

FACTORS THAT AFFECT PROFESSIONAL DEVELOPMENT IN EDUCATION ON TEACHER EFFICACY IN CHIPINGE DISTRICT HIGH SCHOOLS

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ABSTRACT

This study was carried out to establish the impact of professional development in education on teacher effectiveness and efficiency. Professional development in education is part of a global process that has become part of the education policies of most countries. Professional development generally refers to ongoing learning opportunities available to teachers and other education personnel through their schools and districts. Effective professional development is often seen as vital to school success and teacher satisfaction though it has also been criticized for its cost, often vaguely determined goals, and for the lack of data on resulting teacher and school improvement that characterizes many efforts. With schools today facing an array of complex challenges—from working with an increasingly diverse population of students, to integrating new technology in the classroom, to meeting rigorous academic standards and goals—observers continue to stress the need for teachers to be able to enhance and build on their instructional knowledge. The research design used in this study was a qualitative one. The population consisted of the Chipinge District Education Officer, two education inspectors, six high school heads and seventy-two high school teachers. The aim of this study is to explore the impact of professional development in education on teacher effectiveness and efficiency. An interpretative methodology with in depth interviews, questionnaires, focus groups, some observations and document analysis were employed to engage in the debates about professional development in education. The concept of professional development in education should be a continuous process and has been viewed as one of the cornerstone towards teacher effectiveness and efficiency. Professional development components namely in service training, workshops, seminars, professional induction as well as continuous professional development in education were realised as the components which promote teacher effectiveness and efficiency in their deliberations of their duties. Teachers can be effective and efficient if they undergo initial training, induction courses, in service training and continuous professional development in school setting.

Keywords: Professional development, education, Teacher Effectiveness, efficiency.

INTRODUCTION

In recent years, national, state, local policymakers and educators have launched efforts to improve education by creating a fundamental paradigm shift in what children learn and how they are taught. This is done through professionally developing teachers to be masters of their teaching vocations. If children are to achieve at levels demanded by the high standards that the ministry have adopted, teachers will have to help them to achieve their objectives. Teachers are necessarily at the centre of reform, for they must carry out the demands of high standards

in the classroom (Cuban, 2010). Thus, the success of ambitious education reform initiatives hinges, in large part, on the qualifications and effectiveness of teachers. As a result, teacher professional development is a major focus of systemic reform initiatives (Corcoran, 2011).

Why does it seem as if that the teachers are becoming more inactive now? Is it because they are not prepared to deliver or that they lack professional development? Among various research done in and around Zimbabwe around the aspect of teacher effectiveness and efficiency; the ineffectiveness of teachers is largely attributed to the lack of motivation to teachers as well as students themselves. The aspect of motivation has called in the application of Maslow's hierarchy of needs to be fully addressed. However regardless of teachers getting incentives which were almost equal to their salaries in almost all boarding schools in Chipinge district the effectiveness of teachers has not improved. With continued poor performance of students in most of the High Schools in Zimbabwe, the focus of this research points to poor students' performance on teachers themselves. Students are not born academically weak hence the failure of students is based on the professional background of teachers themselves. An effective and efficient teacher makes a somehow weak student to pass any ordinary exam. The teacher who has gone through professional building and development cannot be seen failing students. The rationale is that the way the teachers are imparting knowledge and the methods of teaching delivery the teachers are using is faulty hence a need for professional development through staff development, in service training among teachers themselves. Poor performance of students is now being attributed to teachers' ineffective and inefficiency and not students / learners academic weaknesses. The logic is that with this technological advancement, abundant resource centres like libraries, museums and monuments, internet and field trips students are subjected to should excel academically, but alas the opposite is true: their performance is falling. The teacher effectiveness has been hugely affected by so many factors in recent times ranging from socio-economic to political and technological aspects but the thrust of this paper is not on all of those but on lack of proper professional development among teaching personnel as a contributing factor to poor performance among students. The country now has computerised majority of its High Schools but the failure rate has crippled the country. The Ministry of Primary and Secondary Education has vast strides in filling in vacant posts across Zimbabwe to the extent that it is no longer taking even an unqualified or relief teacher into its system. The ministry is recruiting teachers either with or without professional development in education to teach in school across Zimbabwe. Those recruiting teachers are not verifying the teachers' qualifications; whether they are professionally developed in education or not. Student enrolment in schools has equally increased rapidly; and this has also allowed a number of potential teachers to apply and be recruited and fill in vacant teaching posts. Below is the breakdown of teachers' qualifications of the respondents. Tertiary Education qualifications (professional qualifications)

Certificate in Education	-	2
Diploma in Education	-	17
General Degree	-	28
Education based degrees	-	26

Again a bar chart is used to show the information:

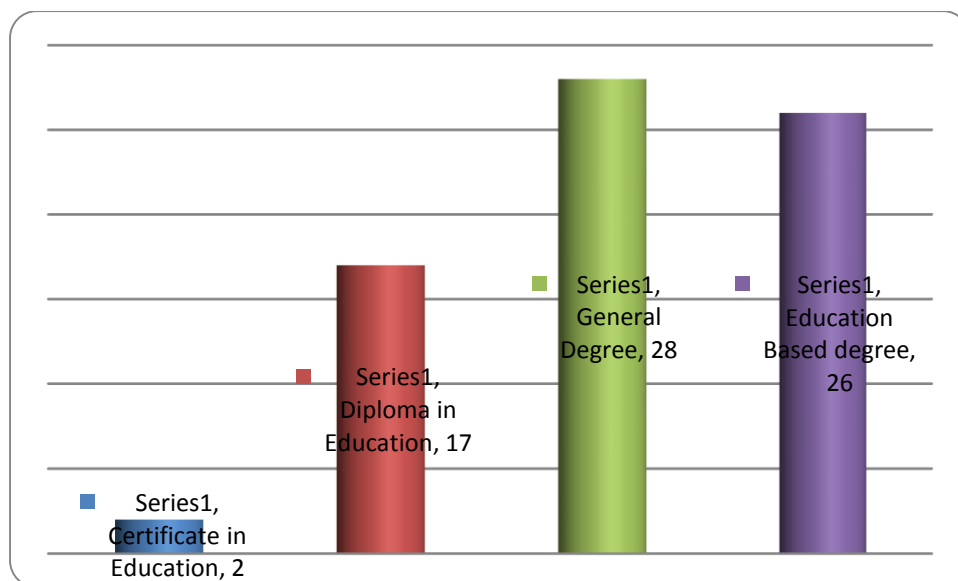


Chart 4: Professional qualifications for respondents

Despite this positive move in bridging the gaps in education; between an increase in enrolment and availability of teachers in various schools; the performance of students has not improved over the years. It seems the majority of teachers who are posted to most high schools do not have professional development in education and are not necessarily regarded as professional teachers so to speak. In fact, the overall pass rate for Zimbabwean high schools has been dropping significantly. In 2012 the national pass rate was 18, 4% a sharp drop from 19, 5% the previous year; implying that thousands of students who sat for October / November 2012 examinations failed to attain a passing mark as compared to the previous year (2011). Majority of the teachers recruited are not fully trained professionally as teachers. Only 26 out of 73 teachers are the only ones who are professionally developed to teach in high schools. The rest either have a Bachelor of Arts (General) Degree / Bachelor of Science Degrees without the theory of education and or do not have the professional development in education which equips the classroom practitioner to be effective and competent. Therefore, this study aims to investigate the effectiveness of professional development on teacher effectiveness and efficiency.

Zimbabwe's education sector has been referred to as one of the best on the continent, but is currently suffering a detrimental decline evidenced by ordinary level results of 2012 academic year. While the results have caused a shock, what is apparent is that there has been a consistent decline in the pass rate. According to Zimpapers as reported by VimbaiMarufu of NewsDay of 10 February 2012, "the Ordinary Level results recorded a pass rate of 18, 4 a drop from last year's 19, 5%". According to a statement issued by the Ministry of Primary and Secondary Education in February 2013, "there is continuous dilapidation of education quality and development among our students in recent years", (www.newsday.co.zw). The 2012 national pass rate stood at 18, 4%. What this means is that the national pass rate for Zimbabwean secondary school is dropping as compared to the previous year (2011) when it was 19, 5%. The question is who is contributing to this falling? Is it because the students or is it because the quality of teachers we now have in school are not fully trained or do not have the proper professional development which can see our education system getting back to its original status. The teachers need professional development in order to be effective and efficient. Getting degrees in humanities does not make one an effective teacher. If one has a general

degree he or she should take up the professional development courses in his or her area of specialisation in order to be an effective teacher or classroom practitioner. Teachers need to keep on upgrading their profession through in service training in order to be very useful and resourceful in every aspect. According to research, taking professional development courses can make one who has been performing badly to improve his or her level of competency.

Research Questions

The following were the research questions in the study on the impact of professional development in education on teacher effectiveness and efficiency in Chipingedistrict high schools

1. What is the impact of professional development in education towards ensuring teacher effectiveness and efficiency in ChipingeDistrict?
2. Is there any relationship between teacher professional development in education and student's success in educational studies?
3. To what extent do teachers with professional development in education produce better results / improved academic performance for their learners or students as compared to those without professional development in education?
4. To what extend are students' results a reflection of their teachers' professional development in education?
5. What should the Ministry of Primary and Secondary Education do to promote professional development in schools?

MATERIALS AND METHODOLOGY

This research followed a mixed method research approach which applied both the qualitative and quantitative approaches in a single study or case. The two approaches were used to complement each other to provide a complete analysis of the problem (Sparks. 2012). The mixed methods approach was adopted because the quantitative approach on its own could not adequately explain the issues on professional development and teachers' performance in secondary schools neither could the qualitative design on its own do so. This approach enabled high integration of quantitative data collected through the questionnaire and qualitative data gathered through in depth face to face interviews. Since it capitalized on the complementary strengths of quantitative and quantitative methods, it yielded a comprehensive research product (Anderson. 2011).

