

Teacher Motivation and Implementation of Continuing Professional Development Programmes in Malawi

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ABSTRACT The study explored the factors that impact negatively on teacher motivation as regards the implementation of what they learn at Continuing Professional Development (CPD) programmes. The research was conducted in Zomba Rural Education District in Malawi and focussed on primary school teachers. The study used a qualitative research design and collected data through focus group discussions, interviews and document reviews. The results show that poor allowances that teachers receive during CPD training and poor conditions of service such as salaries, promotions and accommodation for teachers, have contributed to lack of motivation of teachers to effectively implement at classroom level, what they learn at CPD training. This calls for the government and stakeholders in education to seriously look into factors that are de-motivating teachers to implement what they learn from CPD programmes if gains in CPD programmes are to be realized.

INTRODUCTION

Continuing Professional Development (CPD) programmes for teachers are defined as systematic efforts that bring positive change in the classroom practices of teachers (Guskey 2002). According to Guskey (2002), the change is reflected in improved learning outcomes of the students. CPD programmes aim at improving learner performance (Coolahan 2002; Fraser et al. 2007; Schwille and Dembele 2007) by expanding the knowledge and skills of teachers and enhancing their effectiveness with students (Fullan and Hargreaves 1996; Fullan 1999). Teacher motivation, on the other hand, plays a critical role on the effectiveness with which teachers implement what they learn from CPD training. Guskey (2002) cautions that CPD programmes that do not take into account what motivates teachers to engage in professional development, fail.

As African nations transition from a focus on educational access to quality of education, the role of teacher motivation and incentives has attracted increasing attention as a key component in the sustainability of quality education systems. Inadequate salaries, underdeveloped teacher career ladders and the widespread practice of promoting the best educators out of the classroom have contributed to the challenge of low morale, under-motivation and high turnover rate among those who enter the teaching profession. This counteracts the benefits of invest-

ments in teacher professional development and education quality. According to a 2006 UNDP Capacity development resource, well implemented motivation and incentive systems do have a significant influence on individual as well as organizational performance. However there is growing concern that overall levels of teacher job satisfaction and motivation are low in both primary and secondary schools in most developing countries such that quality of education is compromised.

In Malawi, the government acknowledges the fact that initial teacher preparation will never be sufficient in making a teacher effective, rather it is CPD which enables a teacher to go on teaching effectively (National Strategy for Teacher Education Development 2007). Recognizing this fact, the Malawi Government has put in place structures to facilitate delivery of CPD programmes for teachers in the country. The structures include both off-school site and on-school site based CPD programmes.

According to the 2007 National Strategy for Teacher Education Development (NSTED), the off-school site based CPD programmes are delivered through a national network of 315 Teacher Development Centres (TDCs) which are staffed by Primary Education Advisors (PEAs). These CPDs are usually done in form of workshops or seminars. The workshops entail drawing participants out of their schools to a venue where they are exposed by experts to a core of informa-

tion and skills (Gray 2005). Apart from the off-school site CPD programmes, teachers are also exposed to formal or informal on-school site based CPDs. These are organized by the head teachers of the schools or the teachers themselves depending on the particular needs they want to address at their schools. However, despite the implementation of the CPD programmes, research has shown that teachers have not improved their classroom practices (SACMEQ 2005; NSTED 2007; Centre for Educational Research and Training 2009). As a result there has been poor learner performance at all levels of the primary education system particularly in the rural areas to the extent that the country scored the lowest in international examinations for the Southern Africa Development Community (SADC) region (SACMEQ 2005; Country Status Report 2009). Informal reports attributed the poor learning outcomes to a dissatisfied teaching force, claiming that teachers are not motivated enough to effectively perform their duties as trained during their pre-service as well as in-service training.

This paper therefore reports on the findings of a study that looked at factors that impact negatively on the motivation of teachers to implement what they learn at CPD training. The motivation for this study was based on the fact noted earlier that, despite teachers attending CPD training, their classroom practice has not improved much. For this reason, it was envisaged that the findings of the study would be an eye opener to the Ministry of Education in Malawi and its partners as regards best practices for the successful implementation of CPD programmes for primary school teachers. The factors reported in this paper are as revealed by the study and relate to allowances that teachers receive during CPD training; welfare of the teachers during the CPD training; and working conditions for the teachers in terms of salaries, promotions and accommodation.

