100	100	

Table 5 results indicates that, fifty one (51) out of one hundred (100) learners confirmed seeing teachers of Civic Education having CPDs more than twice in a term. Eleven (11) out of one hundred (100) saw teachers having only two CPDs in a term. Thirty four (34) out of one hundred (100) saw teachers having CPDs only once in a term. There were also four (04) learners that had no idea on how many times they meet in a term or they do not meet.

Teachers as well stated through questionnaires for teachers that CPDs were being held in their schools. They gave a tick either for Yes or No in a questionnaire for teachers. It was discovered that 16 out of 16 teachers (100%) of Civic Education revealed that schools promoted conduction of CPDs. The results were as tabulated below;

Table 6: Frequency and percentage distribution of teachers' responses about whether schools promoted conduction of CPDs.

Response	Frequency	Percentage	Ranking
Yes	16	100%	1
No	0	0%	2
Total	16	100%	

It is deduced from Table 6 that 16 out of 16 teachers (100%) revealed that schools were promoting conduction of CPDs.

On whether the department allowed CPDs for teachers of Civic Education, all the 6 H.O.Ds responded in the affirmative. Moreover, Head Teachers also responded in the affirmative on whether they allowed holding of CPDs for teachers of Civic Education in secondary schools or not. Below was one of the responses;

“Actually the program is ongoing in the school.” (One on one semi-structured interviews with an Administrator, October 2023).

In short, all 11(100%) administrators confirmed conducting of CPDs in the five selected secondary schools. From a qualitative and quantitative points of view, the results agreed on conduction of CPDs in schools.

4.3.4 Nature of CPDs for teachers of Civic Education

All participants had inputs at different levels be it the teachers, DEBS, Heads of Departments, and Head Teachers apart from the learners. The question was essential in that, comprehension of the nature of CPDs obtaining in Luampa would help us sharpen our skills even more in areas we unknowingly neglected. The purpose was to know the nature of CPDs conducted in the District. Continuous Professional Development Programmes can be effectively implemented when we know all angles of implementation from a global or national level. The researcher had requested for views from participants through interviews for H.O.Ds, Heads and Debs or questionnaires for Civic Education teachers. It was imperative that all kinds of CPDs taking shape in schools are in their various forms.

When teachers of Civic Education were asked to indicate the occurrence of the nature of CPDs attended to in and outside school, it was discovered on a Likert scale of 5 that number 1 was formal education CPDs with the mean of 4.63. Second was professional work experience with the mean of 4.25. Non formal education CPDs were the least with the mean of 2.3. Online learning activities CPDs and corporate social responsibility were second from the least with the mean of 2.8. Each teacher ticked in the box for the right answer bringing about the following results;

Table 7: Frequency and percentage distribution of teachers' responses on nature of CPDs held in and outside School.

Nature of CPDs held in and outside school.		Very often	Mostly	Some times	Unsu re	Rarel y	Tot al	Mea n	SD
Formal education	f	11	04	01	00	00	16	4.63	0.619
	%	68.75	25	6.25	00	00	100		

Non formal education	f	02	01	05	01	07	16	2.3	1.45
	%	12.5	6.25	31.25	6.25	43.75	100		
Self-directed learning	f	05	02	05	01	03	16	3.31	1.49
	%	31.25	12.5	31.25	6.25	18.75	100		
Informal learning	f	04	03	07	01	01	16	3.5	1.15
	%	25	18.75	43.75	6.25	6.25	100		
Online learning activities	f	03	02	04	03	04	16	2.8	1.47
	%	18.75	12.5	25	18.75	25	100		
Professional work experience	f	07	06	03	00	00	16	4.25	0.77
	%	43.75	37.5	18.75	00	00	100		
Corporate Social Responsibility	f	02	01	08	02	03	16	2.8	1.22
	%	12.5	6.25	50	12.5	18.75	100		

Source: Field data 2023

From the above table, according to the means, the most prevalent nature of CPDs was formal education CPD whose mean was 4.3. Followed by professional work experience CPDs at 4.25. The third in that order of prevalence was informal learning CPDs whose mean was 3.5. Non formal Education CPDs were the lowest standing at the mean of 2.3 on a Likert scale of 5. Second from lowest was Online learning activities CPDs and Corporate Social Responsibility CPDs standing at the mean of 2.8 respectively on a Likert scale of 5.

Teaching Council of Zambia produced a CPD Regulatory Policy in 2021 and in the same document, there are so many groupings of CPDs that needed to be explored further and create a connection between them and fostering of 21st century Civic Education Teaching Approaches. Therefore, H.O.Ds shared their

views on nature of CPDs for teachers allowed by their departments. One of the H.O.Ds gave out the following statement;

“We usually have different programs depending with the action plan that we come up with as a department. Sometimes, we usually have study circle or lesson study where we identify a topic, a challenging topic in a particular subject. Then from there we sit as a department with teachers. We plan together on how to teach that subject because there are some teachers who skip certain topics because they do not know how to go about them. So, they happen to skip difficult topics and go to the simpler ones. So, with Continuous Professional Development Programmes, we sit and have lesson study, plan together, then we choose one person to teach the lesson. Then while teaching other teachers will be observing. After observation, we sit as a department. We evaluate the lesson not the person who was teaching but we evaluate the lesson, which we teachers planned. We start with the weaknesses. Then go to the strength. Then we see what we can do about those weaknesses. If possible, where there is need to re-teach the lesson, we teach the lesson. If the lesson is successful, then we also evaluate how successful that lesson has been. We move on to a different topic. So, Continuous Professional Development programs we usually have different things that we do.” (One on one semi-structured interview with an H.O.D, October 2023).

The findings from the above quotation brought out salient issue like a situation where some teachers skipped certain topics due to lack of knowledge. Such teachers could only target simpler topics. However, the various categories of CPDs could not clearly come out. One other respondent mentioned two examples of the purported nature of CPDs as Departmental meetings and lesson demonstrations. After prompting the researcher to shed some light on the question, responses were received from H.O.Ds in separate interviews. On whether formal learning CPDs were allowed by the Department, all the five H.O.Ds responded in the affirmative. It was revealed that formal CPDs were taking place in the form of workshops, seminars, conferences, and lesson demonstrations. The following was one of the responses;

“Workshops e.g. Subject Association meetings. We do have seminars, conferences, and workshops.” (Interview with one Administrator, October 2023).

Another Administrator indicated that,

“People normally attend workshops especially subject associations.” (Interview with an Administrator, October 2023).

On the same formal learning CPDs, one Headteacher indicated that CPDs falling under formal learning had to do with supervising teachers, monitoring teachers, coaching, mentoring teachers especially by Guidance and Counselling teacher. The respondent further disclosed that each teacher attended workshops at least twice per term. Others revealed that there were teachers who were upgrading. Others bemoaned a situation whereby no one went to a workshop and came back with a certificate of attendance. One respondent had to say the following;

“We have teachers who are upgrading. Going for workshops, very rare.” (One on one interview with an administrator, October 2023).

“Teachers come up with topics to present on. People sit down and analyse the problem. Sometimes it is a study circle. None has ever gone to a workshop and given a certificate of attendance. Many teachers are upgrading themselves” (One on one interviews with an administrator, October 2023).

From the above verbatims, formal learning was indeed happening as teachers engaged themselves in academic programs that were there to enhance their performance in the classroom but one respondent indicated that none had ever gone to a workshop and given a certificate of attendance.

On whether informal learning CPDs were happening in Schools, it was established that some teachers watched academic videos in form of a lesson delivery as well as perusing through professional publications. Additionally, teachers were encouraged by Administrators to be perusing through documents which were mainly on their profession. One of the respondents had to say the following:

“Watch academic videos like a lesson delivery. Perusing through professional publications e.g. research papers authored by academicians from different Universities.” (One on one interview with an Administrator, October 2023).

In addition, another Administrator had to top up the following statement:

“For example they go to parliament, they see what happens there. Going to courts, seeing how cases are being handled. We are yet to do that but it is in the pipeline.” (One on one interview with an Administrator, October 2023).

Arising from the above statements, it can be deduced that informal learning CPDs were happening in most schools.

On whether schools were having Non-formal learning CPDs, 5 H.O.Ds, 5 Heads, 1 Debs responded in the affirmative. It was revealed that seminars outside the school were sometimes organised by the Agriculture Sector, World Vision, Camfed, etc. but it was further reported that World Vision had pulled down. One of the respondents had to say the following:

“In the past, we used to have workshops like for World Vision but now since World Vision got down from Luampa it is the one which used to involve us in a number of workshops. WISE has come on board and they

have children they are sponsoring. There are teachers who attend meetings called by WISE Zambia.” (One on one interview with an Administrator, October 2023).

In addition, another Administrator explained:

“Usually they are some practically based activities. As you all know that learning is not all about academic theories but this time around, we are talking about practical subjects like issues to do with Agricultural Science, environmental activities, all those, they enhance the practical aspect of a teacher” (One on one semi-structured interview with Administrator, October 2023).

The above responses indicated that only Camfed and WISE Zambia were the only co-operating partners remaining in Luampa District after the departure of World Vision. Furthermore, only a few teachers had a privilege of attending meetings called upon by WISE Zambia and Camfed. Moreover, there are children being sponsored by WISE Zambia. Additionally, one respondent indicated that learning was not all about academic theories but practical subjects.

On whether schools were having online CPDs, responses from the 5 H.O.Ds, 5 Heads and 1 Debs indicated that 7 out of 11 Administrators affirmed the use of online CPDs. Online CPDs took place in the form of YouTube, WhatsApp, zoom, etc. 4 out of 11 Administrators bemoaned poor network while others preferred physical learning to online learning.

“It can be there but with the kind of network we have its challenging. Last time we were supposed to attend a meeting it failed due to network challenges. People would be willing to attend such meetings but due to internet challenges that we are experiencing in the school it is hard for us (One on one interview with an Administrator, October 2023).

Additionally, another respondent echoed the following:

“Under these like now, activities come maybe on a daily basis, on a weekly basis, maybe on a termly basis. Usually online activities are centred or engineered by for example, it is Examinations Council of Zambia, if it is Ministry, and they will tell you. Online activities came I think as an innovation because of issues of Covid where face to face activities were not possible. So, people innovated into online activities ” (One on one semi-structured interview with Administrators, October 2023).

From the 11 administrators interviewed, 4 said no because of network challenges. 7 of the administrators affirmed involvement in online activities.

On whether schools were having professional work experience CPDs, it was revealed that it involved lesson planning and teaching methods, teaching strategies, and how to behave in the presence of learners. 11 out of 11 respondents affirmed holding of professional work experience CPDs in schools. There was equally a revelation that some administrators incorporated teacher centred

methods while encouraging learner centred methods. It was also stressed that it involved orientation of new teachers. One respondent indicated the following:

“That’s where maybe someone does not understand certain subjects, then that person may bring in that concept then they share with colleagues. Then they have a lesson demonstration maybe someone explains more on that one. That one who has light in that field will explain more.” (One on one interview with an Administrator, October 2023).

Another Administrator contributed the following:

“On teaching strategies, lesson planning, how to behave in the presence of learners. We also incorporate teacher centred methods while encouraging learner centred methods.” (One on one interview with an Administrator, October 2023).

In addition, another Administrator explained as follows:

“It is enhancing their teaching and learning skills. The courses that you did at your initial College may not be sufficient. Teachers requires updating of information time and again and this is best done under CPDs.” (One on one interview with an Administrator, October 2023).

From the above statements, teacher centred methods were still being used in schools. Furthermore, courses done at initial colleges may not be sufficient. Knowledge about the off springs of CPDs is not known by many teachers. Moreover, professional work experience CPDs were being held in schools.

On whether self-directed CPDs were available in the schools, it was established that teachers were on studies from different institutions at Diploma and Degree levels. 11 out of 11 Administrators affirmed happening of self-directed CPDs in schools. It was also revealed that teachers gave briefings immediately after coming back from workshops and seminars. However, some Headteachers had to dig deeper because certain teachers don’t like reporting back. One respondent had to say the following:

We always encourage teachers to upgrade and they are upgrading themselves. Teachers sent by the school report back after attending meetings. There is one teacher who researches further after hearing feedback from those that had gone to attend meetings.” (One on one interview with an Administrator, October 2023).

In addition, another Administrator explained as follows:

“Teachers are doing their own trainings at Diploma and Degree levels whether from London and so on. Teachers give briefings when they come back from workshops and seminars. Sometimes Head has to dig deeper because some teachers do not always like reporting back” (One to one semi-structured interview with an Administrator, October 2023).

From the statements given, a situation where a Headteacher had to dig deeper as a result of some teachers not wanting to report back after attending meetings is a

great concern. Therefore, it could be argued that, despite teachers attending meetings away from the school, most of them do not give feedback.

It was however, necessary to also get responses on corporate social responsibility CPDs in schools. Responses from the Administrators indicated that, few individuals especially focal point persons attended meetings for Health, Camfed, and WISE Zambia. Furthermore, some teachers voluntarily taught learners over the weekend without demanding for any remuneration. Moreover, committees like WASH, Parents Teachers Association, Sports, and Production Unit were mentioned where teachers offer their services freely without any payment of some kind. One respondent had to state the following:

“Only Focal point persons attend meetings for Camfed, WISE, and Christian Brothers.” (One on one interview with an Administrator, October 2023).

