The Effectiveness of Teachers' Professional Development Initiatives in Enhancing Teachers Growth in Botswana Secondary Schools

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Abstract

This study investigated the effectiveness of school-based teachers' professional development initiatives in enhancing teachers' growth in secondary schools in Botswana. Data were collected through individual semi-structured interviews involving Principal Education Officers, School Heads and Teachers. Documents from the Ministry of Education and Skill Development and schools that outline teacher professional development were analysed. The findings of the study showed that the initiatives were not based on teachers' needs assessment. Very few respondents indicated that they benefited from the school-based professional development initiatives, while majority felt the initiatives are far from reaching their development needs. The teachers' responses regarding professional development initiatives nullify the existence of such initiatives as they do not play the role of enhancing teachers' professionalism. The study, therefore, recommends that the identification of teachers' professional development needs is vital for the effectiveness of Botswana secondary schools professional development initiatives.

Keywords: Effectiveness, Professional development, Initiatives, Education policy, Secondary schools.

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INTRODUCTION

In the past few decades research has shown that, teacher professional development and quality teaching have become high priority in the search for school improvement and school effectiveness. It is generally accepted that teachers need to be encouraged and supported to develop professionally for schools to be effective (Craft, 2000). It is assumed that effective schools then, are institutions where there is a delivery of high quality education. Teachers' professional development is amongst the crucial aspects needed for the provision of high quality education in the international arena.

International literature suggests several concepts in teachers' professional development which seem appropriate given the pervasiveness of globalisation, new technology and instant communication (Blandford, in Craft, 2000). Among the concepts are that teachers' professional development is considered a life–long process of change; teachers' professional development should take into account the important role that the teacher plays in his/her development and any attempt to improve the quality of education, must also consider the quality of their teachers. The literature reviewed further suggests several initiatives to teachers' professional development. The initiatives include induction, appraisal, collegiality, collaboration, action research, self–monitoring and evaluation (Craft, 2000; Blandford, 2000). It is claimed that these initiatives help teachers to acquire new knowledge and skills, practise new teaching methods and reflect on their work.

Raising the standard of education is one of Botswana's national goals since gaining independence (Republic of Botswana, 1994). To achieve this, requires well-trained, qualified and experienced teachers. In the quest for quality education government produced education policies to guide the policy makers and implementers in an effort to address issues of quality. The most prominent recommendation which appears in both the National Policy on Education of 1977 and the Revised National Policy on Education of 1994 is that a wide range of in-service courses/training should be developed for teachers to acquire knowledge, skills and attitudes in their career. The National Policy on Education of 1977 states that the training should be "a continuing means of strengthening and renewing the education system through the development of teachers' competence and sense of professional development" (p.158). The in-service training includes any form of training that could be school-based or out-of- school. The focus of this study was mainly on school-based teacher professional development initiatives in Botswana secondary schools.

The implementation of the Revised National Policy on Education of 1994 had an impact on how teachers developed professionally. Prior to 1994 teachers' professional development in Botswana was ad hoc for the entire teaching force. Many School Heads and teachers had a narrow conception of staff development. The general understanding was that for someone to upgrade himself/herself it should be through full-time attendance at higher institutions of learning. Unaccredited but valuable staff development activities undertaken at schools were undervalued (Bennell, 1995). To make matters worse the planning and delivery of professional development initiatives were from ministry headquarters with heavy reliance on workshops. This had changed as per the Revised National Policy on Education of 1994, recommendation 105 (a) which states that "the Head as an instructional leader, together with the Deputy and Senior Teachers, should take major responsibility for in-service training of teachers within their schools, through regular observation of teachers and organization of workshops, to foster communication between teachers on professional matters and to address weaknesses." This recommendation has made the school Senior Management Teams more accountable for effective professional development and growth of staff members.