METHODOLOGY

This study was placed within the interpretivist paradigm and used a qualitative research design to collect data from various sources. The researcher used focus group discussions, interviews and document analysis as main data collection methods. Zomba Rural Education District where the study took place has 1684 primary school teachers and 191 primary schools dis-

tributed across 17 education zones of the district (Education Management and Information Systems 2009). In total, the researcher visited 34 randomly selected schools in the district. This included 2 schools from each of the 17 education zones. Random sampling ensured that each school in the district stood a chance of being included in the sample. Further, targeting all the education zones of the district ensured that views of teachers from all corners of the district were represented.

The researcher conducted focus group discussions with a minimum of 3 teachers from each of the schools visited and held interviews with head teachers of the visited schools. Other interviews were held with 12 Primary Education Advisors, the District Education Manager (DEM), the Coordinator for Primary Education advisors (CPEA) and 3 CPD coordinators from different Non Governmental Organizations.

Data Analysis

The study collected qualitative data. Analysis of the data was done by clustering common themes and writing stories and ranking the responses to uncover the main issues that were arising. The issues arising from the focus group discussions, the interviews and the document reviews, were put together as findings for the study.

Ethical Considerations

Water-Adams (2006) writes that any research which involves other people in some way has ethical implications. Because education is a social action, data gathering and analysis within this study inevitably impacted on the lives of other people involved in the study. Taking this enlightenment into consideration, it was only proper to abide by ethical considerations so as to ensure that individual rights were not infringed upon and to promote fairness in the interpretation of data. Principles such as obtaining informed consent; respecting the right to privacy and participation, anonymity, confidentiality; avoiding harm to participants; and other principles as highlighted by Cohen et al. (2000) were adhered to during the data collection process, data analysis and interpretation.

Participants were never forced to participate in the study. For the sake of confidentiality and

anonymity, no names of respondents were taken or recorded. Further, the use of group data rather than individual data facilitated the retention of participant anonymity. The researcher ensured that the information collected was not discussed whether in a group or in a publication in a way which the participants may find harmful or which actually disadvantages them (Flick et al. 2004).

RESULTS

This section presents the data on the factors that negatively impact teacher motivation in implementing what they learn from CPD programmes, at classroom level. As earlier noted, the data are presented on the following factors that emerged from the study: allowances that teachers receive during CPD training; welfare of the teachers during the CPD training; and working conditions for the teachers in terms of salaries, promotions and accommodation.

Allowances for Teachers during CPD Training

Allowances in this study refer to the money that teachers receive during the period they attend off-school site based CPD training. Usually the money is for food and transport. It was established through the focus group discussions with teachers that teachers are usually given K500.00 (about US\$3) for their lunch during CPD training if the training is initiated by the government or Non-Government Organizations. However teachers lamented that this amount is too little to pay for a decent meal let alone motivate them to participate fully in the training. Some of them expressed the following sentiments

We are demoralized because of the little allowance we receive at CPD training. What we get as allowances at the CPD training is a mockery to the teaching profession. How would you expect someone who has received just US\$3 to be motivated and actively engage or participate in the training?

Head teachers concurred with the teachers on the amount and inadequacy of the meal allowances that teachers including head teachers receive at CPD training. They expressed that the allowance cannot motivate them to implement what they learn from CPD training. One head teacher was quoted saying

One of the major weaknesses in CPD training meant for teachers is the allowance that is

given to the teachers. Imagine getting a US\$3 as lunch allowance, what can you buy with that amount? This results in frustrations with the training culminating into poor acquisition and retention of the skills.

Acknowledging the inadequacy of the allowance as expressed by the teachers and head teachers, the coordinator for one of the Non Governmental Organizations that conduct CPD for teachers in the district, gave the following response

We experience limitations in funding such that we currently pay US\$3 per day as lunch allowance and teachers say it is not adequate. Sometimes you spend hours discussing with participants on the issue instead of going straight into business. We make them understand by focusing our reasoning on the professional benefits of CPDs not on the monetary gains.

Further it was learnt that in some cases, this meagre allowance comes late, sometimes, long after the workshop is finished, and in some rare cases it does not come at all. For instance teachers pointed out that:

Allowances for the orientation to new curriculum CPDs were not given on time. In some cases they were received on the last day of the workshop or weeks after the workshop was conducted.

PEAs also confirmed the irregularities in the payment of the allowances. One PEA asserted that:

It was very embarrassing for me as the PEA to go and buy mid-morning and mid-afternoon refreshments on credit simply because the ministry officials had not yet provided the money to run the workshops. The money could come during the last days of the workshops, sometimes long after the workshops were conducted. This inconvenienced the participants as well as the facilitators and definitely resulted in poor acquisition of knowledge and skills by the participants.