In addition, another Administrator had to say the following:

“During their spare time, you will find over the weekend one is with the learners. That’s voluntary, they are not requesting for anything. Almost all the Grades especially Secondary section. That’s where it is happening” (One to one semi-structured interview with an Administrator, October 2023).

In an interview with one of the respondents, it was stated that corporate social responsibility was partial and that no teacher had ever sponsored an event. Adding that, teachers only got their own items when they wanted for example but the schools would normally provide such especially this time when there is free education basic needs. Corporate social responsibility is taking place in schools but at a low pace. There is also a need for motivation for teachers sacrificing their time over weekends teaching learners on voluntary basis. In the next section, the researcher decided to investigate the 21st century Civic Education skills teachers instil in learners.

4.3.5. 21st Century Civic Education skills

Under this section, one part of the observation checklist was used to scrutinize teachers’ comprehension of 21st century Civic Education skills. Thereafter, one to one interviews with H.O.Ds, Debs, and Head Teachers were carried out. The quantitative results of the observation checklist on 21st century Civic Education skills inside the classroom and also according to the teaching files revealed that use of learning to learn was the lowest with the mean of 2.20 on a Likert scale of 5. Furthermore, use of digital literacy was second from the lowest with the mean of 3.20 on a Likert scale of 5. However, use of effective communication, and use of communication was the most scored with the mean of 4.20 on a Likert scale of 5. The following table depicts findings from the observation checklist for teachers of Civic Education.

		5	4	3	2	1		
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Serial number	Indicators	Very good	Good	Average	Poor	Very poor	Mean	SD
01	Use of critical thinking		04	01			3.80	0.45
02	Use of problem solving	01	01	03			3.60	0.89
03	Use of effective communication	01	04				4.20	0.45
04	Use of collaboration		04	01			3.80	3.45
05	Use of imagination		04	01			3.80	0.45
06	Use of creativity		03	02			3.60	0.55
07	Use of motivation	01	04				4.20	0.45
08	Use of digital literacy		02	02	01		3.20	0.84
09	Use of personal development	02		03			3.80	1.10
10	Use of perseverance	01	02	02			3.80	0.84
11	Use of confidence		04	01			3.80	0.45
12	Use of learning to learn			03		02	2.20	1.10

Table 8: Teachers comprehension of 21st century Civic Education skills.

By looking at the above table, utilisation of learning to learn is at its lowest standing at the mean of 2.20 on a Likert scale of 5. This is followed by utilization of digital literacy standing at 3.20 on a Likert scale of 5.

During one on one semi-structured interviews with 5 H.O.Ds, 1 Debs, and 5 Heads, they were asked to identify some of the examples of twenty first century Civic Education skills being instilled in learners by teachers. Respondents identified skills instilled in learners like leadership skill, critical thinking skill,

communication skill, enquiry skill, collaboration skill, creative thinking skills, perseverance skill, and listening skill. One of the respondents gave the following statement:

“Listening skills, communication skills, reading skills, perseverance skills, critical thinking skills, comprehension skills.” (One on one interview with an Administrator, October 2023).

In addition, another respondent explained as follows:

“When conducting quiz, learners acquire innovative skills. Creative skills, pupils are able to mould the Nalikwanda, Masks. Collaborative skills, perseverance skill, team work, imagination skill, digital world skill” (One to one semi-structured interview with an Administrator, October 2023).

However, when asked if pupils were allowed to use phones at school, the response was negative. When asked as to whether pupils used computers for the school during Civic Education lessons, the responses were negative. One respondent had to state that the school had no computer lab. Asked as to whether students had access to internet at school where they viewed trending news, the response was negative. Therefore, digital literacy and learning to learn remains a challenge. This is also confirmed by another respondent who castigated the use of cell-phones stating that learners tend to misuse phones by listening to music and watching obscene materials. One respondent had to explain as follows:

“...We are so strict on that one. But when it comes to learning, that liberty is given. They only use that liberty only outside the school. If it is within the school, the teacher will be very strict to supervise how they are using those phones” (One to one semi-structured interview with an Administrator, October 2023).

The next section looks at Components of CPDs for teachers dedicated to the promotion of 21st century Civic Education skills.

4.3.6. Components of CPDs for teachers promoting 21st century Civic Education skills.

Under this section, one to one semi structured interviews were held with 5 H.O.Ds, 1 Debs, and 5 Heads. H.O.Ds were asked to identify components of the CPDs dedicated to the promotion of 21st century Civic Education skills in their departments. Equally, Heads were also given the same task and relate it to the schools. The Debs was to relate the same issue to the District level. On whether CPDs conducted had a component of duration, it was revealed that CPDs were conducted anytime from 12:00 hours to 18:00 hours. It was further revealed that each school had its own days of holding CPDs. Furthermore, the minimum duration for CPDs was one hour and the maximum was two hours at school level. It was further stressed that CPDs could also be held if there was any need. One of the Administrators echoed the following statement:

“One hour. On Tuesday. For Social Sciences. From 12:00 hours to 13:00 hours.” (One on one interview with an Administrator, October 2023).

Another administrator indicated that,

“Mostly it’s an hour or so. Maybe we just say two. We usually hold it every fortnight on a Thursday or if need arises there is this question that needs to be tackled there and then, then the teachers will meet. In a term it’s 7 to 8 times” (One to one semi-structured interview with an Administrator, October 2023).

From statements analysed above, there is no specific time-frame for holding CPDs in schools. Furthermore, Teachers of Civic Education meet as a Department for their CPDs and not as a section. Some schools hold CPDs during awkward time after knocking off time.

On whether CPDs conducted had a component of alignment, it was established that Social Sciences Department being a big department had different areas to deliberate on. It was further revealed that CPDs covered both core-curricular and co-curricular activities and that there were CPDs inside the class and those others outside the class. Moreover, it was equally revealed that there are usually different presenters but that the CPDs were aligned. One Administrator had to say the following:

“It may not be only Civic Education, people also look at Geography and other social sciences.” (One on one interview with an Administrator, October 2023).

Another Administrator echoed the following statement,

“We ensure we touch all angles” (One to one semi-structured interview with an Administrator, October 2023).

From the statements given, despite touching all angles, it is most certain that having CPDs as a department does attract less topics from Civic Education and hence only expose teachers of Civic Education to subjects they do not teach.

On whether CPDs conducted had a component of target, it was found that 7 out of 11 Administrators expressed their views that target is usually both the teacher and the learner’s needs. 3 out of 11 Administrators were of a view that the target was the teacher who could later help learners. One respondent out of 11 Administrators stressed that target was usually the topics that learners fail in examinations. The majority therefore targeted both the teacher and learners needs when conducting CPDs. One respondent voiced out the following statement:

“They target both the teachers and the learners. How the teacher uses CPD knowledge to teach learners. In short, we are looking at lesson delivery.” (One on one interview with an Administrator, October 2023).

Another respondent said that:

“CPDs target both the teacher and the learner at the same time. Because you see, as you make presentations, the teacher is equipped with some information on some skills. So, that particular teacher is going to procreate hope to the learner because he is equipped with information and the skills. Indirectly, the pupil or learner is going to benefit from that teacher” (One to one semi-structured interview with an Administrator, October 2023).

From the statements given, it can be deduced that there is a controversy on what to target in CPDs despite the majority 7 out of 11 Administrators emphasizing that CPDs they held targeted both teachers and learners needs. Others believe the target is the teacher’s needs, others believe it is the learner’s needs.

On whether CPDs held had a component of content, 11 out of 11 Administrators indicated that CPDs had a component of content in that when changes took place in Civic Education, meetings were held to highlight the changes. It was further revealed that Civic Education dealt with day to day issues. Moreover, it was indicated that whenever CPDs were held, new content was learnt.

“After all we are talking about Civic Education, it has to be content related and relevant at that particular time. That is why even the election content, it has now changed, that is, it suits that which is there currently. There were some teachers who went to Mongu concerning that document from ECZ.” (One to one interview with an Administrator, October 2023).

In addition, another respondent explained:

“The content must be correct. When changes take place, meetings are held to highlight the changes.” (One on one interview with an Administrator, October 2023).

From statements which came from respondents, it was indicted that content needed to be updated from time to time just like software’s are updated and that Civic Education relate to real life. Looking at the above statements, it is deducible that Civic Education needs to have a practical component and that CPDs are engines for updating of Civic Education.

On whether CPDs had a component of activities, answers from respondents indicated that CPDs required activities to take place. Furthermore, it was revealed that the activities held were on subject knowledge and teaching techniques. One of the respondents gave the following answer:

“For any CPD to take place there must be activities that are put in place.” (One on one interview with an Administrator, October 2023).

With regards to the above given statement, CPDs need to be frequently utilized in order for teachers to soar high in their profession. Without activities there is no CPD. Discussion, experimentation, reflection, and analysis activities provide avenues for acquisition of 21st century Civic Education skills.

On CPDs that have a component of external input, 9 out of 11 Administrators indicated that external input component in CPDs was necessary while 2 out of 11 opposed external input component. It was indicated that views could come out where others held a different view in the spirit of tolerating divergent views. One of the respondents said the following:

“I am sure even in discussions, such views can come out where others hold a different view. I am sure there is that aspect of tolerance. Though of course not very much but to some extent people do tolerate giving of divergent views.” (One on one interview with an Administrator, October 2023).

Another respondent had to say the following statement,

“We are living in a democratic country. You cannot say you cannot oppose because each one has his/her own views. For something to be accurate and to have proper information they have to learn the pros and cons of something. That’s when they can come up with proper information. If you just look at one side, then you won’t receive a full information of what you wanted to achieve. We had for example, the plaiting of hair for the learners, other teachers were saying it is good, others were saying it is bad. We had to let the learners to start plaiting their hair. The findings disappointed us and at the end of the day they said it is better we get back to trimming of hair. Because you will find some go to an extent of even plaiting hair while they are in class. They stop concentrating on what they are here for.” (One on one interview with an Administrator, October 2023).

Having looked into the above statements, external input component was part of CPDs conducted in schools. Civic Education is ever changing. As information changes, way of doing things also changes.

On whether CPDs held had a component of collaboration, it was established that there were CPDs held where teachers sat to plan together and help fellow teachers who didn’t know how to make lessons out of a book. It was also revealed that sometimes social sciences department worked together with natural sciences department. Furthermore, it was revealed that teachers held CPDs that had a focus on peer support and that it worked in groups through group discussions. One of the respondents had to say the following statement:

“Others don’t know how to make a lesson out of a book. So we sit together and plan together.” (One to one interview with an Administrator, October 2023).

Another Administrator had to say the following:

“CPDs that have a component of collaboration that’s where now the issue of working together comes in. Sometimes we collaborate with the natural science department with the social sciences department whereby there is a component in biology which they want to be combined in social sciences. We come together.” (One to one interview with an Administrator, October 2023).

Having looked into the interviews above, we still have teachers who don't know how to make a lesson out of a book and hence component of collaboration is used to attend to them. This is a crucial issue that requires so much attention.

On whether CPDs held had a component of leadership, in separate interviews with 5 H.O.Ds, 1 Debs, and 5 Heads, it was established that management meetings were held in schools where the Head was the Chairperson. Additionally, it was revealed that some topics were all about leadership. It was also revealed that facilitator and chairperson roles rotated in every CPD meeting. One of the respondents said the following:

"Whenever we hold a CPD you will find there is a chairperson, facilitators, etc. So, those there is leadership there. The secretary we have the SIC for both Primary and Secondary." (One on one Interview with an Administrator, October 2023).

Another Administrator said the following:

"I remember the last CPD that we had we were discussing on the good qualities of a leader. We have people who can control us to say a leader is supposed to be like this or a leader is supposed to be like that. Like for this term we have had one management CPD. SIC takes minutes as secretary. As you can see the nature of this school. There is a primary sector and secondary sector. They are using one SIC to be realistic. He is the one running the programs for the primary section and the programs for the secondary section." (One on one semi-structured interviews with an Administrator, October 2023)

10 respondents indicated that leadership component in CPDs was there. One respondent said there was no leadership component in CPDs ever conducted at that particular school. It was found out that some schools with primary and secondary sectors relied on only one SIC. In the next section, the researcher decided to find out on the number of times monitoring of Continuous Professional Development Programs for teachers of Civic Education was done by 5 H.O.Ds, 1 Debs, and 5 Heads.

4.3.7. Monitoring of CPDs for Teachers

It was imperative that the monitoring of CPD activities was followed up as a way of establishing realities on the ground. One to one semi-structured interviews with H.O.Ds indicated that monitoring of CPDs took place 6 times in a term as expressed by 4 out of 5 H.O.Ds. Only one H.O.D indicated that monitoring of C.P.Ds was done 5 times in a term. One of the H.O.Ds had to state the following:

"6 times in a term. As H.O.D I am the secretary during CPD meetings for Social Sciences Department (One on one interview with H.O.Ds, October 2023).