In a bid to assist the management teams a training policy was formulated in 1995. Among the recommendations the training policy made was that schools to form Staff Development Committees (SDC) and the committees were required to prepare School Development Plans (SDP). Through staff development committees, school-based professional development initiatives are planned and implemented as outlined in the School Development Plans. Of recent, many teacher professional development initiatives are school-based; held on site. The main question is how effective are the school-based teacher professional development initiatives in enhancing teachers professional and personal growth? The study sought to explore

Botswana secondary school teachers' ideas, experience and understanding of professional development initiatives.

Historical Background of Botswana Education System

The past forty years have seen trends of development and reform of education systems in the African continent. To Batswana, education has been the centre of the nation's life and concerns. The expectation was that it should contribute to the social, cultural, political and economic welfare and development of Batswana. The development of Botswana education system is catagorised into three phases; pre- colonial, colonial and post- colonial. The pre-colonial education system was established by Batswana for Batswana. The education system then was geared towards the society's norms and values. Pre-colonial Botswana had its own education system which was integrated into every Motswana's life. The education system then was mainly traditional. It essentially involved training programmes intended to groom children to play a critical role in society. The education system was through initiation ceremonies known as *bogwera* and *bojale*. *Bogwera* was training given to young men when they have reached puberty as a symbol of manhood. *Bojale* was training for young women to be initiated into womanhood (Mhlauli, 2012). Parson in Evans et al (1991) described it as "a whole system of belief or religion, as well as a means of socializing children into the accepted norms of society" (p.12). They were encouraged to learn by being exposed to real situations as Nyerere (1967) pointed out that children learnt by "living and doing" (p. 9). Part of the education was done by parents, age–grades and secret societies.

During the colonial era education became more formal. It was spearheaded by the missionaries. The first formal school was established in 1844 at *Kolobeng* by David Livingstone of London Mission Society. After Botswana gained its independence in 1966, it experienced a massive expansion in the education system as a result of the Transitional National Development Plan of 1966 and the National Policy on Education of 1977. The National Policy on Education of 1977 emphasised that the education system must contribute to the national principles of democracy, development, self–reliance and unity. Collectively these produce the philosophy of *Kagisano* which means social harmony. The fifth principle of *botho* was added after two decades. Botho means respect. Any features of the education system that impaired these principles had to be changed (Tabulawa, 1998). Provision for access to quality education was the main focus of the policy. The policy recommended that for quality education to be attained, teachers' in–service training should be a priority.

After fifteen years, there was a concern regarding a decline in the standard of education. Parents, teachers and educationist called for the re-structuring of the education system and getting closer look at the national goals to meet the needs of every *Motswana* (a citizen of Botswana). The government then appointed a National Commission on Education in 1992 which produced the Revised National Policy on Education of 1994 which is to be implemented until 2029. Access to basic education and raising the standard of education were also considered as fundamental issues. Some of the strategies outlined were enhancement of the performance and status of the teaching profession, improvement and maintenance of quality of the education system and effective management of the education system. If Botswana could follow the strategies to the latter it would mean that by the end of the implementation period the education system will have produced a knowledgeable, skilled and efficient workforce.

The Revised National Policy on Education of 1994, effected many changes in pursuit of the unchanged national educational goals. The education system was re-structured to 7 years (primary), 3 years (junior secondary) and 2 years (senior secondary), i.e. back to 7+3+2 system (Republic of Botswana, 1994, p. 6). This is the structure that is currently in operation. The policy affected teachers' professional development initiatives to be in two folds: Off-site and School-based. The Revised National Policy on Education (1994) emphasises that the use of in-service education and training is a means towards effective teachers' professional development. It states that "a structured national in–service programme should be developed to guide in–service activities, starting from an orientation of a newly appointed teacher at the

school level to the training of newly appointed head teacher" (p. 47). In response to the policy recommendation, teachers' professional development is now re-organized to be more school-based.

Professional development has now become an integral part of the overall school plan. Schools have established staff development committees which organize development activities for all members of staff. The committees are mandated to pull experts from within and outside schools to deliver knowledge and skills required by staff. The schools are now expected to develop annual school development plans that entail activities the school intends to undertake. Amongst those activities, the school has to outline the kinds of programmes that are tentatively meant for teacher development. The objectives set by schools regarding teachers' professional development should be clearly stipulated. The development activities should be included when making budget estimates in order for funds to be allocated to schools. The school-based teacher professional development initiatives under investigation are induction, teacher appraisal, peer observation, team teaching, action research, collaboration, cluster subject panels workshops, common scheming and seminars for panel discussions.