The target population for this study was composed of education inspectors as service providers; heads of schools, teachers as service recipients in selected schools. The total population the researcher used is 81 respondents. The researcher made 72 questionnaires for teachers. These were divided into 12 questionnaires for each of the 6 schools. Thus each school got 12 questionnaires for 12 teachers. The questionnaires were divided into two segments – one for the teachers who had professional development in education and the other component of teachers who had never undergone professional development courses in education. Those samples provided data on the research questions. it was very important to select samples of participants and schools which actually represented the population from which they came. The sample comprised of six schools in Chipinge district. According to Wolcott (2011), a sample refers to any group on which information is obtained. Often it is selected from a larger group. According to Oyedele (2011) a good sample represents a good idea of the target population thus a representative sample. This research used simple randomisation method. This method is

that of selecting a representative sample such that every subject or element of the parent population has an equal chance of being selected as a member. The researcher gave each teacher a number and then put them in a hat then shuffled them rigorously and those who picked numbers 1 – 12 were picked for questionnaire. Sampling is taking any portion of a population or universe as representative of that population or universe. The researcher could as well get into their classrooms to verify the effectiveness of the teachers in their lesson delivery and content mastery. The researcher could visit one teacher's class twice or thrice to sample his or her teaching. The researcher also sampled the scheming of work and the recording of students' work.

Research Instruments

In carrying out this research, the questionnaires, interviews, document studies as well as observations were used as research instruments to facilitate soliciting of information on the impact of professional development in education on teacher effectiveness and efficiency. The questionnaire was administered to all the teachers who happens to be my respondents, nine respondents were interviewed thus all the heads of the selected schools and the education inspectors of Chipinge district. The questionnaire was very suitable for the study because information could be sourced from the respondents at the same time. Survey questions were designed in such a way that they were simple to answer by the respondents such that their time was not wasted in responding to the questionnaire at all. On capturing data through the questionnaire. Face-to-Face interview was also used in order to find out from the respondents what their experiences of the impact of professional development on teacher efficiency and effectiveness in the Ministry of Primary and Secondary Education were and also they were asked about any manifestations of the claims of staff development in their lives in schools. A tape recorder was used to collect and store data. At the initial meeting with the respondents, the purpose of the interview was explained; confidentiality and anonymity were also assured. The respondents were informed that the interviews would be transcribed and the discussions returned to them for comments and approval. These audiotapes were to be stored for replay if needed.

The researcher also visited selected schools between February and March 2016 for observation. This was to help in having first hand information on the teachers' efficiency and effectiveness. The researcher had to observe the teachers' punctuality, teaching styles, student participation in lessons, teachers' motivation to teach. Observation was expected to validate the interview stories which were recorded. The challenges of participant observation as expressed in the literature are the decisions that have to be made concerning what to observe and how to manage field notes. Blanche and Kelly (2011:133) rate observation as "the second popular form of collecting data in the interpretive research. Fox (2010) contend that the inclusion of selected observations in a researcher's report provides a more complete description of phenomena than would be possible by just referring to interview statements or documents. Just as important, observations provide an alternative source of data for verifying information obtained by other methods. Document studies or document analysis also was used meant any written materials that contain information about the phenomena being studied. It can be primary documents or eye-witness accounts written by people who experienced the particular event, (Oyedele, 2011). The respondents' personal files with their highest academic qualifications, students' progress records, student books to check quality of work given and marking efficiency of the teachers and supervisors' follow up endorsements.

THE DISCUSSION AND INTERPRETATION

Findings from the interviews and questionnaires for teachers.

These are presented in relation to the five research questions and from the findings made through questionnaires, document analysis, observation and interviews which were carried out with the respondents. The research questions will be discussed below one after the other.

Research Question 1 states that:

“What is the impact of professional development in education towards ensuring teacher effectiveness and efficiency in Chipinge District?”

Professional development in education is a process whereby teachers undergo rigorous training in colleges and universities, and are given proper induction coupled by in service training in order for them to be well equipped with their call of duty. In addition heads of schools saw professional development as an on-going formation of teachers aimed at improving teacher effectiveness. The education inspectors viewed it as involving the professional growth of a teacher through gaining knowledge in teaching and experience. The general consensus was that it is a process whereby a teacher achieves professional growth in teaching and becomes effective and efficient in his or her execution of duty. All the definition given by various boards proved that professional has some positive impact to in ensuring teacher effectiveness.

Teacher effectiveness is a process whereby the teacher becomes competent and reliable and in the process producing good results for the students he or she teaches. The heads interviewed explained teacher effectiveness in their own understanding and some of the definitions of the concept were as follows: teacher effectiveness entails the mastery of content by a teacher during lesson delivery resulting in students. In some words it is the proper way or channel a teacher delivers information to his or her students in such a way that students attain high passes in the concepts taught. Furthermore, it demonstrates the ability of a classroom practitioner to make maximum use of the available resources in order to produce desirable results amongst students he or she teaches.

The personnel interviewed also regarded teacher efficiency as a situation whereby a teacher produces results by using very minimum resources accorded to him or her. More so, teacher efficiency is the teacher's ability to utilise resources for the benefit of the students in most convenient period of time. Some heads defined it as the achievement of teachers' goals within the shortest period of time or the ability of the teacher to make good results despite having very limited resources as a result of the professionalism aspect he or she would have undergone; as others opted for it as the situation whereby the teacher make the best academic outcomes with limited resources during a short period of allocated time. The bottom line is that teachers who are professionally developed are effective and efficient. Hence the impact of professional development in education is that it hugely guarantees teacher effectiveness and efficiency making the teachers produce desired results which are good for the learners.