Monitoring of CPD programs was done as highlighted above. Only one H.O.D monitored CPDs five times in a term when others went up to six times. Monitoring of CPDs is a serious undertaking which requires seriousness from all stakeholders. On the part of the Headteachers, it was established that one Headteacher monitored CPDs 48 times in a term. In second position was a Headteacher who monitored 6

times in a term. In third position was a Headteacher who monitored 4 times in a term. The least figure was for a Headteacher who monitored 3 times in a term. One of the Headteachers revealed the following:

“4 times in a week for the 4 groups in school. 48 in a term.” (One on one interview with a Headteacher, October 2023).

Provided the above information, it can be stressed that there are lacunas in the observation of CPDs by the respondents since there are about 7 departments in each secondary school. In a one to one interview with Debs, the researcher was told that monitoring was ongoing at school level and done by the Headteacher. It was further mentioned that at DEB office, monitoring of any program was to be done every month and that Standards Officers needed to monitor CPDs 3 times in a term. Debs placed the following further remarks;

“If things are okay, every month, Standards Officers have to visit the schools to monitor or check, 3 times in a term” (One to one Semi-structured interview with DEBS, October 2023).

In the next section, the researcher decided to find out on the number of times observation of Civic Education lesson deliveries for teachers of Civic Education was done by 5 H.O.Ds, 1 Debs, and 5 Heads.

4.3.8. Observation of Civic Education lesson deliveries

It was important that the observation of Civic Education lesson deliveries was followed up as a way of establishing realities on the ground. One to one semi-structured interviews with H.O.Ds indicated that, the highest number of observations of Civic Education lesson deliveries was 10 times per teacher in a term. The lowest was 1 observation of Civic Education lesson deliveries. One of the respondents had to echo the following statement:

“I do observe the way I make my schedule. Every after 3 weeks, I am supposed to observe 5 teachers because all together in the department we are 13. So, we are the biggest department. For Civic Education I observe nearly every day. Per teacher it is 10 times per term.” (One to one interview with an H.O.D, October 2023).

The above statements have shown that the number of lesson observations being conducted are too minimal apart from one school with 10 observations per teacher. Less observations results in more laissez-faire on the part of teachers. On the part of the Headteachers, it was found out that the highest number of observations was 24 times for all the teachers translated into 4 times per teacher. The majority 3 out of 5 indicated that observation of Civic Education Lesson deliveries was carried out once per teacher per term. One of the majority had to say the following:

“Once per teacher per term.” (One on one interview with a Head, October 2023).

Statements above indicates that there is so much to do with Observations. There is need to up the observation of Civic Education lesson deliveries. In a one to one semi-structured interview with Debs, it was indicated that observation of teachers

was on-going. Three times in a day was stressed as minimum number for observation of teachers from the District Education Board perspective. In the next section, the researcher made a follow up of 21st century Civic Education teaching approaches teachers utilised in school.

4.3.9. 21st Century Civic Education teaching approaches teachers use in school

Utilizing correct approaches in classrooms which have interests of a learner at heart is a daily objective that can result into productive and proactive citizens. Therefore, H.O.Ds, Heads, as well as the Debs were tasked to identify Civic Education teaching approaches used in Luampa District. Through a one on one semi-structured interview, 5 H.O.Ds it was revealed by 3 out of the H.O.Ds that schools used teacher's exposition, class discussion, group discussion, and question and answer. One of the H.O.Ds stressed that:

"Most frequent one is Question and Answer. Then the Discussion, Debate, Project, Group Study, Teacher's exposition" (One on one interview with an H.O.D, October 2023).

Arising from statements from H.O.Ds, teacher's exposition was mentioned by three H.O.Ds signifying its being utilized in the teaching and learning process. Through a one to one semi-structured interview, it was further discovered that 3 out of 5 Headteachers indicated that schools were using group discussions, and teacher's exposition. One of the respondents gave the following statement:

"Group discussion, Question and answer, teacher's exposition." (One on one interview with an H.O.D, October 2023).

Another Headteacher explained as follows:

"Teacher's exposition, group work, pair work" (One on one semi-structured interviews with an H.O.D, October 2023).

A thorough analysis of statements from the Heads indicates that teacher centred approach was still available in schools. When Debs was requested to comment on the same Civic Education teaching approaches being used in Luampa, it was indicated that teacher centred was discouraged and that learner centred approaches were more encouraged. Part of the statement from the Debs was as follows:

"Mostly its learner centred at work. Teacher centred now is discouraged. So, learner centred approaches are more encouraged than the other traditional approaches. The other traditional approaches, they are using them. You can't run away from that" (One on one semi-structured interviews with Debs, October 2023).

From the above statement, teacher centred methods were revealed to be available alongside learner centred methods. When 5 H.O.Ds, and 5 Heads were requested to identify the other category of learner centred approaches used in the teaching and learning process, the researcher was requested to guide in the interview so that they can identify correctly. When asked about collaborative teaching approach, 11 out of 11 Administrators affirmed presence of collaboration approach

as they cited examples like putting children in groups of up to 65% where slow learners were equally given a chance to explain findings. Furthermore, other findings indicated that, besides group work, pair work was also used. One of the respondents had to explain as follows:

“Children are actually put in groups up to 65%. Slow learners are even given a chance to explain findings.” (One on one interview with an Administrator, October 2023).

Collaborative teaching approach was a new term to some despite them using the teaching approach frequently. When asked about constructivist teaching approach, responses were that, field trips in Civic education were a challenge with the main challenge being finance. It was also indicated that in constructivist teaching approach, learners built from what is known to what is unknown. One of the respondents explained as follows:

“Like field trips, at this school we have a challenge at that but the main challenge is finance. We may want to do that but the limiting factor is money because sometimes the place we would require to go to would require transport money.” (One on one interview with an Administrator, October 2023).

Despite others knowing constructivist teaching approach, it was still a big word to others. No field trips in Civic Education were conducted in Luampa. When they were asked if they knew about inquiry based teaching approach, they indicated to have been in the know how as they had earlier on mentioned. Responses were that, schools gave out home works on Friday, and they also utilized question and answer.

“Civic Education gives home works on Friday. If learners are given a lot of home works in a day, sometimes these learners have no power at home and they may fail to do that work. This intake, from the time I started teaching them, I have never given them a project.” (One on one interview with an Administrator, October 2023).

Another Administrator explained as follows:

“Question and answer. Home works are given every Friday to the children. Teacher gives questions to pupils to go and enquire and bring back feedback.” (One on one interview with an Administrator, October 2023).

From the statements, giving learners a lot of home works was a challenge such that they could fail to do it due to having no power at home for most of the learners. The other problem noted was failure to give projects to Civic Education learners. When they were asked about integrative teaching approach, findings were that, comprehensive sexuality education was being integrated with Civic Education. Furthermore, there were no mock court trials, no mock parliamentary sessions, and no mock election sessions. Moreover, topics in Civic Education which were almost similar were combined like in grade 12 combining with a similar grade 10 topic. One of the respondents explained as follows:

“You integrate with the other subject where you are able to do that. You can integrate a topic in Civic Education with Geography especially when one is revising in most cases we integrate by taking them back to Grade 10 Civic Education while teaching a Grade 12 Civic Education topic. So that, you remind them if they forgot and then you proceed. We had no mock court trials, no mock parliamentary sessions, and no mock election sessions.” (One on one interview with an Administrator, October 2023).

Another Administrator explained as follows:

“Civic Education the way we know it now, it is integrated. It is no longer taught as single subject. To integrate is to combine almost two or three components you have put them together. When you are talking about the rift valley, you can relate that in Geography, you can relate that to History, you can relate that to Civic Education in terms of how people live in those areas. Mock election sessions, when you do such permutations, it prepares the children for future life and future activities.” (One on one interview with an Administrator, October 2023).

With the above statement, no mock elections sessions, no mock court trial sessions, and no mock parliamentary sessions are conducted in schools. There is a lot to be done in this lane. When they were asked about reflective teaching approach, findings were that quiz and group discussions were being conducted. But it was indicated that learners were not involved in diary presentations as well as journal presentations. However, some of them didn't know what reflective teaching approach was. One of the respondents had to make the following statement:

“Quiz, group discussions are there.” (One on one interview with an Administrator, October 2023).

Another Administrator had to state the following statement:

“Maybe you can explain a bit” (One on one interview with an Administrator, October 2023).

A good number of schools are using reflective teaching practice but they are not aware of it. When you explain to them, that's when they realize they are doing it. The next section will look at adequacy of CPDs in enhancement of 21st century Civic Education Teaching Approaches.

4.3.10. Adequacy of CPDs in enhancement of 21st Century Civic Education Teaching Approaches.

This section presents findings on adequacy of CPDs conducted in selected secondary schools of Luampa District. The first part presents findings from observation checklists on teachers' level of usage of 21st century Civic Education Teaching Approaches. The second part presents findings from Questionnaires on teachers' responses about their being trained as teachers of Civic Education. The

third part presents findings from Questionnaires on teachers' responses about attending CPDs in the previous two years. The fourth part presents findings from Questionnaires on teachers' responses on what they do as Civic Education teachers indicating that they have content on their fingertips. The fifth part presents findings from teachers' questionnaires on teachers' responses about having content on their fingertips. The sixth part presents findings from learners' Questionnaires on Civic Education lesson deliveries being based on theory. The seventh part presents findings from learners' questionnaires on learners' responses about teachers of Civic Education that have content on their fingertips. The eighth part will present findings from learners questionnaires on learners' responses on trainings teachers have done in Civic Education to help learners' in their studies. The ninth part will present findings from learners' questionnaires on learners' responses about what Civic Education teachers do as an indication of having content on their fingertips. The tenth part presents findings from semi-structured interviews with 5 Social Sciences H.O.Ds, 5 Heads, and 1 Debs on adequacy of CPDs in enhancing 21st century Civic Education approaches.

4.3.10.1 Teachers' level of usage of 21st century Civic Education Teaching Approaches

Using an observation checklist, it was imperative that the level of teachers of Civic Education is gauged so as to ascertain how much they had benefited from participation in CPDs. The conclusion was reached after seeing each one of them delivering a lesson on Civic Education. This was later followed by a careful study of their Civic Education lesson plans with keen interest on teaching approaches especially for this section. The results indicated that the Constructivist, the Reflective, and the Integrative Approaches were the lowest with the mean of 3.20. Collaborative Approach was the most used with the mean of 4.20 on a Likert scale of 5. The second most used approach was the Inquiry Based Approach with the mean of 3.60.

Table 9: Teachers' level of usage of 21st century Civic Education Teaching Approaches

		5	4	3	2	1		
Serial number	Indicators	Very good	Good	Average	Poor	Very poor	Mean	SD
1	The Constructivist Approach		01	04			3.20	0.45
2	The Collaborative Approach	01	04				4.20	0.45

3	The Reflective Approach		01	04			3.20	0.45
4	The Integrative Approach		01	04			3.20	0.45
5	The Inquiry Based Approach		03	02			3.60	0.55

This portion of the Observation Checklist, took into consideration what exactly happens in each of the teaching approaches highlighted above. Therefore, from the table and using descriptive statistics app on a Likert scale of 5, it can be deduced that the Constructivist, the Reflective, and the Integrative Approaches are limping with a mean of 3.20. The Inquiry Based approach is second most used with the mean of 3.60 on a Likert scale of 5.

4.3.10.2. Teachers responses about their being trained as teachers of Civic Education

Using a questionnaire for teachers was necessary to get responses from teachers of Civic Education pertaining to whether they were fully trained as teachers of Civic Education or not. Training as a teacher of Civic Education meant having a Degree in Civic Education. Findings were that 2 out of 16 teachers were not teachers of Civic Education but teaching Civic Education. Furthermore 11 out of 16 were Diploma holders but teaching at the senior secondary section. Moreover, only five teachers were Degree holders.

Table 10: Frequency and percentage distribution of teachers' responses about their training as teachers of Civic Education.

Response	Frequency	Percentage	Ranking
Yes	14	87.5%	1
No	02	12.5%	2
Total	16	100	

The table above indicates that 12.5% of teachers of Civic Education were not trained as teachers of Civic Education. This translates into 2 out of 16 teachers

not trained as teachers of Civic education. However, after a crucial analysis of the questionnaire for teachers filled in by the teachers themselves, 11 of the 16 teachers (68.75%) were actually Diploma holders but teaching Senior Secondary classes. Degree holders were only 5 out of 16 translating into 31.25%. The data is available in the below table.

QUALIFICATION		
Diploma	11	68.75%
Bachelor's Degree	05	31.25%
Master's Degree	00	00%
PhD	00	00%

Table 11: Qualifications for teachers of Civic Education.