Purpose of the Study

The purpose of the study was to investigate the effectiveness of school-based teachers' professional development initiatives in enhancing teachers' growth in Botswana secondary schools. The focus was to identify *inter alia* the relationship between the current initiatives and teachers' professional and personal growth.

Research Questions

The following research questions guided the study:

1. How effective are the existing professional development initiatives in enhancing teachers' professional and personal growth?
2. What challenges do the professional development initiatives face?
3. What strategies might be used to enhance the professional development initiatives?

LITERATURE REVIEW

Professional development has attracted increasing attention in the 1990's. Teachers faced with rapid changes, demands for high quality education; need to update themselves to meet the challenges that lay ahead. High quality education is one that effectively prepares individuals for life, citizenship and the world of work. In order to maintain such standard needs well–trained, qualified and competent teachers; together with a continuous learning environment that enables teachers to generate and implement new innovations (Republic of Botswana, 1994). Teachers are seen by some authors (Evans, 2011; Wallace, 2001) as the essential tools for educational changes and national development. They are the key players in any educational reform. The involvement of teachers in the planning and organization of educational reforms should not be undermined. This is also reiterated by OECD in Day (1999) when it says "Teachers are at the heart of the educational process. The greater the importance attached to education as a whole– whether for cultural transmission, for social cohesion and justice, or for human resource development so critical in modern, technology-based economies–the higher is the priority that must be accorded to the teachers responsible for that education*" (p. 1). The education system in the past would come up with plans which appeared good on paper; but the implementation of the plans failed because teachers did not understand them. This was caused by not having involved teachers in the planning stages of the programmes.

What is Teachers' Professional Development?

One of the critical elements of the educational reforms is the professional development of teachers. The need for teachers' in-service professional development has been top on the educationists' agenda. There are several interpretations of teacher's professional development. Fullan (1991) defines professional development as "the sum total of formal and informal learning experiences through one's career from pre-service teacher to retirement" (p. 36). Eze, Adu and Ruramayi (2013) also described professional development as "a variety of activities, both formal and non-formal, designed for personal and professional growth of teachers and administrators (p.26). On the other hand Craft (2000) defines professional development to mean "all forms of learning undertaken by experienced teachers from courses to private reading to job shadowing"(p.9).These definitions cover professional learning taken by teachers even before a teacher starts teaching and lasts until he leaves the service. It goes beyond the point of initial training; which includes reading of magazines, newspapers and journals. Uses of professional support practices such as mentoring, appraisal and team building are indirectly mentioned as part of professional development. Therefore, professional development can be described as a life-long process of dynamic growth; a fruitful change in the teachers' knowledge, skills, attitudes and awareness. The above authors agree that professional development is the overarching concept referring to any activity undertaken to improve the professional knowledge, skills and attitudes of a teacher. It should result in the teachers' maturity, self–confidence and competence. Any professional development programme should give teachers the opportunity to share and analyse experiences and practices in teaching and learning, in order to create innovative vision and strategies and strengthen a positive attitude towards personal and institutional change. Researchers argue that through professional activities alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking (Burbank & Kauchak, 2003). It is through professional development that teachers learn and can be able to teach better.

Effective Professional Development

Professional development as pointed out earlier in this article is about promoting teachers' competence, knowledge, skills and positive attitudes. For the above to be achieved, professional development has to be effective. Perhaps at this stage the use of "effective" in this context needs to be clarified. Effective is one of the words that are used differently for different professions. For instance, in economics effectiveness is related to the production process of an organization as described by Scheerens, (1992) to mean "the extent to which the desired output is achieved" (p. 30) In education the term effective is usually associated with the quality of education or when referred to a school it is generally used to mean the 'good' things that the school does. This may involve the creation of conditions which enable staff and students to achieve the set targets such as pass rate, performance in co-curricular activities and high level of discipline. Effective as used in this study has adopted Scheerens, (1992) definition where it is defined as the degree to which educational means or processes result in the attainment of educational goals. With reference to professional development it means the degree at which the professional development is able to meet the set aims and objectives. Once the objectives are met then the professional development is effective.