The above discussion conducted in an interview session then leads to the aspect of impact of professional development in education on teachers' effectiveness and efficiency. The following were the findings from the interviews:

Teachers with professional development in education are different from those without in the way they prepare for their lesson, how they deliver lesson, how they scheme and in the way they evaluate students' progress. Teachers with a background in education are professional in the way they deal with situations they face in the teaching field. In addition, teachers with

professional development in education they have new and dynamic approaches to situations and to teaching hence making them very effective. Furthermore, the teachers with professional development in education are innovative in approach and they are up to date and use modern ways of teaching which makes teaching an interesting profession. To elucidate, professional development keeps teachers up to date with current trends and equips them with proper classroom management hence making it a noble tool for teacher effectiveness as well as equipping teachers with appropriate teaching methods which guarantees success in students' academic journey as it helps teachers to develop smart goals.

Response from questionnaires:

The guiding question from questionnaires for this aspect was:

- (i) Is professional development in education is important to teachers.

Of the seventy two respondents, 19 unreservedly agree that professional development in education is important to teachers, 22 strongly agree with the question, thirty agreed that professional development is indeed important to teachers. However, only one teacher was of the view that professional development in education has nothing to do with teaching for teaching is an art which does not necessarily needs any professional based education development.

The findings from the table can be represented by the means of a bar graph as follows:

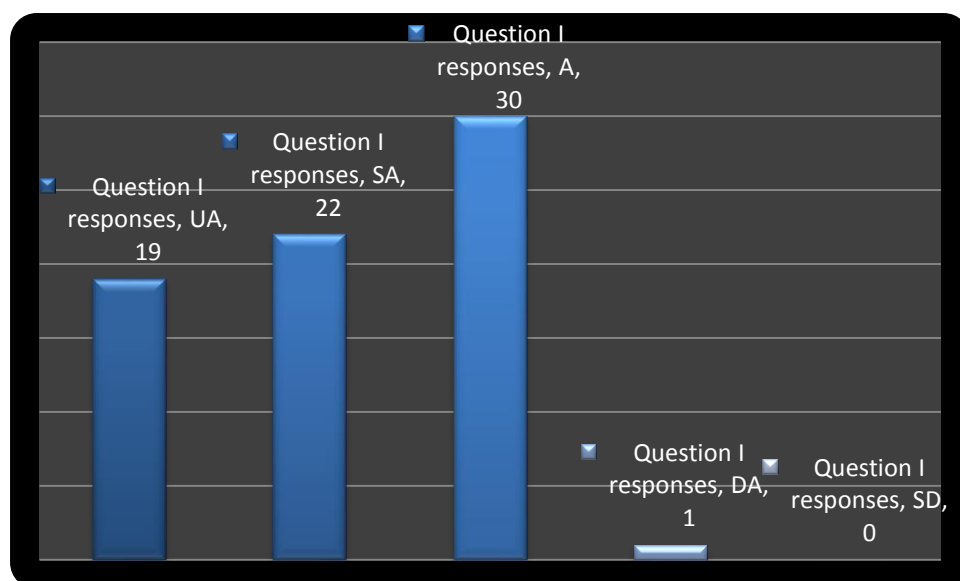


Chart 5: Is Professional development important to teachers?

From the diagram it is depicted that 17 responses unreservedly agree, 22 strongly agreed, 30 agreed whilst one respondent disagreed with the demands of the question. This information implies that professional development has a solid impact to teachers.

- (ii) Does professional development in education have a positive impact on teacher effectiveness and efficiency?

This question demanded the respondents to select a response from the five already tabulated responses; thus unreservedly agree, strongly agree, agree, disagree and strongly disagree. All the 72 respondents selected a response of their choice

From the above table 17 out of 72 making 23, 6 % of the total population unreservedly agree that professional development in education do have a positive impact on teacher effectiveness. 38 out 72 (52, 8%) strongly agreed to the notion whilst 15 upon 72 agree, thus 20, 8%. It was interesting to note that 2, 8% disagreed with the statement and not strongly disagreed with it.

The information in table 3 can be represented by a pie chart as shown below where the percentages of the items were used to formulate the pie chart

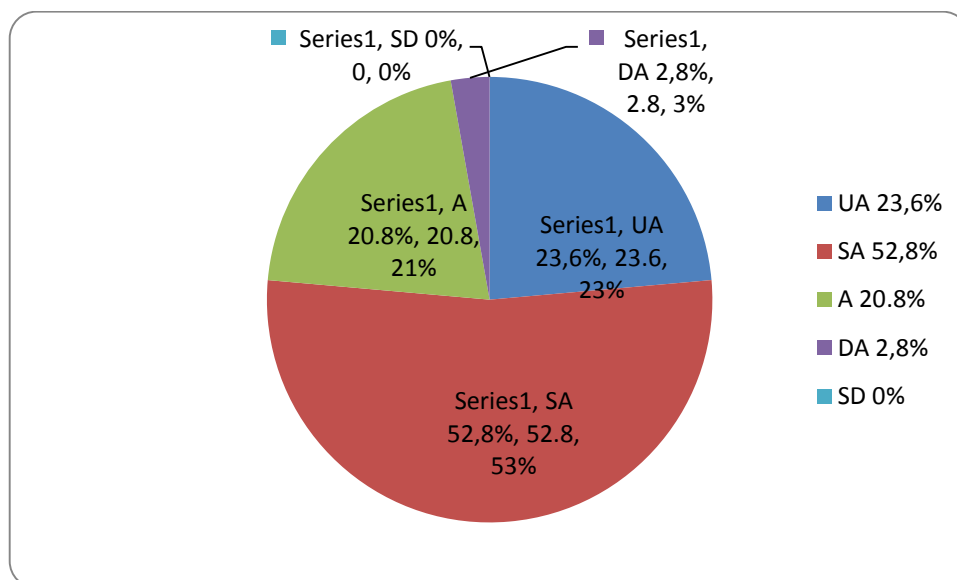


Chart 6: Does professional development has an impact on teacher effectiveness and efficiency?