4.3.10.3. Teachers' responses about whether they attended CPDs in the previous two years.

It was also necessary to ascertain if at all teachers were involved in CPD activities in the previous two years. Through a questionnaire for teachers, teachers of Civic Education responded to closed questions by indicating a tick for either yes or no. They were as well tasked via questionnaires through open ended questions to indicate what they exactly did in any of the CPDs involved in. The findings were that 10 out of 16 teachers couldn't attend any formal education CPDs in the previous two years. Furthermore, non formal CPDs were not prioritised as 12 out of 16 teachers of Civic Education couldn't participate in them. Additionally, Corporate Social Responsibility CPDs had low participation levels as 11 out of 16 teachers could not participate in them. Details are contained in the following table:

Table 12: Frequency and percentage distribution of teachers' responses about whether they attended CPDs in the previous two years.

CPDs attended in the previous two years.		Yes	No	Total Response
Formal education	f	06	10	16
	%	37.5	62.5	100
Non formal education	f	04	12	16
	%	25	75	100

Self-directed learning	f	08	08	16
	%	50	50	100
Informal learning	f	09	07	16
	%	56.25	43.75	100
Online learning activities	f	10	06	16
	%	62.5	37.5	100
Professional work experience	f	09	07	16
	%	56.25	43.75	100
Corporate Social Responsibility	f	05	11	16
	%	31.25	68.75	100

This table indicates that in the previous two years, 10 out of 16 teachers (62.5%) did not attend any formal education CPDs. Furthermore 12 out of 16 teachers (75%) did not participate in Non-formal Education CPDs. Additionally, 11 out of 16 teachers (68.75%) did not participate in Corporate Social Responsibility CPDs.

4.3.10.4. CPDs driven teachers' responses about what they do as Civic Education teachers indicating that they have content on their fingertips.

Through a questionnaire, teachers were equally tasked to rate themselves indicating if they had content of Civic Education on their fingertips. Findings of the study were that, challenging of generally accepted theory was not allowed by some teachers of Civic Education as it had the lowest mean of 3.81 on a Likert scale of 5. Targeting of learners needs in terms of content was the highest with the mean of 4.56. The following table tabulates the results;

Table 13: Frequency and percentage distribution of teachers' responses about what they do as Civic Education teachers indicating that they have content on their fingertips.

Do you do this as a teacher of Civic		Very often	Mos tly	Some times	Uns ure	Rar ely	Mean	SD
--------------------------------------	--	------------	---------	------------	---------	---------	------	----

Education after benefiting from CPDs?								
My content is on subject knowledge and teaching techniques.	F	08	06	02	00	00	4.38	0.72
	%	50	37.5	12.5	00	00		
I provide an opportunity to work together.	F	08	04	03	00	01	4.13	1.15
	%	50	25	18.75	00	6.25		
I use activities based on discussion, experimentation, analysis, and reflection.	F	06	09	01	00	00	4.31	0.6
	%	37.5	56.25	6.25	00	00		
I allow challenging of generally accepted theory.	F	04	06	05	01	00	3.81	0.91
	%	25	37.5	31.25	6.25	00		
I provide needed support.	F	08	06	02	00	00	4.38	0.72
	%	50	37.5	12.5	00	00		
I target learners' needs in terms of content.	F	10	05	01	00	00	4.56	0.63
	%	62.5	31.25	6.25	00	00		
I combine activities from different perspectives.	F	09	02	04	01	00	4.19	1.05
	%	56.25	12.5	25	6.25	0		

I allow challenging of generally accepted theory scored the lowest with the mean of 3.81 on a Likert scale of 5. This was followed by I provide an opportunity to work together whose mean stood at 4.13 on a Likert scale of 5. Third from last was I combine activities from different activities whose mean stood at 4.19 on a Likert scale of 5.

4.3.10.5. Civic Education lessons are based on theory during lesson delivery from learners' perspective.

Since CPDs are compulsory in Zambia, it was also necessary to ascertain as to whether after attending several CPDs Civic Education was still taught based on theory only or not. Using a questionnaire for learners, learners filled in a tick to a closed ended question which had a yes or no option. Findings were that 99 out of 100 respondents indicated that, Civic Education was being taught as a theory with no practical attached. The following table illustrates the findings:

Table 6. Percentage distribution of whether Civic Education lessons are based on theory during lesson delivery according to learners responses.

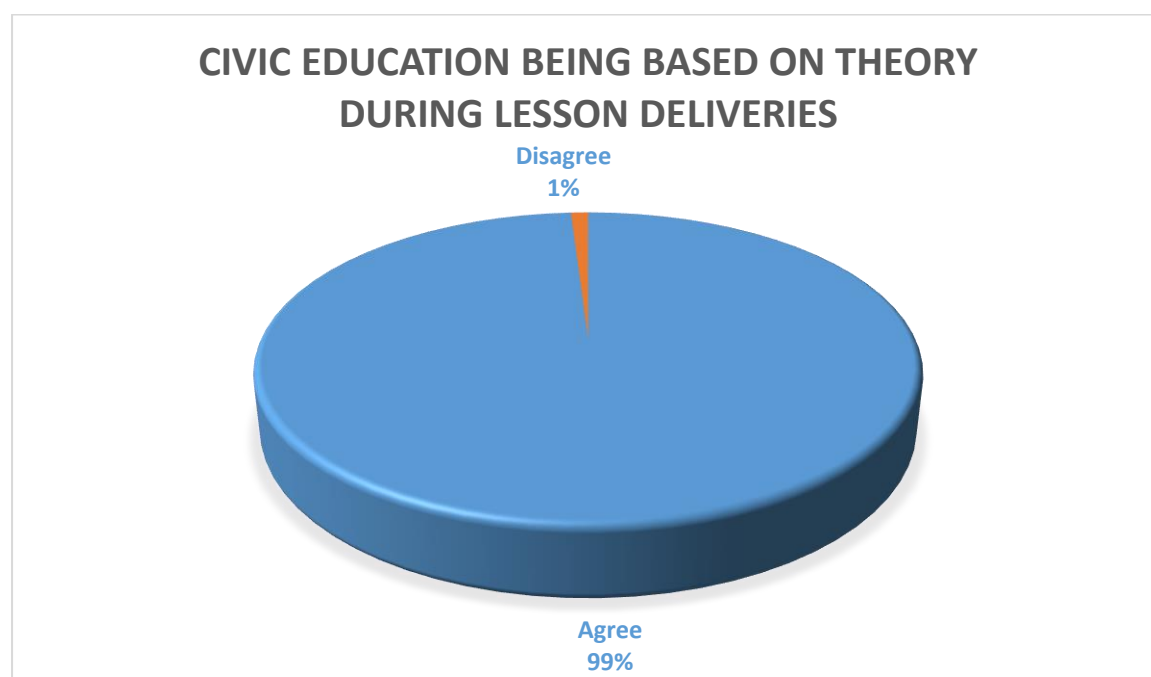


Figure 4: Civic Education being based on theory during lesson deliveries

Ninety nine (99) learners indicated that the kind of Civic Education provided to them was only based on theory. When asked to state why Civic Education provided to them by teachers was only based on theory, it was highlighted that Civic Education required more explanations for pupils' understanding. Moreover, one respondent had to state the following with regard to Civic Education:

“Civic Education is based on theory lessons not practicals.” (Learner's questionnaire, October 2023).

It was therefore realised that Civic Education was still being provided as a theory despite it having two faces namely the theoretical part as well as the practical part.

4.3.10.6. CPD Trainings teachers' have done in Civic Education to help learners in their studies.

Using learners' questionnaire, learners were tasked to provide responses on a Likert scale of 5 on what trainings teachers had done in Civic Education after attending CPDs to help them in their studies. The findings were that mock elections, mock trials, and mock hearings were not being done in schools and stood on the mean of 1.88 on a Likert scale of 5. Furthermore, community based projects were not being done in schools from a Civic Education perspective. The following table tabulates the findings:

Table 14: Frequency and percentage distribution of learners' responses on trainings teachers have done in Civic Education to help learners in their studies.

Training given by teachers after CPDs		Very often	Mostly	Sometimes	Unsure	Rarely	Total Response	Mean	SD
Teacher trains us to participate in voluntary work.	F	04	34	52	05	05	100	3.27	0.83
	%	4	34	52	5	5	100		
Teacher tells us to read journals or articles.	F	09	45	34	02	10	100	3.41	1.04
	%	9	45	34	2	10	100		
Teacher tells us to update our knowledge through the internet or TV.	F	16	39	31	05	09	100	3.48	1.11
	%	16	39	31	05	09	100		
Teacher gives us community based research projects aimed at solving problems in the community.	F	03	06	13	43	35	100	1.99	1.10
	%	03	06	13	43	35	100		
Teacher encourages us to learn by doing through mock elections, mock trials, and mock legislative hearings, etc.	F	03	01	03	68	26	100	1.88	0.77
	%	03	01	03	68	26	100		
Teacher encourages us to discuss with colleagues.	F	24	62	11	03	00	100	4.07	0.69
	%	24	62	11	03	00	100		
Teacher encourages us to learn from experience.	F	15	35	36	12	02	100	3.49	0.96
	%	15	35	36	12	02	100		

As it can be seen, mock elections, mock trials, and mock hearings are not being done in schools though imperative. Mock elections, mock trials, and mock legislative hearings were standing at the mean of 1.88 on a Likert scale of 5. So, only seven (07) out of one hundred (100) pupils reported being encouraged to learn by doing in those lanes. Giving of community based projects is also not being done in schools especially from the Civic Education perspective. Giving of

community based research projects aimed at solving problems in the community was at the mean of 1.99 on a Likert scale of 5.

4.3.10.7. Indication of having content on fingertips by Civic Education teachers as observed by learners.

Using a questionnaire for learners on a Likert scale of 5, it was necessary to look at the adequacy of CPDs attended in the way Civic Education teachers expressed their indication of having content on their fingertips during lesson deliveries. It was very necessary to involve the learners in this assessment, as they are the ones that experienced teachers' way of teaching from Grades 10 to 12. Results were that, challenging of generally accepted theory was the lowest with the mean of 2.82 on a Likert scale of 5. Teachers also had negative reactions towards having lesson deliveries based on discussion, experimentation, analysis, and reflection. The following table tabulates the findings:

Table 15: Frequency and percentage distribution of learners' responses about what Civic Education teachers do as an indication of having content on their fingertips.

Do Civic Education teachers do this?		Very often	Mostly	Sometimes	Unsure	Rarely	Mean	SD
Teacher's content is on subject knowledge and teaching techniques.	f	14	60	09	10	07	3.64	1.07
	%	14	60	09	10	07		
Teacher provides an opportunity to work together.	f	17	46	28	07	02	3.69	0.91
	%	17	46	28	07	02		
Uses activities based on discussion, experimentation, analysis, and reflection.	f	10	29	43	14	04	3.00	1.07
	%	10	29	43	14	04		
Teacher allows challenging of generally accepted theory.	f	04	25	33	25	13	2.82	1.08
	%	04	25	33	25	13		
Teacher provide needed support.	f	22	52	12	11	03	3.79	1.01
	%	22	52	12	11	03		
Teacher targets learners' needs in terms of content.	f	25	45	13	15	02	3.76	1.06
	%	25	45	13	15	02		

Teacher combines activities from different perspectives.	f	12	45	28	14	01	3.53	0.92
	%	12	45	28	14	01		

The responses from learners indicates that, teachers of Civic Education had negative reactions towards allowing of challenging of generally accepted theory during lesson deliveries. Allowing of challenging of generally accepted theory was standing at the mean of 2.82 on the Likert scale of 5 and being the lowest. The responses from questionnaires further revealed that teachers had negative reactions towards having lesson deliveries based on discussion, experimentation, analysis, and reflection.

4.3.10.8. Adequacy of CPDs in enhancing 21st Century Civic Education teaching approaches in the school

Using semi-structured interviews for H.O.Ds, Heads, and Debs, it was imperative to assess the adequacy of CPDs in enhancing 21st century teaching approaches in the school. Therefore, in separate interviews with the Administrators, 11 out of 11 respondents indicated that CPDs meant at enhancing 21st Century Civic Education teaching approaches in the secondary schools were adequate but not 100% adequate as more CPDs were needed. One Administrator had to say the following with regard to the adequacy of CPDs:

“Under a scale of 1 to 10, I would say they are quite adequate. Maybe 8 out of 10. At 80%.” (One on one interview with an Administrator, October 2023).

Another respondent had to echo the following:

“They are adequate but we still need more of CPDs.” (One on one interview with an Administrator, October 2023).

Therefore, from this perspective, it can be deduced that CPDs are indeed adequate but not 100% adequate as more CPDs were still needed. The next section looks at the review of challenges in the use of CPDs to promote 21st Century Civic Education skills.

4.3.10.9. Teachers’ responses on adequacy of CPDs conducted in Luampa District.

Through the use of a questionnaire, teachers of Civic Education were asked to evaluate CPDs held in selected secondary schools of Luampa by indicating either Yes or No. The views that were given by teachers of Civic Education were that, the adequacy for CPDs addressing learning and development needs was at 93.75%. Furthermore, the adequacy for CPDs providing feedback was at 93.75%. Moreover, the adequacy of CPDs providing training was at 62.5%. The adequacy for CPDs providing coaching was at 56.25%. The results were as tabulated in the table below:

Table 16: Frequency and percentage distribution on teachers' responses on adequacy of CPDs conducted in Luampa District.