The situation of poor allowances is even worse with PEA initiated INSETs at zone level where teachers are not given even a lunch allowance. They are just provided with a snack and a drink. This, was attributed to the fact that TDCs are not funded, hence they cannot afford to provide an allowance to teachers attending CPD training. It was learnt from the PEAs that the little money they generate through income generating activities can not suffice meal allowanc-

es or transport for the teachers. Rather the money is used for settling bills and paying watchmen for the TDCs. Nonetheless the PEAs provide lunch for the teachers in form of a bottle of soft drink and a bun. Teachers as well as head teachers bemoaned this trend. One head teacher lamented that

Teachers travel long distances to the TDC for the training. They arrive there very exhausted and yet what they get at the end is just a bottle of Fanta and a bun for the whole day. It is very frustrating.

Issues of allowances as highlighted above de-motivate teachers and affect their participation in the CPD training as well as their implementation of what was learnt at the CPD training. In fact when teachers were asked to give their suggestions on how to effectively implement CPD training, one of the suggestions given was to revisit the allowance that is given to teachers during the CPD training. Interestingly, this was mentioned in all the focus group discussions that were conducted. For instance teachers at one school advised that:

Allowances at a CPD training act as a motivator for the teachers to fully commit themselves to the training. Little and irregular allowances frustrate the teachers and reduces their morale for the training.

Welfare of Teachers during CPD Training

Apart from the little allowances that are given to teachers during CPD training, it was also revealed that welfare of participants at some CPD training venues was also problematic. Teachers bemoaned a tendency of teachers arriving at venue and finding nobody to welcome them and tell them what to do. One of the teachers reported that:

In one of the workshops I attended, when we arrived at the venue, there was nobody to welcome us and attend to our welfare. As a result we slept in a classroom because the organizers never turned up on the day of our arrival. Those participants who did not have money on this day slept on empty stomach.

Welfare of participants in both residential and non-residential workshops need to be taken care of to avoid demoralizing the teachers. If teachers' welfare is not well considered in the design of a CPD programme, teachers, come to the training with a negative attitude. With a negative at-

titude, everything that takes place during the training is looked at negatively and this impedes the effectiveness of the CPD programme.

Working Conditions of Teachers

The teachers went further to suggest that while CPD programme organizers look into issues on how to motivate teachers at CPD venues, government should also think of how to motivate the teachers to implement what they learn from CPD training at classroom level. Mention was specifically made on conditions of service such as teachers' salaries; teacher promotions and teacher accommodation.

Teacher Salaries

Teachers complained that the salaries they receive are too little to sustain them to the end of the month let alone motivate them to implement what they learn at CPD training. Document analysis also affirmed the teachers' complaint on low salaries. For instance, a VSO 2008 Report on managing teachers indicated that a primary school teacher in Malawi, receives about US\$ 112 per month as starting salary.

As can be noted, the salaries are not very attractive and hence de-motivating. According to the teachers, a de-motivated individual cannot be committed to the implementation of what was learnt at CPD programmes. Teachers confided that one of the challenges that affect implementation of what they learn at CPD training, at classroom level is because teachers are not motivated salary wise. From the focus group discussions, it appears teachers are always in debt because of their meagre salaries; therefore, they are not at peace with themselves. They are always thinking of how their families will survive to the end of the month. This seems to greatly affect their implementation of what was learnt at CPD training. Teachers during one of the focus group discussions commented that:

The salaries we receive do not take us to the end of the month. Worse still there is no other means for us teachers to get alternative income to supplement our meagre salaries. We end up getting loans from loan sharks and dubious banks that normally charge very high interest rates. How do you expect us in that situation to be motivated to implement what was learnt at CPD programmes? Mind you imple-

mentation of what we learn at CPD programmes needs commitment. Without motivation, the commitment cannot be there.

Teacher Promotions

It appears that it takes a very long period of service before a primary school teacher can be considered for promotion. Eligibility is after three years of service (NSTED 2007) but practically, teachers normally serve for 10 years or more at the same grade. Some teachers indicated that they had worked for over 10 years but they are still at the same grade. According to the teachers, the process of short listing and interviewing the teachers for consideration for promotion is marked by so many flaws such that the length of service, the conduct of the teacher and how the teacher performs at school are not necessarily among the criteria. The teachers advanced that the only consideration seems to be how well the interviewee responds to the questions during the interview. This system of promoting teachers ends up promoting undeserving teachers. Teachers expressed their frustrations when they aired out that:

We get de-motivated when we see fellow teachers who are not committed to work and are always drunk get promoted while deserving teachers are not.