From the pie chart above almost 98% of the teachers who were subjected to this question agree in one aspect or the other in the statement that professional development has an impact on teacher effective and efficiency. The remaining meagre 2% disagreed to the impact of professional development. This highlights that professional development in education has vast effect on the way teachers teach and perform their duties as classroom practitioners.

(iii) In-service training has a great and positive impact on teacher effectiveness and efficiency: This question demanded the respondents to assess the significance of in service training which practicing teachers undergo whilst teaching in their respective classes and schools. The big question is, is the training teacher undergoing whilst at their workplace have an impact in their deliberation as teachers. It is assumed that the teachers do have a working knowledge of what in service teaching is all about and also its advantages as well as disadvantages if I have any. The information obtained was shown by form of a bar graph as shown below:

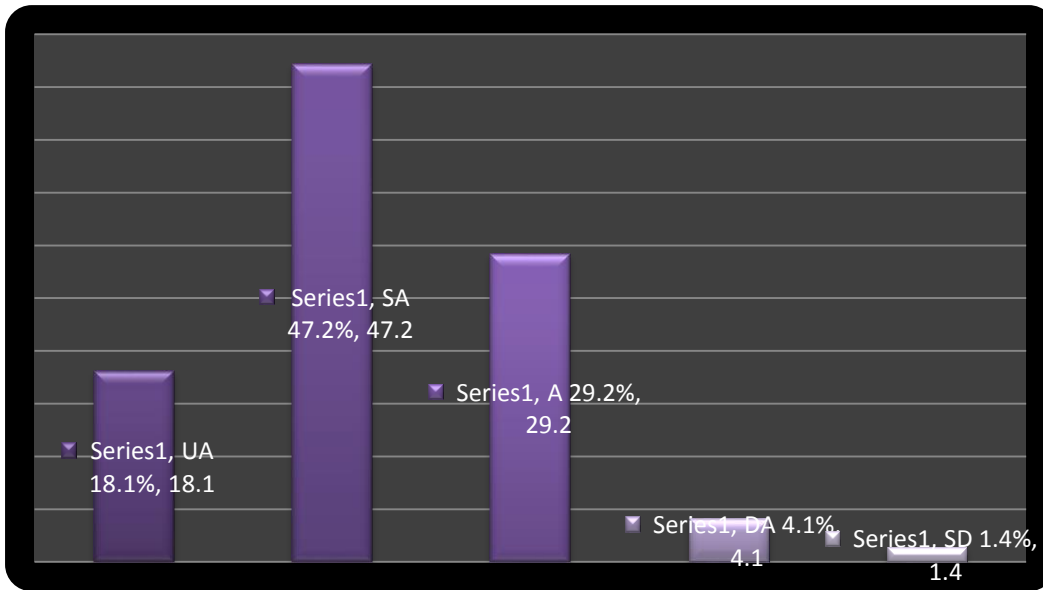


Chart 7: In service training has an impact towards teacher effectiveness and efficiency.

18% unreservedly agree to the notion that in service training has great impact on teacher effectiveness. 47, 2% reacted positively to the same notion as 29, 2% agreed to the same token. By and large 5, 5% either disagreed to the notion or strongly disagreed that in service training had an impact to teacher effectiveness and efficiency. The teachers whom I handed questionnaires to indicated that in service training has a far reaching effect and impact as compared to initial training they undergo at teachers’ college and universities.

- (v) Seminars and workshops teachers attend when they already in the teaching field have a positive impact on students’ achievement in schools. This is another aspect of in service training or on the job training whereby teachers had to continue embarking on the education related to the initial training one would have undergone so as to keep abreast with current trends in the field or the ministry. This assist the practising teacher continue updating him or herself on the area of education or teaching.

The above tabulated information can be represented by the use of a bar graph below:

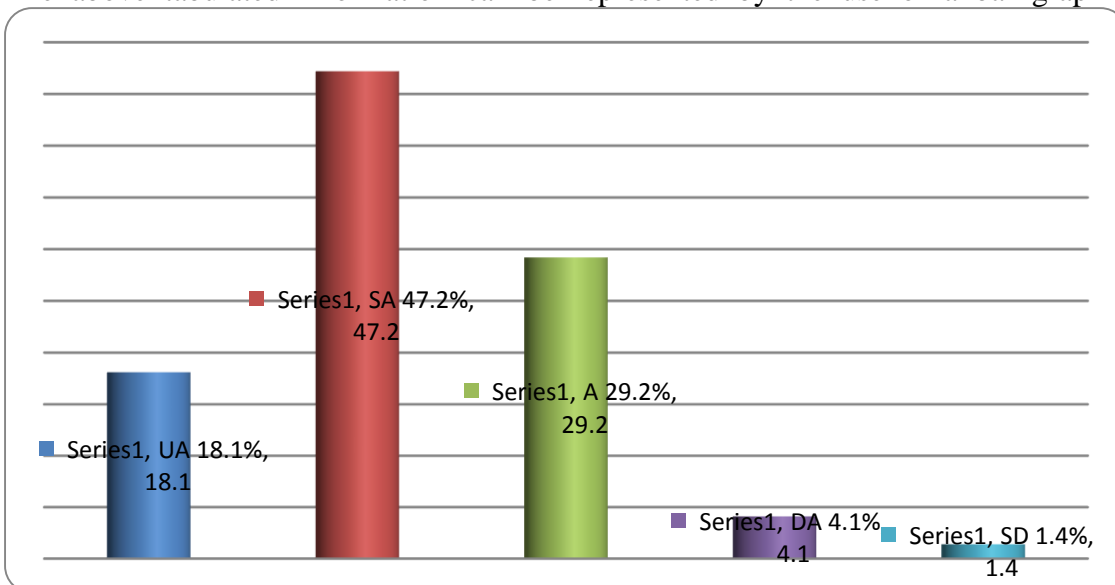


Chart 8: Seminars and workshop have a positive impact on students’ achievement

The above bar graph depicts that 18, 1% of the entire questionnaire population unreservedly agree that seminars and workshops they attend to have a positive impact on student achievement. 47, 2% strongly agree to the statement and 29, 2% agree to the same effect. However 4, 1% disagreed with the notion that seminars and workshops have a positive impact on student achievement as 1, 4% strongly disagreed to the impact of seminars and workshops on student achievements. The rationale to this statement is that in service training has the best advantage on students' outcomes.

Research Question 2

“Is there any relationship between teacher professional development in education and student's success in educational studies”?

The research question wanted to investigate the relationship between professional development in education and students' success in education. In other words is there any relationship which can be noticed between teachers who went through professional development in education and those who did not in relation to students' mastery of taught skills and content.

Response from Interviews

The interviews for education inspectors and the District Education Officers have a question on this aspect which was formulated as: You have talked of a dilapidated quality of results. Do you mean teachers without professional development in education are in effective?

The response comprised of the following: some teachers without professional development are really producing good results because teaching is an art. But overallly the teachers who are professionally trained and developed as teachers are producing better results. In the district you can actually tell that this school is doing well due to the professional development the teachers have and are continuously engaged in order to produce desired results.

Another searching question which assessed on importance of professional development on students achievement was: what is the impact of refresher courses among teachers who have not been trained as teachers before? This question was directed to the heads of schools and the findings from them showed the following. First, new ideas are generated which stimulate interest in the subject thereby producing good student results due to the professional development in education which they would have undergo. In addition, lesson delivery is sharpened and gray areas are ironed out and as a result these teachers become effective. More so teachers are taught how to do their job better than before and this produces better results. As if this is not enough; the teachers are made to be aware of the expectations of them in the ministry of primary and secondary education. To elucidate, the teachers get to appreciate the noble methodology to use in teaching students as well as appropriate delivery of lessons are exposed to the teachers. The teachers also learn the appropriate language of the profession and are made aware of their expectations and skills they should impart to the students they teach and how to manage schools and discipline in schools.

In addition the following question also dealt with the demands of the second research question: what factors attribute to teachers' success in delivery?

The D.E.O. and Education Inspectors pointed out to professionalism as an aspect which has a positive relationship with the students' success in educational studies. Teachers who would have undergone professional development in education are competent, confident and are better skilled in lesson delivery and subject mastery. They know how to plan, scheme, teach, assess

and give enormous feedback to students which make them produce good results for their students. Actually they are professional who know the demands of the ministry of primary and secondary education and can produce excellent results despite them having average grades in academic qualifications. In addition, teachers become more effective and efficient; even when having few resources the teachers can still produce good results basing on their professionalism. The teachers will have effective lesson delivery making them so successful in teaching. Finally, teachers who have a technical knowhow are better teachers and can produce good and quality results.

Interviews carried out with school heads demonstrated an aspect of comparison between teachers produced by teachers' colleges such as Mutare Teachers' College to those holding Bachelor of Arts/Science (General) Degrees. The thrust was to see if professional development is important to practising teachers. The responses got were as follows: The ones formed by teachers college who have a strong base in professional development in education are sincerely specialists in particular subject areas and are vital for student success in education; and those holding Bachelor of Arts or Science (General) degrees are general practitioners. Some heads echoes that teachers from teachers colleges and few universities namely Africa University which give degrees to those in the Faculty of Education are taught how to teach, to motivate students and to treat students as different individuals with varied differences whilst those with general degrees are academics not professionals.

Response from Questionnaires

From the collected data reflected in table 6 which gives a summary of questionnaires handed to teachers in Chipinge district; there is a huge relationship between teacher professional development and students' success in educational studies.

Induction courses on teacher professional development make them more effective.

Question	UA	SA	A	DA	SD
Induction courses on teacher professional development make them more effective.	16	32	18	6	0
Percentage of responses got from each unit	22,2%	44,4%	25%	8,4%	0%

Table 6: Induction courses make teachers effective

History on the education system in Zimbabwe shows that teachers do not undergo induction training as they are recruited in the ministry. They are simply posted to school and are expected to perform to the expectations of the ministry. However, it seems teachers are aware of the positive impact of the induction courses and have spoken on the effects of induction courses or training on professional development of teachers.