CPDs adequacy		Yes	No	Total Response	Mean	SD
CPDs addressing learning and development needs.	F	15	1	16	1.93	0.25
	%	93.75	6.25	100		
CPDs providing coaching.	F	09	07	16	1.56	0.51
	%	56.25	43.75	100		
CPDs providing feedback.	F	15	01	16	1.93	0.25
	%	93.75	6.25	100		
CPDs providing training which is improving professional teachers work.	F	10	06	16	1.63	0.50
	%	62.5	37.5	100		

According to the table, the adequacy for CPDs addressing learning and development needs was found to be 93.75% with the highest mean of 1.93. The adequacy for CPDs providing coaching was found to be at 56.25% with the lowest mean of 1.56. Adequacy for CPDs providing feedback was pegged at 93.75% with the highest mean of 1.93. Adequacy of CPDs providing training was pegged at 62.5% with the mean of 1.63. Sixteen (16) teachers of Civic Education participated in this exercise. CPDs providing coaching, and CPDs providing training which is improving professional teacher's work requires more attention.

4.3.11. Review of Challenges in using CPDs to promote 21st Century Civic Education skills

In this section challenges encountered in the use of CPDs in the promotion of 21st Century Civic Education skills were looked into by teachers of Civic Education as well as H.O.Ds, Debs and Heads. In the first place, teachers used a questionnaire for teachers to respond by virtue of indicating a yes or no in blank spaces. Semi-structured interviews were used to collect data from H.O.Ds, Debs, and Heads.

Results which came from teachers of Civic Education indicated that lack of CPD trained facilitators was the biggest challenge. Furthermore, lack of action researches was the second biggest challenge. Results were as tabulated below:

Table 17: Frequency and percentage distribution on teachers responses on challenges encountered in the use of CPDs conducted in Luampa District.

Challenges		Yes	No	Total Response	Mean	SD
Lack of commitment by Education Standards Officers.	f	09	07	16	1.56	0.51
	%	56.25	43.75	100		
Lack of commitment by Headteacher.	f	05	11	16	1.31	0.48
	%	31.25	68.75	100		
Lack of mentoring	f	09	07	16	1.56	0.51
	%	56.25	43.75	100		
Lack of Action Researches	f	10	06	16	1.63	0.50
	%	62.5	37.5	100		
Lack of peer observation	f	04	12	16	1.25	0.45
	%	25	75	100		
Lack of support for teachers	f	08	08	16	1.50	0.52
	%	50	50	100		
Lack of CPD trained facilitators at this school.	f	13	03	16	1.81	0.40
	%	81.25	18.75	100		

From the above table, lack of CPD trained facilitators with a mean of 1.81 on a Likert scale of 2, was found as the biggest challenge in the challenges encountered in conducting CPDs aimed at promoting 21st century Civic Education skills. Furthermore, lack of Action Researches with a mean of 1.63 on a Likert scale of 2, was the second biggest challenge. The third and fourth challenges were lack of mentoring and lack of commitment by Education Standards Officers whose mean

was 1.56. The fifth challenge was lack of support for teachers whose mean was 1.50 on a Likert scale of 2.

From interviews held with administrators, one of the respondents indicated that there were a lot of challenges being encountered in the use of Continuous Professional Development Programmes to promote 21st century Civic Education skills. The H.O.D popped out the following issues:

“The issues to do with materials for example computers. Lack of exposure on the part of learners. Understaffing levels. When you are alone, who do you consult? Lack of library facilities where learners can research. Not all teachers go for workshops due to lack of finances.” (One on one interview with an H.O.D, October 2023).

The lack of materials was a great challenge as it was echoed by many respondents. One of the respondents stressed that schools needed computers, phones, and internet connectivity. One of the Heads had the following challenges to air out:

“Inadequate funding. Unable to do education tours. Lack of necessary teaching and learning materials e.g. overhead projectors, television. Inadequate infrastructure e.g. a hall for Social Sciences where they can even go and watch news on television. No visitations by Electoral Commission of Zambia for electoral lectures to secondary schools and also issuance of ballot boxes for the elections topic.” (One on one interview with a Headteacher, October 2023).

Another Head additionally had to say the following:

“CPDs are funded but money is inadequate because the programmes and activities are many and more than the money we get. Inadequate teaching and learning materials though we are procuring bit by bit. Moreover, there are some teachers who would normally want to stay away from CPDs, they know it all, they feel that they know everything. And those are the teachers who give us problems because they don't want to learn from other teachers. So, in the long run, they fail to deliver

what is expected to the learners. When they see Standards Officers, they run away. That is a very big challenge. Even the learners, it is a big problem because what they are receiving is something else. Moreover, Teaching Council of Zambia must work towards organising workshops for teachers in the lane of how CPDs must be held and supervised. If not fully funded, it should be fully funded for smooth operations” (One on one semi-structured interview with a Head, October 2023).

Among the challenges aired out, the respondent indicated that, Teaching Council of Zambia needed to begin organizing workshops for teachers country-wide to educate them on how CPDs must be held and supervised. However, in response to holding of workshops by TCZ on how CPDs must be held, Debs stressed that, that would defeat the purpose of CPD. The statement of the Debs was as follows;

“CPD its Continuing Professional Development, what training do you need again, when you are training yourself at school level? You are already a teacher. You are just updating your information maybe on one or two topics that have come. Off course we have certain subjects that are skills based like Arts and in that field you need somebody who is skilled in that area to facilitate. To come and teach about dot line form and an object. You if you are not an Art teacher, you can’t do that. No matter how skilled you are in terms of facilitating, you can’t, because you can’t do. You will just be good at explaining but what you are saying cant come out” (One on one semi-structured interview with Debs, October 2023).

But as opposed by Debs that only skills based subjects like Arts would require experienced facilitators, Civic Education being a skills based subject also needs experienced facilitators. In fact, it was further indicated that teachers had no skills in conduction of action researches. One of the other Heads echoed the following challenges:

“When they want to use laptops, power is not there. Power is a challenge in schools not connected to the National Grid. CPDs are not adequately funded. Lack of utility vehicle for Debs Office resulting in

lack of transport. Some of the materials they lack in content but endorsed by Curriculum Development Centre for use in Schools” (One on one semi-structured interview with a Head, October 2023).

Over the challenge of not having a utility vehicle to help in the monitoring of CPDs as well as observing of Civic Education lessons to ensure that teaching and learning were taking place, Debs indicated that transport was not a problem. The following statement cleared the air on utility vehicle challenge;

“Transport is not a problem. Observation can even be done virtually. But reaching out physically to the schools, then a utility vehicle is required” (One on one semi-structured interview with Debs, October 2023)

One of the H.O.Ds lamented that only 1 or two teachers went for workshops due to financial challenges. Furthermore, inadequate infrastructure resulted in holding of CPDs disturbing learning. This is where teachers were requested to attend CPDs at the expense of teaching. The H.O.D went ahead to give the following statement;

“CPDs are more of voluntary and have no incentives. So in that case it becomes a challenge also because that is purely voluntary with no incentives attached. At the end of the year, one does not see anything, off course in the past, they were talking of credit certificates, but now people don’t see it. No matter how good you attend those CPDs, you are not awarded. You are not even given a certificate of appreciation to show that this person was good at attending CPDs. So sometimes always get discouraged” (One on one semi-structured interview with H.O.D, October 2023).

The same H.O.D further highlighted that,

“Even when people attend CPDs, there is no form of refreshment. You are just there listening or participating in those activities. If the Teaching Council had trained people maybe to a certain extent, people would know how to conduct CPDs maybe there is something we are not doing correctly in our CPDs. People would know where we are not fairing very well and make corrections on those. Maybe it could have been an opportunity to bring out the challenges they are facing. It was going to be better for TCZ to have offices in all the Districts and therefore important that it is fully funded to reach out to all schools” (One to one semi-structured interview with an H.O.D, October 2023).

4.4. Summary

This chapter, contained a presentation of research findings anchored on analysed data and has answered the research objectives. Findings from a qualitative and quantitative points of view, indicated that CPDs are instrumental in fostering 21st century Civic Education Teaching Approaches in secondary schools. However, a

lot of challenges were unearthed like; Civic Education was only based on theory during lesson deliveries; no mock elections, no mock court trials, no mock legislative hearings were conducted in schools. No community project was given to learners in Civic Education. CPDs are adequate but not 100% adequate, CPDs providing feedback and CPD providing training were 93% adequate. Lack of trained facilitators was a challenge. Lack of teaching and learning materials, and inadequate funding for CPDs. Some teachers normally want to stay away from CPDs. Understanding levels, lack of skills in research skills, inadequate infrastructure, lack of incentives like credit certificates from TCZ, and not being given a certificate for attending CPDs. Lack of refreshments. In the next chapter, findings of the study were looked into by the researcher.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.0. Overview

The previous chapter tabulated results for this research. This chapter discusses findings in chapter four and their implications to Zambia in relation to reviewed literature. This undertaking will be done in themes guided by the research objectives in order to arrive at the purpose of the study.

5.1. Participants understanding of the concept of CPDs.

As presented in the findings chapter, it is established that CPDs are imperative if we are to sharpen our skills even more in areas we unknowingly neglected. CPDs are important as they perform roles of enhancing, sharpening, improving, developing, refreshing, and solution provision to teacher's skills, knowledge, and expertise. This result is in agreement with Teaching Council of Zambia (2021) stating that, CPD has a sole purpose of enhancing teacher performance in areas of specialization by equipping teachers with up to date competencies and skills required by demands of current job. This therefore means that, without attending CPDs, a teacher offers outdated information to learners and may not have latest skills, and competences necessary to navigate the 21st century classroom. This teacher who doesn't attend CPDs may as well fail to produce learners who are up-to-date with current skills and competences.

Moreover, CPDs indeed offer an improvement role in teaching and learning process. The world is dynamic and everything about it is changing. What used to work last year may not work well today. This result is in agreement with Srinivasacharlu (2019:30), who expressed views on CPD that, "It equips teacher educators with ever increasing digital skills and competencies to manage hyper-connected, knowledge environment to best prepare future teachers." Therefore, if a teacher is involved in a good number of CPDs, the implication is that, the results are having digital skills and competencies, which may drive learners to acquire 21st Century skills in Civic Education because of exposure to digital teaching and learning materials.

It is also clear that CPDs develop problem-solving role in teachers. This result is almost similar to views expressed by Orgovanyi-Gajdos (2016:6) who states that, "teachers solve problems not only during the interactive, classroom teaching phase

but also when they evaluate the previous lesson and plan for the next.” Teachers missing CPDs may have missed a lot required for them to succeed in problem solving inside the classroom and outside the classroom areas. It is therefore important that all teachers be engaged in CPDs to avoid missing such beneficial opportunities.

Furthermore, CPDs indeed play a refreshing role in the teaching fraternity by refreshing existing knowledge. Renewing of existing knowledge by teachers through CPDs is in agreement with Antonio (2019) who indicated that professional developments are to be an ongoing process so as to improve academic and research skills. This therefore means that, all teachers ought to refresh their knowledge from now and then.

Data collected positively indicates that CPDs play so many roles and therefore imperative in as far as teacher professional development is concerned. There was an agreement that CPDs played roles of enhancing, sharpening, improving, developing, refreshing, and solution provision to the skills, knowledge, and expertise of teachers.

5.2. TCZ training on how CPDs must be conducted.

This study has established that, no physical training has ever been offered to Luampa District. Only one respondent had a virtual training with TCZ on how CPDs must be held and supervised. There arose a call on TCZ for a possible roll-out of trainings on conduction and supervision of CPDs. The purpose of the trainings would be for training teachers, and all administrators on how CPDs must be held and supervised. This result is in agreement with Tulu (2018) who bemoaned the absence of trained facilitators and limited skills in action research. There can be no meaningful learning without fully competent facilitators. To educate others, education has to begin with oneself.

5.3. Situation on conduction of CPDs for teachers

The study established that CPDs were being held at various intervals by individual schools. There was a positive response in terms of conducting of CPDs. This result is in disagreement with results found by Phiri (2020) who stressed that some respondents found it difficult to attend CPDs due to lack of incentives. The reason for attending CPDs may have been as a result of collaborative professional

learning. In support of this reason, Charmain (2021), indicated presence of social learning encouraged collaborative professional learning. This implies that, moving on this trajectory of utilizing social learning for collaborative learning, may to some extent improve CPDs attendance levels.

5.4. Nature of CPDs for teachers of Civic Education

It is established in this study through table 7 of chapter 4 as well as interviews that, formal education CPDs were the most prevalent in schools. The second in that order of occurrence was professional work experience CPDs. The third in terms of occurrence was informal learning CPDs. The lowest in terms of occurrence was non formal education CPDs. Online learning CPDs and corporate social responsibility CPDs were second from the last in terms of occurrence in and outside school. As observed in the results, Navarro (2020), elaborated that CPD programs were to be identified by way of formal learning, self-directed learning, non-formal learning, online learning activities, informal learning, corporate social responsibility, and professional work experience. It is therefore imperative for teachers to engage themselves in all the CPD programs for them to have a well rounded experience necessary for updating their skills, knowledge, and expertise. Failure to engage in most of the CPDs from a Civic Education perspective would result in having teachers with serious gaps in terms of 21st century skills, knowledge, and expertise.