Since promotion goes with an increase in salary, this situation de-motivates the teachers and affects their morale. Teachers confessed that it is difficult for disgruntled teachers to seriously direct their efforts towards the implementation of what was learnt at CPD training. The District Education Manager as well as the Coordinating Primary School Advisor alluded to problems in the promotion process for teachers. The District Education Manager indicated that:

The process of promoting teachers rests in the hands of the Teaching Service Commission. Unfortunately the process excludes conduct of the teachers in their schools as a result we see undeserving teachers being promoted while some of the hard working ones fail the interviews. This results in frustrations and de-motivations.

When teachers were asked their views on what should be the criteria for promotions, they mentioned that apart from interviews, other factors such as performance appraisals, years of service, professional qualifications as well as

attendance to CPD training should be considered. The majority of teachers in the focus group discussions indicated that certificates of value that can be recognized during interviews for promotion should be awarded to teachers after attending CPD training.

From the data presented, it appears teacher promotions are critical in influencing motivation of teachers to implement what they learn from CPD training at classroom level. Hence proper modalities for promoting teachers need to be explored.

Teacher Accommodation

Shortage of teacher houses especially in the rural areas where teachers cannot find good houses to rent was mentioned as another reason why teachers feel too de-motivated and frustrated to implement what they learn from CPD programmes. Lack of teacher houses was also mentioned as a reason for the high teacher to learner ratios in rural areas because teachers hesitate to move to rural schools where they would not find decent accommodation. The Guidelines for Infrastructure Development recommend four teachers houses as a minimum requirement for Junior Schools and eight teachers' houses as a minimum requirement for Senior Schools (Ministry of Education 2008). Currently, Zomba Rural Education District has 422 teacher houses against the 1684 teachers working in the district (Education Management and Information Systems 2009). This gives a ratio of 1 teacher's house accommodating 4 teachers and their families. This indicates how serious the problem of teacher accommodation is in the district.

Teachers explained that the lack of teacher houses at the schools forces them to find accommodation in nearby villages. They went further to say that sometimes the house may be very far from the school and in some instances the communities might be unfriendly to the teachers. Teachers at one of the schools lamented that:

Due to lack of accommodation for teachers at this school, some teachers operate from distant places and sometimes the environment is not good for positive leaving. This de-motivates them and consequently affects implementation of what was learnt at CPD training

PEAs concurred with the teachers and indicated that some teachers operate from long distances as accommodation in the schools and

nearby villages is a problem. This contributes to late arrival for lessons in addition to under preparation and poor delivery due to fatigue. One PEA argued that:

It is difficult for an exhausted teacher to implement what was learnt at CPD training.

From the data that has been presented, a provision for financial resources is necessary for the smooth running of CPDs. The trend of not funding TDCs needs to be revisited so that teachers are not de-motivated during CPD training. Furthermore, the government needs to look into the issues of salaries, teacher promotions and teacher accommodation as they seem to affect teacher morale and so impact negatively on the translation of what teachers learnt at CPD training into classroom practice.

DISCUSSION

Teacher motivation is very critical as it affects the morale of teachers and influences their decisions on whether to implement what they learnt from CPD training or not. The study learnt that teachers got K500 (US\$3) as their meal allowance per day when they attended CPD training. This was felt to be inadequate by the teachers. Of course the general view by the wider community is that teachers are not supposed to be paid for attending professional development activities meant to improve their professionalism. Teachers in Malawi also agree that getting an allowance is not their major reason for attending CPD training (Mwanza 2008). However, when CPD activities take place off the school site, teachers would expect an allowance to buy a decent meal if it is a non residential workshop and also to afford decent accommodation if it is a residential CPD. Teachers cannot concentrate on the training and acquire the necessary knowledge and skills if their welfare is not taken care of. Food is a basic need and has to be satisfied (Maslow 1943). Malawi is not the only country facing a challenge on the issue of allowances during professional development. Other countries in the region such as Zambia, Kenya and South Africa face similar challenges. Mattson (2006) attributes this to the low salaries that the teachers in the region receive and hope to augment them with the allowances.