As depicted by the diagram above, the aspect of induction courses has a huge impact on teacher effectiveness and efficiency. In other words, the induction courses and training prepares the teachers for better performance in the line ministry. The teachers would have to be trained on how they are to teach so as to be better prepared for the teaching and learning activities. It therefore makes induction training on teachers so important to the training and practising teachers. 22, 2 % of the teachers who participated in the questionnaire unreservedly agree that induction courses are important to a teacher; whereas 44,4 % strongly agreed that induction courses are the best for the incoming teachers; and 25% agreed to the same sentiments. However 8,4% disagree to the notion that induction courses are so important to in coming teachers in preparation for their professionalism in their vocation.

Research Question 3

To what extent do teachers with professional development in education produce better results / improved academic performance for their learners or students as compared to those without professional development in education?

The research question number 3 wanted to investigate the extent to which professional development in education have towards improved performance among students.

Response from Questionnaire

The study revealed that teachers with professional development in education produce better results / improved academic performance for their learners or students as compared to those without professional development in education. The teachers who were subjected to questionnaire had this to say:

Teachers who are not professionally developed in education are inefficient and ineffective.

Question 9	UA	SA	A	DA	SD
Teachers who are not professionally developed in education are inefficient and ineffective.	16	28	23	0	5
Percentage of responses got from each unit	22.2%	38.9%	31.9%	0%	7%

Table 10: Teachers without theory of education are ineffective.

For one to be an effective teacher, he or she should not rely only on his or her academic passes but should be up to date with current trends in education which are reflected in professional development courses in education he/she undergoes.

Question 10	UA	SA	A	DA	SD
For one to be an effective teacher, he or she should not rely only on his or her academic passes but should be up to date with current trends in education which are reflected in professional development courses in education he/she undergoes.	16	30	24	2	0
Percentage of responses got from each unit	22.2%	41.7%	33.4%	2.8%	0%

Table 11: Professional development for teachers is a must after academic qualifications.

Experience in education is vital but professional development is a tool every teacher should embrace.

Question	UA	SA	A	DA	SD
Experience in education is vital but professional development is a tool every teacher should embrace.	19	29	22	1	1
Percentage of responses got from each unit	26.4%	40.2%	30.6%	1.4%	1.4%

Table 12: All teachers should have professional development in education

The information illustrated above shows that even though experience in education has value, professional development in education produces far much better results in line with teacher effectiveness and efficiency. 26, 4% unreservedly agreed with the statement, as 40, 2% strongly agreed, and 30, 6% agree with it. However only 2, 8% respondents disagreed and strongly disagreed with the statement.

Research Question 4**To what extent are students' results a reflection of their teachers' professional development in education?**

The research question demands the researcher to show the extent to which students' results are a reflection of their teachers' professional development in education.

Response from interviews

From the interviews carried out with the District Education Officer, education inspectors and heads; factors contributing to poor performance in students were highlighted as follows:

- lack of professional development in education among the teaching staff.
- people who join the teaching profession without being trained as teachers before
- people who are just sent to schools to teach when their hearts are far away from the teaching profession. Those who join the profession because they failed to get their desired jobs
- lack of co-operation among teachers, learners and students
- lack of teacher motivation and lack of interest in teaching (to the teachers who just join teaching as a last resort)

From interviews with the heads of D.E.O.; Education Inspectors and schools heads; there were indications that to a larger extent students' results are a reflection of their teachers' professional development in education. From the same group of respondents, an outline some of the benefits of professional development to the teachers was viewed as:

- makes teaching a profession hence allows them to be practitioners
- it equips the teachers with skills, knowledge and attitudes relevant to the current learners.
- helps teachers to evaluate the demands of the syllabus and push the syllabus in such a way that students' outcome is positive in any exam they face or are subjected to.
- teachers becomes more competent
- classroom practitioners become masters of the subjects they teach.
- teachers becomes so disciplined and confident in their work and workplaces
- teachers becomes better managers and assertive planners
- professional development in education equips teachers with the appropriate methods of lesson delivery which enhance students' success in examinations.
- it keeps the teacher up to date with relevant skills and attitudes to be developed in learners.
- professional development in education enhances the teacher to achieve educational or organisational goals in a short period of time.
- students are developed in all spheres of life by the teachers who are well vested in educational professional development.

Research Question 5**What should the Ministry of Primary and Secondary Education do to promote professional development in schools?**

The research question expects the researcher to outline recommendation from the study of what needs to be done by the government in order to promote professional development in education.