Despite the above CPDs occurring inside and outside the school, some respondents bemoaned a situation where teachers attended workshops but couldn't be given certificates of attendance. They felt awarding them certificates of attendance would act as an extrinsic motivation for attending workshops. The findings of this study are in agreement with Antonio (2019), who indicated that CPDs were valued by teacher educators despite having a weak CPD culture. There is urgent need to ensure that certificates of attendance are given to teachers that attend workshops, seminars, conferences, etc. The certificates of attendance would serve as evidence for having attended the mentioned events. Not only must a report by the attendee be valued but equally provision of a certificate of attendance to the attendee.

There was also a concern on network challenges when it came to conducting of online activities. Online learning activities are essential in the current digital world. Civic education by its nature requires constant updating of data through the internet or any other social media platforms. All teachers of Civic Education require a perfect connection to the internet for successful hosting of online learning activities for self-directed learning or any other purposes. As aptly put by Professional Regulation (2017), online learning activities provided flexibility for professionals for easy engagement in remote learning. This therefore entails that, there is a need to provide fast internet connectivity to all secondary schools to facilitate the engagement of teachers in online learning activities. This would later result in very up-to-date teachers in terms of skills, knowledge, and expertise.

There was as well a concern on utilization of teacher centred methods in schools. The findings of this study were in line with Mufalo, Muleya, and Simui (2020), whose findings unearthed a predominant teacher centred approach being used and hence advocated for enhanced CPD programs for Civic Education teachers. Having teacher centred methods in Civic Education in Schools lies on the back of leaderships in charge of such schools. If a leader is not for the idea of archaic methods of teaching, manoeuvres shall be put in place to stop such practices. Furthermore, use of teacher centred methods represents inadequacy of CPDs conducted in such particular schools. These findings are well supported by Phiri (2020) who indicated that CPDs would only be adequate if incorporation of hands on in presentations was understood by teachers. There is a need to ensure that schools hold CPDs that incorporate hands on translating into many teachers of Civic Education utilising hands on even in classroom lesson deliveries.

Moreover, there was a concern on teachers who usually decided not to report back after attending meetings outside the school hence forcing Headteachers to dig deeper. In line with this result, Guskey (2000) revealed that there was a dire need for evidence based research with concentration on teachers and students outcomes. Some teachers may not know how to write comprehensive reports pertaining to meetings they attended. It's therefore essential to prioritise Action Researches in schools to instil comprehensive report writing skills in teachers.

5.5. 21st Century Civic Education skills utilised in schools

From the observation checklist for teachers, and interviews for Administrators, it was established that digital literacy, and learning to learn remained a challenge despite use of effective communication and use of motivation being the highest during classroom lesson deliveries. On the aspect of digital literacy, there was need to introduce learners to computers so that they can access latest information on internet from the school computer lab. Schools therefore needed to have computer labs in place to instil this skill in learners or allow learners to use smart phones with strict supervision. This study is in line with Mainde et al who advocated for diversified pedagogical strategies as well as community involvement (Mainde, Chola, & Mpolomoka, 2021). There is a dire need for teachers to gain more skills like digital literacy skills and learning to learn skills through attending many relevant workshops aimed at improving the gaps.

5.6. Components of CPDs for teachers promoting 21st century Civic Education skills.

The study established that there were no specific time frames for holding CPDs in Luampa District as schools conducted them any time between 12:00 hours and 18:00 hours with minimum of one hour and maximum of two hours. Some CPDs were conducted even at 17:00 hours after knocking off from work. However, the most important aspect is that CPDs were taking place. In line with this result, Darling-Hammond et al revealed that effective CPDs are those that offered teachers sufficient time to learn, practice, implement as well as reflecting, and

bring about new strategies (Darling-Hammond, Hyler, & Gardner, 2017). This implies that, there is need to accord more time to teachers to fulfil the four aspects. All teachers of Civic Education indeed need time to learn, to practice what they have learnt, to implement what they have practiced, and reflect on what they implemented. This would result into development of new strategies.

Secondly, CPDs conducted in Luampa never only looked at Civic Education but also Geography and other social science subjects. This implies the fact that, the CPDs are aligned as they had a variety of activities from different perspectives. This result is in agreement with Guskey who indicated that professional development was affected by mainly teacher's learning, as well as the practice of teaching, and student learning (Guskey, 2000). This therefore means that, teachers ought to concentrate so much on teacher's learning, practice of teaching, and student learning if they are to accomplish their objectives with easy.

Thirdly, there was a controversy on what to target with respondents mentioning teacher's needs, learner's needs, and both teachers' and learners' needs. The other finding established was that, CPDs held in schools were content related. As aptly put by Phun, content knowledge alone cannot improve students' learning, hence, the combination of CPD learning on content knowledge as well as pedagogical skills to enhance student learning (Phun, 2021). To aim at enhancing learning attainments of students, it is necessary that teachers of Civic Education are engaged in CPDs whose emphasis is on content knowledge and pedagogical skills.

Additionally, it was established that without activities there is no CPD and that discussion, experimentation, reflection, and analysis activities may enable acquisition of 21st century Civic Education skills. On external input, it was recommended that Civic Education was dynamic and therefore, way of doing things must change as information changes. Moreover, collaboration component was recommended by respondents as it was helping even teachers who do not know how to make a lesson plan out of a book. Furthermore, respondents indicated that leadership CPDs were being conducted in Luampa. These results are in line with Darling-Hammond et al who stipulated that effective professional developments needed to provide coaching, involve collaboration, and expert support (Darling-Hammond, Hyler, & Gardner, 2017). Collaboration sorts out many professional

problems. Coaching and expert support if well harnessed in schools may result in well braced teachers of Civic Education.

5.7. Monitoring of CPDs for teachers.

The study established that monitoring of CPDs was a very important undertaking which required seriousness from all stakeholders. Monitoring of CPDs was ongoing in schools. This result is in line with Ahmad who recommended that institutions should be taking their time to improve CPD activities (Ahmad, 2016). Therefore, it is incumbent upon learning institutions to ensure that monitoring of CPD activities is taking place from time to time. Every teacher was supposed to have in the teaching file, reports of all CPD activities attended in person. Credit points for attending CPDs are supposed to be awarded and recorded on the material day in which the particular CPD was attended. Moreover, monitoring of CPDs should encompass all the off springs of CPDs. Apart from School Administrators, Standards Officers ought to take a centre stage as TCZ conducts snap checks to ensure holding of relevant CPDs.

5.8. Observations of Civic Education lesson deliveries

The study established that observation of Civic Education lesson deliveries was ongoing in schools. Observations were internally conducted by Headteachers of the particular schools. This result is supported by Morrison who indicated that the role of leadership was necessary in guiding the CPD process in schools (Morrison, 2015). School Administrators ought to enter classrooms as many times as possible to ensure that good practices learnt from CPDs are effectively implemented by Civic Education teachers. Furthermore, Standards Officers also ought to go flat-out in schools to observe the learning and teaching of Civic Education in Secondary Schools propelled by effective CPDs.

5.9. Adequacy of CPDs in enhancement of 21st Century Civic Education Teaching Approaches

Results from the observation checklist indicates that constructivist, Reflective, and integrative approaches were the lowest with the mean of 3.20 on a Likert scale of 5. The most utilized teaching approach was the collaborative approach with the mean of 4.20. Followed by the enquiry based teaching approach with the mean of 3.60 on a Likert scale of 5. In the quest to provide solutions to the problem of pedagogy, Gudaji did stress that constructivism aimed at seeing learners creating knowledge as teacher creates a conducive learning atmosphere, reflective approach where learners are involved in self-evaluation and reflection, integrative approach where what is learned in school is connected to real life situations

(Gudaji, 2019). There is more needed to ensure that constructivism, reflective, and integrative approaches are fully utilised in classrooms with knowledge, skills and expertise drawn from CPDs. However, only more CPDs are required to ensure that the demands of each approach is catered for. For instance in integrative teaching approach, in Civic Education, there is a dire need to connect what learners learn in class to what they will find in the society like conducting mock parliamentary sessions, mock court trial sessions, and mock parliamentally sessions. This would result in graduates that are well vested in terms of 21st century Civic skills.

Moreover, results from questionnaire for teachers indicated that 10 out of 16 teachers (62.5%) did not attend any formal learning CPDs. 12 out of 16 teachers (75%) couldn't participate in Non-formal education CPDs in the previous two years. The findings are in agreement with Morrison who revealed that CPD activities needed to be connected to individual needs (Morrison, 2015). If needs assessments were done during planning of CPDs, all teachers of Civic Education would be attending such meetings in the previous period.

Results from (table 12) questionnaire for learners (99%) revealed that Civic Education provided to them was only based on theory during lesson deliveries. Using a questionnaire for learners (see table 14) it was observed that mock elections, mock court trials, and mock legislative hearings were not conducted in schools. Giving of community based projects to learners in Civic Education is equally not done. However, schools appreciated the practical part of having mock legislative hearings, mock court trials, and mock election sessions. Schools promised to take the ideas on board. These results are in agreement with Mainde, Chola, and Mpolomoka who stressed the need for a shift from theoretical to community based assessments (Mainde, Chola, & Mpolomoka, 2021). There is a need for more CPDs aimed at encouraging mock court trials, mock election sessions, and mock legislative.

Through semi-structured interviews, the study established that CPDs are indeed adequate but not 100% adequate as more CPDs were needed. Using questionnaire for teachers (see table 16), the study established that CPDs addressing learning and development needs as well as CPDs providing feedback had the highest mean of 1.93 on a Likert scale of 2. CPDs providing coaching and CPDs providing training improving professional teacher's work whose means were 1.56 and 1.63 respectively requires more attention. These results are in line with Morrison who

stated that individual teachers were critical friends better placed to provide constructive feedback (Darling-Hammond, Hyler, & Gardner, 2017). Moreover, Darling-Hammond emphasized that coaching and expert support had to do with evidence based practices and content while addressing teacher's professional needs. It is therefore imperative that teachers continue attending all CPDs that provide coaching to them as well as improving their inside and outside classroom duties.

5.10. Review of challenges encountered in the use of CPDs

Using a questionnaire for teachers (see table 17), the study established that the lack of trained facilitators with the highest mean of 1.81 on a Likert scale of 2 was the biggest challenge. It was also observed that lack of action researches was the second biggest challenge with the mean of 1.63 on a Likert scale of 2. As expressed by Sijabala, some teachers hated CPD activities because facilitators lacked confidence and didn't have enough skills for lesson critiquing (Sijabala, 2021). Without powerful facilitators with so much lesson critiquing levels and competent in action researches, there can be a lot of reasons for not attending CPDs. Therefore, training of CPD facilitators would be the most ideal solution.

From semi-structured interviews, the study established that some main challenges were lack of teaching and learning materials, inadequate funding for CPDs, some teachers normally want to stay away from CPDs, understaffing levels, lack of skills in research skills, lack of trained facilitators, inadequate infrastructure, lack of incentives like credit certificates from TCZ, not being given a certificate of appreciation for attending CPDs, lack of refreshments.

Lack of teaching and learning materials is one of the main problems facing many schools during the conducting of CPDs. This result is in agreement with Tulu who revealed that CPDs were not adequately implemented due to insufficient resources (Tulu, 2018). It is therefore the role of the School Administration to ensure that required materials are procured through school Grants. In cases where procurement is totally difficulty due to inadequate funding, schools can still improvise where necessary.

Some teachers normally want to stay away from CPDs. Charmain stated that everyone learnt from other people (Charmaine, 2021). Staying away from CPDs

just makes an individual become archaic. Such teachers only require constant motivation. For instance, provision of soft drinks during CPDs can encourage many teachers to attend in good numbers.

Understaffing levels in newly gazetted secondary schools came up, teachers qualified in other areas were co-opted to help teach subjects lacking teachers. Understaffing is the only reason for such happenings. The result of this study is supported by Chavula (2016) who talked about teachers that were underqualified because of severe shortage of teachers in Secondary Schools. Teachers teaching subjects they are not specialised in have the capability of destroying the both the learning and teaching to take place inside or outside the classroom. Furthermore, understaffing also result in halting of CPDs on grounds of serious understaffing where the social sciences department only has one teacher attending to all subjects in the department.

Inadequate infrastructure was one of the main challenges encountered by schools. This finding is supported by Phiri who revealed that CPD was cumbersome due to the absence of a fixed timetable (Phiri, 2020). Infrastructure is a determining factor when it comes to conducting of CPDs. There is therefore a need to arrest the problem of infrastructure in terms of classroom space.

Lack of incentives like credit certificates from TCZ. In olden days, teachers were motivated by the awarding of credit certificates for having accumulated a certain amount of credit points. This result is supported by Antonio who revealed problems like the lack of recognition for CPD efforts (Antonio, 2019). It's important that Teaching Council reviews the system and awards teachers with credit certificates every year. This would encourage many teachers to participate in CPDs.