The study further learnt that the administration of the allowance in some cases was not prompt. For PEA initiated CPDs, it was stated

that teachers do not get any allowance because zones are not funded. Similarly in Tanzania it was reported that teacher resource centres are ineffective mainly because they lack operational budgets (Bennell and Mukyanuzi 2006). Issues like these, tended to de-motivate and frustrate the teachers at the CPD venues. The end result was, as some teachers pointed out, "limited participation leading to poor acquisition and attainment of knowledge and skills". Rogan and Grayson (2003) contend that implementation can be difficult without adequate financial support from outside agents such as the government.

The other issue that was stressed as impinging on the implementation of what was learnt at CPD training was the poor conditions of service for teachers in terms of their salaries, promotion and accommodation. On salaries, it was noted that being civil servants, teachers' salaries are based on incremental scales with basic salaries for different categories of employees. An employee reaches the highest point in a given grade through annual increments or he/she can move into a higher scale through promotion. The study learnt that a primary school teacher in Malawi, gets about US\$ 112 per month.. Bearing in mind that annual increments do not substantially increase salaries, this impression of low salaries for teachers still stands today. The Ministry of Education in Malawi partly attributes low teacher motivation and morale to low pay which does not match with the demands of the job let alone meet the basic needs of the teachers (Kadzamira 2006). The trend of low salaries for teachers is not only evident in Malawi but also in most developing countries. Teachers earn less than what is required for their human survival and indeed below the level necessary to ensure their adequate motivation. For instance, in Tanzania, teachers get about US \$ 100 per month when the expenditure for a single teacher per month in rural areas is estimated at a cost of US \$150 per month. Similarly in Kenya teachers get US \$ 152; In Gambia they receive US \$ 60; In Lesotho, they earn US \$177; in Uganda they receive US \$ 115; and in Zambia, teachers get US \$ 200 per month (Mpokosa et al. 2008). This confirms a finding by Michaelowa (2002) that low pay was found to negatively correlate with job satisfaction in Anglophone Africa where as in Francophone Africa, salary variables did not show noticeable impact on job satisfaction. It has to be noted that countries in Francophone Africa (Burkina Faso,

Cameroon, Coted'voire, Madagascar and Senegal) are relatively well paid when compared to their colleagues in other African countries (Bennell and Akyeampong 2007).

Unlike salaries in other government sectors, teachers' salaries are described as low because there are virtually no alternative ways of getting extra money to supplement the salaries. Chances of upgrading to higher salary segments are also limited. In addition, promotions are not common and teachers stay in one salary segment for long periods of time in their careers. To supplement their meagre salaries, the study learnt that teachers resort to getting loans from loan sharks and dubious banks which charge a lot of interest leaving them with almost nothing to take home. Teachers end up getting permanently into debt. As a result, teachers cannot manage their finances and this leads to disenchantment and low morale in general. Salary is a critical issue as it affects teacher motivation (Chireshe and Shumba 2011). Without motivation, teachers cannot commit themselves to the implementation of what they learn from CPD training. The end result is poor or no implementation of what was learnt at CPD programmes reflected in overall low quality of education offered to learners and poor learning outcomes.

The study further noted that it takes a very long period of service before primary school teachers can be considered for promotion in Malawi. It was also learnt that the promotion process is marked by many flaws, such that, the length of service, the conduct of the teacher or how the teacher performs at school, are not necessarily considered in the promotion process. Definitely such a process ends up promoting lazy and un-deserving teachers leaving out the hard working, committed and deserving teachers. This de-motivates the deserving teachers and frustrates their commitment to duty including the implementation of what they learn from CPD training. This is contrary to what happens in other countries like Swaziland, where the promotion ladder is short such that the salary scale is compressed and teachers tend to reach the highest ladder within a brief period (UNICEF 2010). However this also has its own problems as a teacher may reach the highest salary step within the first few years of her/his career and then remain at that level for the rest of her/his life or until there is a salary revision, that is, the career ceiling is very low and thus de-motivating.

Better ways of promoting teachers need be explored. Teachers in this study suggested that after attending CPD training, they should be awarded a certificate of value that can be recognized during interviews for promotions. This concurs well with Tudor-Craig (2002) idea that promotions based on interviews were not the best method to assess teacher competency rather other factors should also be considered.