Response from the interview

From the collected data from the District Education Officer and Education Inspectors; the ministry has a lot of work to do in order to make things implemented in school. Teachers should

be fully trained and continuously update their knowledge base through in service training and continuous professional development in schools' setting. The ministry in line with the public service should emphasise on professional aspect of teachers before recruiting them to teach in schools. Professional development in education should be a requirement for the teaching job. The heads of schools who were interviewed the had the following to say:

- the ministry should make it mandatory that teachers without professional development in education should go and study for post graduate diploma in education offered by various tertiary institutions on block release or full time
- the ministry should stop recruiting teachers without professional development in education for those teachers despite them having degrees but are not professionals in education circles.
- the ministry should also invite institutions like Zimbabwe Open University which has re-introduced distance education to visit schools and professionally development non-professionals to be well equipped in education so as to teach effectively.
- the ministry should, in addition, give all the teachers in schools a period to upgrade professionally or risk being kicked-out of the ministry if they do not comply.
- the ministry should formulate a policy that compels every practising teacher to go for professional development.
- staff development should be made compulsory in all schools for better results through well equipped teachers.
- promote in-service training
- induction

Response from Questionnaire

The ministry of education should not recruit teachers without education based training to teach in schools

Question	UA	SA	A	DA	SD
The ministry of education should not recruit teachers without education based training to teach in schools	8	27	30	7	0
Percentage of responses got from each unit	11.1%	37,5%	41.7%	9.7%	0%

Table 16: Recommendations for the ministry of primary and secondary education on recruitment

The table above and the bar graph below show the response from seventy-two teachers about what the ministry should do to teachers without professional development in education. Infected the question wanted to identify whether the government should recruit or not recruit teachers without professional development in education to teach in their schools. 8 out of 72 teachers unreservedly agree that government should not recruit teachers without professional development; 27 out of 72 strongly agreed with the demand, 30 out of 72 agree that government should not recruit non professional based teachers into its system; whilst 7 teachers out of 72 disregarded the statement saying people are born teachers and should be allowed to teach with or without professional development in education.

CONCLUSION

From the findings of this study, professional development in education plays a pivotal role in teacher effective and efficiency among teachers in Chipinge District in Manicaland, let alone in

the nation at large. If teachers undergo initial teacher training at teachers colleges or university which train teachers; then that is the first step towards guaranteeing effectiveness and efficiency when teachers are then posted to schools. A follow up course on inducting teachers after they are posted to schools is a very important aspect as teachers are trained on their expectations before they even start deliberating information to students. After that teachers should continuously go through in service training so as to be updated with the current trends in education. Finally the teachers should have continuous professional development in school settings as new technological changes may be effected and this should be embraced by teachers.

From the findings from the District Education Officer; teachers who are performing well are the ones posted at attractive sites where the school is either a boarding or is in the urban area where the schools heads stipulate the teachers they require who would be professionally development in education and masters the teaching content so well.

The Education Inspectors echoed the same sentiments saying it is disturbing that the teachers who trained 20 years ago are not professionally developing themselves though in service training and this is jeopardising the education system a reason why the district continues to suffer low pass rates.

The heads of schools whom I interviewed castigated the same notion pointing out to the fact that teachers who are produced by teachers colleges and from Africa University in the faculty of education are professionally trained and are very competent as compared to those who have general degrees and who got a teaching vacancy as a last resort yet they had not trained to be teachers. The heads pointed out to the notion that teachers who teach in their institution whilst not trained to be teachers are so hard to work with for they even perpetuate indiscipline among students. The same teachers also produce poor academic results for the students. The heads pointed to the fact that teachers who are professionally developed take their profession seriously and are producing better results compared to those without hence professional development in education has an impact on teacher effectiveness and efficiency.

From the information captured during questionnaires with teachers as respondents shows that the teachers in Chipinge district do understand the impact of professional development in education. Teachers who prefer to be at a boarding school or in an urban area set-up are by and large competent and are professionally developed. Teachers pointed out to the fact that there is a huge impact professional development has on teacher effectiveness and teacher efficiency. The teachers are confident that the ministry of primary and secondary school if only they make a policy of making all teachers in schools to undergo vigorous professional development in service training all will be well in the ministry but if it continues to hire untrained teachers with only general degrees then the ministry do have a mammoth task in addressing performance of students basing on teacher effectiveness.

RECOMMENDATIONS

From the conclusions which were drawn from the findings of the study, recommendations for the ministry of education to recruit teachers who are professionally trained were over emphasised. Teachers who should teach in schools should undergo the following four important events:

- (i) initial training from teachers colleges and universities which offer education based degrees with the theory of education

- (ii) induction course. Every new teacher should be inducted into the occupation so that what he or she was taught at the college or university is brought into his or her attention for job satisfaction.
- (iii) in service training should follow induction courses so that the teacher is upto date with the changes in syllabi as well as technological changes in education
- (iv) continuous professional development in education in school settings through staff development, staff meeting so that the teacher is always above board.

The heads of schools should be involved in the recruiting of teachers so as to get professionally trained and developed teachers who do not only produce good students results but who also promote discipline among learners and teachers at large.

The teachers in various institutions who are not professionally trained and are already teaching should be encouraged to enrol for block release programmes offered by various institutions such as Africa University in order to get the Post Graduate Diploma in Education so as to be professionally equipped in the vocation they chose.

Heads of schools who do not have a degree in education should be relieved of their duties or given a period to upgrade so that they will run and recruit institutions with the right personnel on board. Heads should be the leader in both modelling and in academics so should be professionally developed so as to have institutions which are of vital importance to the local communities they serve.

The findings of the study reflected that professional development in education should be a must to all teachers so as to promote teacher effectiveness. Hence the ministry of primary and secondary education should take professionalism seriously even before addressing the aspect of motivation for professional development is the root for sustainable student achievement and development.

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