Another challenge was that of not being given a certificate of appreciation for attending CPDs. This result is still supported by Antonio who emphasised on the need for recognition for CPD efforts (Antonio, 2019). Any teacher participating in any CPD is supposed to receive a certificate of appreciation. This is the best way of motivating teachers to participate even more.

Lack of skills in research skills was yet another big problem. In support of this result, Dilshad-Hussain, & Batool indicated that, CPDs are adequate when they

produce research papers, and journal articles (Dilshad, Hussain, & Batool, 2019). Collaborative learning can help in this arena. An expert can be invited to the particular school for a workshop in research skills. Otherwise, failing to produce research papers means that CPDs being attended are inadequate.

5.11. Summary

In this chapter, findings were discussed. The discussions chapter has demonstrated that the objectives of the study were successfully answered. The next chapter offers the conclusion, remarks to major findings, recommendations as well as suggested future research.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.0. Overview

In this chapter, conclusions and recommendations are given according to study findings and research questions meant to be answered by this study.

6.1. Conclusion

The purpose of this study was to explore Continuous Professional Development Programs in fostering 21st century Civic Education Teaching Approaches in selected secondary schools in Luampa District of Western Province. Firstly, it established the nature of CPDs conducted in secondary schools of Luampa District. Secondly, it explored components of the CPDs dedicated to the promotion of 21st Century Civic Education skills. Thirdly, it assessed the adequacy of CPD activities in fostering 21st Century Civic Education teaching approaches. Furthermore, it examined challenges encountered in the use of CPDs to promote 21st Century Civic Education skills.

After exploring the findings, the study was of a view that CPDs are instrumental in fostering 21st Century Civic Education Teaching Approaches in the teaching and learning of selected secondary schools of Luampa District in Western Province. It is therefore imperative for teachers to engage themselves in all CPD programs for them to have a well rounded experience necessary for updating skills, knowledge, and expertise. Furthermore, failure to engage in most of the CPDs from a Civic Education perspective would result in having teachers with serious gaps in terms of 21st century skills, knowledge, and expertise. There is urgent need to ensure that certificates of attendance are given to teachers that attend workshops, seminars, conferences, etc. There is a dire need for teachers to gain more skills like digital literacy skills and learning to learn skills through attending many relevant workshops aimed at improving the gaps. The following were the major findings of the study:

Formal Education CPDs were the most prevalent in the secondary schools. The second in that order of occurrence was Professional Work Experience CPDs. The third in terms of occurrence was Informal Learning CPDs. The lowest in terms of occurrence was Non-formal Education CPDs. Online learning CPDs and Corporate Social Responsibility CPDs were second from the last in terms of occurrence in and outside school. Some respondents bemoaned a situation where teachers

attended workshops but were not given certificates of attendance. There was also a concern on network challenges when it came to conducting of online activities. There was also a concern on the use of teacher centred methods in schools. The other major concern was on teachers who usually decided not to report back after attending meetings outside the school.

There were no specific time frames for holding CPDs in Luampa District as schools conducted them any time between 12:00 hours and 18:00 hours with minimum of one hour and maximum of two hours. CPDs conducted in Luampa never only looked at Civic Education but also Geography and also other social science subjects. CPDs were target oriented. CPDs conducted were content related. On external input, it was recommended that Civic Education was dynamic and therefore, way of doing things must change as information changes. Moreover, collaboration component was recommended by respondents as it was helping even teachers who do not know how to make a lesson plan out of a book. Furthermore, respondents indicated that leadership CPDs were being conducted in Luampa. It was also established that without activities, there is no CPD.

The most used teaching approach was the collaborative approach, and followed by the enquiry based teaching approach. There is more needed to ensure that constructivism, integrative, and reflective approaches are fully utilised in classrooms with knowledge, skills and expertise from CPDs. Moreover, 10 out of 16 teachers (62.5%) did not attend any formal learning CPD in the previous two years. 12 out of 16 teachers (75%) did not participate in Non-formal education CPDs in the previous two years. Furthermore, 99% of learners indicated that Civic Education was only based on theory during lesson deliveries. Additionally, no mock elections, no mock trials, and no mock legislative hearings were conducted in schools. Giving of community based projects to learners in Civic Education not done. CPDs are adequate but not 100% adequate. CPDs providing feedback, and CPDs providing training were 93% adequate.

Lack of trained facilitators was the biggest challenge. It was also clear that lack of action researches was the second biggest challenge. Others included lack of teaching and learning materials, inadequate funding for CPDs, some teachers normally want to stay away from CPDs, understaffing levels, lack of skills in research skills, inadequate infrastructure, lack of incentives like credit certificates

from TCZ, not being given a certificate for attending CPDs, and lack of refreshments.

6.2. Recommendations

The following were the major recommendations of the study:

1. Teaching Council of Zambia to consider commencing the issuance of Credit Award Certificates as indicated in the Continuing Professional Development Regulatory Policy as a motivation or as an incentive to teachers engaged in CPD activities.
2. Government of the Republic of Zambia to consider extending internet facilities to all secondary schools to activate conducting of online CPDs.
3. Ministry of Education to a larger extent to consider encouraging conducting of Action Researches in secondary schools to boost CPDs.
4. Teaching Council of Zambia to consider opening offices in all Districts to oversee smooth operation of CPDs in the country and be fully funded to reach out to all the schools.

6.3. Suggestions for Further Research

Continuous Professional Development has become an extremely relevant field whose magnitude may not be over-emphasized. It is therefore necessary that more research may be conducted in other areas. The researcher therefore recommends the following topics for further investigation:

1. Critiquing levels in CPDs and learner civic mindedness: A case of secondary school Civic Education Teachers.
2. Critiquing levels in CPDs and learner civic mindedness: A case of University Civic Education Lecturers.
3. CPDs in town versus CPDs in rural areas of Zambia: Realities on the ground.

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Appendix A Informed Consent Form for Individual Participant

THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

Dear participant,

I wish to inform you that you are of greater importance in the research you are about to participate in. To express your willingness to participate in this research, kindly sign this form. By signing, you willingly accept to volunteer in this research. Kindly respond in a truthful manner by way of a tick (✓) or a brief answer in spaces provided. Take note that the information you will provide will be treated with confidence and used for this study.

1. **Description of the study:** this is an education research you will participate without identification. Be informed that the researcher is pursuing a Master of Education in Civic Education at University of Zambia.
2. **Purpose:** To investigate the role of Continuous Professional Development Programs (CPDs) in fostering 21st Century Civic Education Teaching Approaches in selected Secondary Schools in Luampa District.
3. **Consent:** Kindly be informed that your participation in this research is voluntary.
4. **Confidentiality:** Every received information will be treated with the highest confidentiality. The identities of participants will not be revealed to anyone. The information will be kept under key and lock and be destroyed after analysis.
5. **Rights of participants:** All participants' rights will be respected. No harm shall be suffered by any participant because of participating in this study.
6. **Declaration of consent by the participant:** I have understood the details of this consent form and willingly accept to participate in this study.

Participant's signature:.....

Date:.....

APPENDIX B: Questionnaire for learners

Dear Learner,

I am a Master of Education in Civic Education student from University of Zambia on an academic research to investigate the role of continuous professional development programs in fostering 21st century Civic Education Teaching Approaches. 21st century teaching approaches are all about learner centred activities. I believe you will respond well to all the following questions.

Instructions

- i. Do not write your name or another person's name on any part of this questionnaire.
- ii. Understand the question before answering any of the items on the questionnaire.

Section A: Demographic Information

- A. Gender: Male [] Female [] B. Age group: 15 – 18 [] 19 – 21 []
Above 22 []
- C. Grade/Class:.....

Section B: Nature of CPDs conducted in Secondary Schools of Luampa District.

- 1 (a) Do Civic Education teachers hold CPD meetings at this school? Yes []
No []
(b) If your answer in 1(a) is yes, how many times do they hold CPDs in a term?.....
.....
- 2 (a) Are Civic Education lessons based on theory during lesson delivery?
Yes [] No []
(b) If your answer in 2(a) is yes, explain why you only have theory lessons.....
.....
.....

- 3 (a) Which of these has your teacher done in Civic Education to help you in your studies? Indicate with a tick ✓ in the following table.

Training given	Very often	Mostly	Sometimes	Unsure	Rarely
Teacher trains us to participate in voluntary work					
Teacher tells us to read journals or articles					
Teacher tells us to update our knowledge through the internet or TV					
Teacher gives us community-based research projects aimed at solving problems in the community.					
Teacher encourages us to learn by doing through mock elections, mock trials, and mock legislative hearings, etc.					
Teacher encourages us to discuss with colleagues.					
Teacher encourages us to learn from experience.					

©Which training from the above do you like most?.....

.....

(d).Explain why you like the training in 3©?.....

.....

.....

Section C: Components of CPDs

5.0(a) Do teachers of Civic Education have content on their fingertips? Yes [] No []

(b) If your answer in 4(a) is yes, indicate with a tick ✓ in the spaces provided.

Do they do this?	Very often	Mostly	Sometimes	Unsure	Rarely
Their content is on subject knowledge and teaching techniques					
They provide an opportunity to work together					
They use activities based on discussion, experimentation, analysis, and reflection.					
They allow challenging of generally accepted theory.					
They provide needed support.					
They target learners' needs in terms of content.					
They combine activities from different perspectives.					

THANK YOU SO MUCH FOR PARTICIPATION. STAY BLESSED ALWAYS!

Appendix C: Questionnaire for Teachers of Civic Education

Dear Sir/Madam,

I am a Master of Education in Civic Education student from University of Zambia on an academic research to investigate the role of continuous professional development programs in fostering 21st century Civic Education Teaching Approaches. 21st century teaching approaches are all about learner centred activities. I believe you will respond well to all the following questions.

Instructions

- i. Do not write your name or another person's name on any part of this questionnaire.
- ii. Understand the question before answering any of the items on the questionnaire.
- iii. Kindly tick (✓)

Section A: Demographic Information of the participants

1. Gender: Male [] Female []
2. Age: Between 20 to 30 [] Between 30 to 40 [] Between 40 to 60 []
3. Level of education: Diploma in Education [] Bachelor of Education []
Master of Education [] PhD []
4. Experience in teaching
1 to 4 years [] 5 to 9 years [] 10 to 14 years [] 15 to 19 years [] 20 and above []

Nature of CPDs conducted in Secondary Schools of Luampa District

1. Are you a trained teacher of Civic Education? Yes [] No []
2. (a) Does your School promote conduction of CPDs? Yes [] No []
(b) If your answer in question 2(a) is yes, answer the following questions.

Nature of CPDs held in and outside school	Very often	Mostly	Sometimes	Unsure	Rarely
Formal education					
Non formal education					

Self-directed learning					
Informal learning					
Online learning activities					
Professional work experience					
Corporate Social Responsibility					

© Have you been involved in formal education in the previous two years? Yes []
No []

(d) If the answer to question 2© is yes, give an example of the formal education.....
.....

3. (a) Have you been involved in non-formal education in the past two years? Yes [] No []

(b) If your answer to question 3(a) is yes, give an example of the non-formal education
you had attended.....
....

4. (a) Have you done any self-directed learning in the past two years? Yes [] No []

(b) If your answer to question 4(a) is yes, give an example of the self-directed learning
you had undertaken.....

5. (a) Have you done any informal learning in the past two years? Yes [] No []

(b) If your answer to question 5(a) is yes, give an example of any informal learning
you had undertaken.....
.....

6. (a) Have you done any online learning activities in the past two years? Yes []
No []

(b) If your answer to question 6(a) is yes, give an example of any online learning activities you had undertaken.....

7. (a) Have you done any professional work experience in the past two years? Yes ☐ No ☐

(b) If your answer to question 7(a) is yes, give an example of any professional work experience you have acquired.....

8. (a) Have you done any corporate social responsibility in the past two years? Yes ☐ No ☐

(b) If your answer to question 8(a) is yes, give an example of any corporate social responsibility you have undertaken.....

Section C: Components of CPDs

9. (a) Do you have content of Civic Education on their finger-tips? Yes ☐ No ☐

(b) If your answer in 9(a) is yes, indicate with a tick \checkmark in the spaces provided.

Do you do this?	Very often	Mostly	Sometimes	Unsure	Rarely
My content is on subject knowledge and teaching techniques					
I provide an opportunity to work together					
I use activities based on discussion, experimentation, analysis, and reflection.					
I allow challenging of generally accepted theory.					

I provide needed support.					
I target learners' needs in terms of content.					
I combine activities from different perspectives.					

Section D: Adequacy of CPDs

10. (a) Do CPDs at your school address learning and development needs? Yes []
No []

(b) If your answer to 10(a) is yes, how adequate are the CPDs in terms of acquiring learning and development needs.....
.

11. (a) Do CPDs at your school provide coaching? Yes [] No []

(b) If your answer to question 11(a) is yes, how adequate are the CPDs in terms of providing coaching?.....
.....

12. (a) Do CPDs provide feedback? Yes [] No []

(b) If your answer to question 12(a) is yes, how adequate do CPDs provide feedback at your School?.....
.....