Since promotions go with an increase in salary, possibly promotions or certificates of value after attending CPD training would be one of the best means of motivating the de-motivated teaching force. By recognizing the certificates and promoting the teachers, the teachers will get motivated about their work and work tirelessly in implementing what they learn from CPD training (Bowen 2000). In fact in other countries like France and Romania, CPD participation is considered a prerequisite for career advancement and salary increases (Eurydice 2009). Similarly in Poland, Portugal, Slovakia and Slovenia, Credits may be acquired through participation in Continuous professional Development programmes and are taken into account for purposes of promotion (European Commission 2009). In Sub-Saharan Africa, countries like South Africa, Zambia and Kenya contemplated on accreditation frameworks for In-service training, however the challenge remains on the over-inflationary effects such frameworks may exert on the salary bill (Mattson 2006). Maslow's hierarchy of needs also acknowledges recognition as one of the self esteem needs and hence it has an effect on the morale of a person (Maslow 1943).

Accommodation for teachers is another neglected area in the Malawian education system. Sometimes donors build school blocks at the schools but make no effort to erect at least a head teacher's house at the school. This study has learnt that lack of teacher houses is another reason why teachers feel too de-motivated and frustrated to direct their energy towards the implementation of what they learn from CPD programmes. This is usually the case in rural areas where teachers cannot find good houses to rent. The shortage of teacher houses was also attributed to the high teacher to learner ratios in rural areas because teachers hesitate to move to rural schools where they would not find decent accommodation. This hampers effective implementation of what teachers learn at CPD training.

Despite the recommendations set in the Guidelines for Infrastructure Development on

teacher housing, most schools only provide one house for the head teacher and the rest are forced to live in rented houses. This brings in a multitude of problems. For instance, the study established that teachers living away from schools have to travel long distances spending the little money they get as salaries on bus or bicycle fares. In rural areas, teachers cycle long distances only to arrive late for work. They sometimes face the problem of bicycle break downs. It was learnt that the situation becomes worse during the rainy season as roads and foot paths become impassable and schools remain without teachers. The government and stakeholders in education need to address the problem of teacher accommodation if teachers are to be lured to remain and teach in the rural primary schools and implement what they learn from CPD programmes. Travel difficulties result in the waste of valuable time and a reduction in contact time between the teacher and the learners (Gray 2005). Similar travel difficulties, resultant of accommodation problems were also reported in Tanzania by Bennell and Mukyanuzi (2005) who note that many teachers commute long distances between home and school, which is time-consuming, costly and tiring.

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

CONCLUSION

Teacher motivation is critical for the successful implementation of CPD programmes for teachers. If teachers are frustrated and have a low morale during and after CPD training, implementation of what they learn at the training cannot be guaranteed. Inadequate allowances, poor welfare at CPD sites, poor conditions of service

in terms of salaries, promotions and accommodation de-motivate teachers and the resultant effect is minimal translation into practice of what teachers learn at CPD training. This is because the implementation of any CPD programme for teachers requires commitment and dedication on the part of the teacher. Better ways of motivating teachers need to be explored. There is need for a clear focus on the very serious problem of low teacher job satisfaction and motivation by governments and the donor community. Unless this is done, ambitious efforts to improve primary education provision for every child will founder.

RECOMMENDATIONS

Teachers need to be motivated to seriously commit themselves to the implementation of what they learn from CPD training. From the findings of this study, the following recommendations are put forward:

- CPD programme implementers should consider raising the allowances for meals and accommodation that are given to teachers during CPD training so that teachers are motivated to participate fully in the training. Modalities to address the issue of no funding for TDCs need to be put in place because the income generating activities that the TDCs carry out cannot generate enough income to suffice the TDC activities including CPDs for teachers.
- The government should seriously look into issues of low salaries for teachers and think of alternative means of supplementing the salaries. One such way is ensuring regular administration of a hardship allowance for teachers teaching in rural schools. This would ensure that teachers are not always in debt through getting loans from dubious loan sharks. This would liberate them and with a liberated mind, they can easily focus on the implementation of what they learn from CPD training.
- The Teaching Service Commission (a body responsible for teacher promotions) needs to revisit its promotion procedures as the current system is frustrating and de-motivating teachers. Teacher Performance Appraisals and conduct from school heads and heads of sections should form part of the criteria for promotions. Teachers should be given certificates of value after attending

CPD training and these should be considered in the promotions

- Furthermore the government and stakeholders in education should make an effort to construct teacher houses in schools especially rural schools where decent accommodation for teachers to rent is usually not available. The recommendations set in the Guidelines for Infrastructure Development that set four teachers houses as a minimum requirement for Junior Schools and eight teachers' houses as a minimum requirement for Senior Schools (Ministry of Education 2008) should be strictly adhered to. This would ensure that teachers do not travel long distances to schools thereby getting too exhausted for the effective implementation of what they learn from CPD training.

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