13. (a) Do CPDs provide training that can improve professional teacher's work? Yes [] No []

(b) If your answer to question 13(a) is yes, how adequate is the training provided by CPDs to improve professional teacher's work?.....

Section E: Challenges encountered in the use of CPDs

14. (a) Do Education Standards Officers portray a lack of commitment? Yes [] No []

(b) If your answer to question 14(a) is yes, how do they portray a lack of commitment?.....
.....

15. (a) Does the Head Teacher portray a lack of commitment? Yes [] No []

(b) If your answer to question 15(a) is yes, how does the Head portray a lack of commitment?.....
.....

16. (a) Is mentoring done at this school? Yes [] No []

(b) If your answer to question 16(a) is no, why is it not done?.....
.....

17. (a) Do you conduct action researches at this schools? Yes [] No []

(b) If your answer to question 17(a) is no, why don't you conduct action researches at this school?.....
.....

18. (a) Is facilitation of peer observations done at this school? Yes [] No []

(b) If your answer to question 18(a) is no, why are facilitations of peer observations not done?.....
.....

19. (a) Is there enough support for teachers at this school? Yes [] No []

(b) If your answer to question 19(a) is no, why is there no support for teachers at this school?.....
.....

20. (a) Do you have CPD trained facilitators at this school? Yes [] No []

(b) If your answer to question 20(a) is no, why don't you have trained CPD facilitators?.....
.....

THANK YOU SO MUCH FOR YOUR PARTICIPATION!!!!!!!

Appendix D: Observation Checklist

1. Teachers' comprehension of 21st century Civic Education skills.
2. Teachers level of usage of 21st century Civic Education Teaching Approaches.
3. Challenges encountered by teachers in promoting 21st century Civic Education skills.

(a) Teachers comprehension of 21st century Civic Education skills

Serial number	Indicators	Very good	Good	Average	Poor	Very poor	Observations
01.	Use of critical thinking						
02.	Use of problem solving						
03.	Use of effective communication						
04.	Use of collaboration						
05.	Use of imagination						
06.	Use of creativity						
07.	Use of motivation						
08.	Use of digital literacy						
09.	Use of personal development						
10.	Use of perseverance						
11.	Use of confidence						
12.	Use of learning to learn						

(b) Teachers level of usage of 21st century Civic Education Teaching Approaches.

Serial number	Indicators	Very good	Good	Average	Poor	Very poor	Feedback
01.	The Constructivist Approach						
02.	The Collaborative Approach						
03.	The Reflective Approach						
04.	The Integrative Approach						
05.	The Inquiry Based Approach						

(c) Challenges encountered by teachers in promoting 21st century Civic Education skills.

Serial number	Did teacher allow	YES	NO
01.	Learning by doing?		
02.	Group work and cooperative learning?		
03.	Community real life issues?		

04.	Critical form encouraging learners to think for themselves?		
05.	Participative form for learners to give a word in their own learning?		
06.	Teaching and learning materials?		

Appendix E: Semi-Structured Interview Guide for Head of Department

I am a Master of Education in Civic Education student from University of Zambia on an academic research to investigate the role of continuous professional development programs in fostering 21st century Civic Education Teaching Approaches. 21st century teaching approaches are all about learner centred activities. I believe you will respond well to all the following questions.

Interview procession for Heads of Departments

1. What are Continuous Professional Development Programs?
2. Have you ever been trained by Teaching Council of Zambia on how Continuous Professional Development Programs must be held and supervised?
3. How was the training conducted?
4. Does your Department allow Continuous Professional Development Programs for teachers?
5. What is the nature of Continuous Professional Development Programs for teachers allowed by your department?
6. What are some of the examples of 21st century Civic Education skills do you instil in your learners at this school?
7. What are the components of Continuous Professional Development Programs dedicated to the promotion of 21st century Civic Education skills in your department?
8. How often do you monitor Continuous Professional Development Programs for your teachers?
9. How often do you observe Civic Education lesson deliveries?
10. Which Civic Education teaching approaches do you use in your department?
11. How adequate are Continuous Professional Development Programs in enhancing 21st century Civic Education approaches?
12. What challenges do you encounter in the use of Continuous Professional Development Programs to promote 21st century Civic Education skills?

Appendix F: Semi-structured interview for Head Teachers

I am a Master of Education in Civic Education student from University of Zambia on an academic research to investigate the role of continuous professional development programs in fostering 21st century Civic Education Teaching Approaches. 21st century teaching approaches are all about learner centred activities. I believe you will respond well to all the following questions.

Interview procession for Head Teachers

1. What do you understand by Continuous Professional Development Programs?
2. Have you ever been trained by Teaching Council of Zambia on how Continuous Professional Development Programs must be held and supervised?
3. Have your teachers been trained by Teaching Council of Zambia on how Continuous Professional Development Programs must be conducted?
4. How was the training conducted on your part?
5. Does your School allow Continuous Professional Development Programs for teachers?
6. What is the nature of Continuous Professional Development Programs for teachers allowed by your School?
7. What are some of the examples of 21st century Civic Education skills that your teachers instil in your learners at this school?
8. What are the components of Continuous Professional Development Programs dedicated to the promotion of 21st century Civic Education skills in your School?
9. How often do you monitor Continuous Professional Development Programs for your teachers?
10. How often do you observe Civic Education lesson deliveries?
11. Which Civic Education teaching approaches do teachers use in your School?
12. How adequate are Continuous Professional Development Programs in enhancing 21st century Civic Education approaches in your School?
13. What challenges do your teachers encounter in the use of Continuous Professional Development Programs to promote 21st century Civic Education skills?

Appendix G: Semi-structured interview for District Education Board Secretary

I am a Master of Education in Civic Education student from University of Zambia on an academic research to investigate the role of continuous professional development programs in fostering 21st century Civic Education Teaching Approaches in selected Secondary Schools of Luampa District. 21st century teaching approaches are all about learner centred activities. I believe you will respond well to all the following questions.

Interview procession for District Education Board Secretary

1. What is your understanding of Continuous Professional Development Programs?
2. Have you ever been trained by Teaching Council of Zambia on how Continuous Professional Development Programs must be held and supervised?
3. Have your teachers been trained by Teaching Council of Zambia on how Continuous Professional Development Programs must be conducted?
4. Have your Head Teachers been trained by Teaching Council of Zambia on how Continuous Professional Development Programs must be supervised and recorded?
5. How was the training conducted on your part?
6. Does your District allow Continuous Professional Development Programs for teachers?
7. What is the nature of Continuous Professional Development Programs for teachers allowed by your District Education Board?
8. What are some of the examples of 21st century Civic Education skills do teachers instil in learners in secondary schools of this District?
9. What are the components of Continuous Professional Development Programs dedicated to the promotion of 21st century Civic Education skills in Secondary Schools of this District?
10. How often do you monitor Continuous Professional Development Programs for teachers of Civic Education in Secondary Schools of this District?
11. How often do you monitor Civic Education lesson deliveries in Secondary Schools of Luampa District?
12. Which Civic Education teaching approaches do teachers use in your District?

13. How adequate are Continuous Professional Development Programs in enhancing 21st century Civic Education teaching approaches in your District?
14. What challenges does your District encounter in the use of Continuous Professional Development Programs to promote 21st century Civic Education skills in Secondary Schools of Luampa District?

Appendix H: Approval of Study



THE UNIVERSITY OF ZAMBIA DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road Campus | P.O. Box 32379 | Lusaka 10101 | Tel: +260-211-290 258/291 777 Fax: (+260)-211-290 258/253 952 | E-mail: director.drgs@unza.zm | Website: www.unza.zm

APPROVAL OF STUDY

IORG No. 0005376
HSSREC IRB No. 00006464
REF NO. HSSREC-2024-JAN-021

1st February, 2024

Mr. Luka .A. Kakupa
The University of Zambia
P. O. Box 32379
LUSAKA

Dear Mr. Kakupa

RE: “THE ROLE OF CPDs IN FOSTERING 21ST CENTURY CIVIC EDUCATION TEACHING APPROACHES: A CASE STUDY OF SELECTED SCHOOLS IN LWAMPA DISTRICT OF WESTERN PROVINCE”

Reference is made to your submission of the protocol captioned above. The HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

REVIEW TYPE	ORDINARY REVIEW	APPROVAL NO. HSSREC:- 2024- JAN - 021
Approval and Expiry Date	Approval Date: 1 st January, 2024	Expiry Date: 31 st January, 2025
Protocol Version and Date	Version - Nil.	31 st January, 2025
Information Sheet, Consent Forms and Dates	<input type="checkbox"/> English.	To be provided
Consent form ID and Date	Version - Nil	To be provided
Recruitment Materials	Nil	Nil
Other Study Documents	Questionnaire.	
Number of Participants Approved for Study		

Specific conditions will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

CONDITIONS OF APPROVAL

- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to HSSREC within 5 days.
- All protocol modifications must be approved by HSSREC prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address.
- All protocol deviations must be reported to HSSREC within 5 working days.
- All recruitment materials must be approved by HSSREC prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. HSSREC will only approve a study for a period of 12 months.
- It is the responsibility of the PI to renew his/her ethics approval through a renewal application to HSSREC.
- Where the PI desires to extend the study after expiry of the study period, documents for study extension must be received by HSSREC at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Documents received within 30 days after expiry will be labelled “late submissions” and will incur a penalty fee of K500.00. No study shall be renewed whose documents are submitted for renewal 30 days after expiry of the certificate.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee as an IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- When closing a project, the PI is responsible for notifying, in writing or using the Research Ethics and Management Online (REMO), both HSSREC and the National Health Research Authority (NHRA) when ethics certification is no longer required for a project.
- In order to close an approved study, a Closing Report must be submitted in writing or through the REMO system. A Closing Report should be filed when data collection has ended and the study team will no longer be using human participants or animals or secondary data or have any direct or indirect contact with the research participants or animals for the study.
- Filing a closing report (rather than just letting your approval lapse) is important as it assists HSSREC in efficiently tracking and reporting on projects. Note that some funding agencies and sponsors require a notice of closure from the IRB which had approved the study and can only be generated after the Closing Report has been filed.

- A reprint of this letter shall be done at a fee.
- All protocol modifications must be approved by HSSREC by way of an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by HSSREC before they can be implemented.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of HSSREC, we would like to wish you all the success as you carry out your study.

Yours faithfully,



Dr. J. I. Ziwa

DR. J. I. Ziwa

**CHAIRPERSON
THE UNIVERSITY OF ZAMBIA HUMANITIES AND
SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE - IRB**

CC: Director, Directorate of Research and Graduate Studies
Assistant Director (Research), Directorate of Research and Graduate Studies
Assistant Registrar (Research), Directorate of Research and Graduate Studies

APPENDIX I: Supervisor's permission letter for Luka Kakupa's field work



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
Department of Language and Social Sciences Education

Telephone: 291074
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P.O. Box 32379
Lusaka, Zambia
Fax: +260-1-292702

12th October, 2023

District Education Board Secretary
Luampa District
WESTERN PROVINCE

Dear Sir/ Madam

Re: **A REQUEST FOR LUKA KAKUPA OUR POST GRADUATE STUDENT
TO CONDUCT A RESEARCH IN SELECTED SCHOOLS IN LUAMPA DISTRICT**

On behalf of the Director Distance Education, UNZA, I write to request for permission to allow Luka Kakupa, who is our Post Graduate Student doing a Master of Art Degree in Education, to conduct a research in selected schools in Luampa District. The research is vital to enable him complete his Dissertation.

Your favourable response will be highly appreciated.

Yours faithfully

Geoffrey D. Simfukwe (PhD)

RESEARCH SUPERVISOR- UNIVERSITY OF ZAMBIA.

APPENDIX J: PERMISSION FROM DEBS FOR LUKA KAKUPA'S FIELD WORK



NRC NO. 225194/83/1

TS NUMBER:39599

*Correspondence should be addressed to:
The District Education Board Secretary
Tele fax No. 230 152*

In reply please quote Reference No:

REPUBLIC OF ZAMBIA

MINISTRY OF EDUCATION

OFFICE OF THE DISTRICT EDUCATION BOARD SECRETARY
DISTRICT EDUCATION OFFICE
P. O. Box 940054
LUAMPA

11th October 2023

To The Head all the five secondary Schools.

Secondary
secondary
Secondary
secondary

-I Secondary school

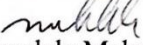
Dear Sir/ Madam

Re: PERMISSION FOR MR. LUKA KAKUPA OUR POST GRADUATE STUDENT TO CONDUCT A RESEARCH IN SELECTED SCHOOLS IN LUAMPA DISTRICT.

I write to Inform you that permission has been guaranteed for Mr. Luka Kakupa, who is a Post Graduate student doing a Master of Art Degree in Education at the University of Zambia, to conduct a research in selected schools in Luampa District. The research is vital to enable him complete his theses.

Your favourable response will be highly appreciated.

Yours faithfully,


Sandala Makumbu Makumbu
District Education Board Secretary
LUAMPA.