What are the features of effective professional development? Authors such as (Huberman & Miles, 1994) highlighted certain features of effective professional development as one that "maximizes the use, utilization and development of knowledge which and must focus on the use of research and innovations" (p. 15). This implies that effective professional development is characterized by long–life learning, developing and training. To establish effectiveness, a programme should be tested for its ability to achieve its obligations, to satisfy the expectations of teachers and its ability to pave a way for teachers' success in their life. A study carried out by Moswela (2006) suggested that in-service training should be extended at all level, but the selection should be based on teacher needs assessment. This implies that an effective professional development initiative is one that has taken into account the training needs of staff. Effective

professional development should also enhance learning, promote teacher job satisfaction and encourage teachers to take responsibility of organizing their development. Literature suggests that any development conceptualized as growth opportunities for teachers, appears more effective when a number of factors come to play in schools (Keedy, 2001). Amongst the factors identified are an atmosphere of support and trust, diverse, active learning and self–directed learning experiences related to the classroom context and voluntary participation combined with professional norms that are characterized by daily teacher interaction. Other authors (e.g., Villegas-Reimers, 2003) claim that effective professional development should give critical consideration to educational policy, in particular how to raise standards

The outcomes of an effective professional development well known through a research (Sparks & Louks-Horsley, 1990) include those in which, (i) teachers participating as helpers to each other and as planners with administrators, of in-service activities; (ii) emphasizing on self-instruction with differentiated training opportunities, (iii) teachers in active roles, choosing goals and activities for themselves, (iv) emphasizing on demonstration, supervised trials and feedback: training that is concrete and ongoing overtime and (v) ongoing assistance and support available on request. The outcomes should be tested in order to know the effectiveness of a professional development programme basing on the set objectives.

Challenges in Implementing Teachers' Professional Development Initiatives

Teachers worldwide are faced with rapid changes, demands for high standards and improvement of moral standards from the stakeholders. In order for teachers to meet these demands there is a need, as never before for them to update themselves. The training has to ensure that teachers are fully prepared for the responsibilities they are expected to carry out. There are a number of challenges faced by teachers in implementing professional development initiatives which amongst others include unclear training policies, resistance to change, teachers' attitudes, lack of support, inadequate financial resources and lack of incentives. Lack of a clear and consistent policy for professional development has been debated in Botswana's education system (Bennell, 1995). Unclear and inconsistent policies have been blamed for improper implementation of professional development. It was noted by Dadey and Harber (1991) that in some of education systems in Africa do not have "consistent and coherent training policy, resulting in the use of ad hoc measures" (p. 34). Newton and Tarrant (1992) affirmed that "unclear policies escalate conflicts" (p. 125). It is assumed that a policy should indicate what activities will be undertaken, for whom, by whom and using what resources.

Another challenge is resistance to change. In the teaching profession there are veteran teachers who have been in the field for many years and might have developed teaching strategies which they feel are relevant in their situations. As a result they may be reluctant to abandon them for the approaches which were never tried and tested to the best of their knowledge. Research has also identified the school culture as one of the barriers to teachers' professional development. Fullan and Hargreaves (1996) revealed through research that "the school culture, with only a few exceptions, continues to allow, if not foster individualism at the expense of teachers growth" (p. 6)

Teachers' attitudes have been identified as one of the challenges faced in achieving effective teachers' professional development (Fullan & Hargreaves, 1996). Failure to involve teachers in the planning of professional development activities demoralises and develops in them negative attitudes. The feeling is that if a decision is top-down it is tantamount to imposing ideas on them. Teachers appreciate programmes where they take part in organising rather than being left in the dark on matters that concern them. The other challenge is financial constraints. Dadey and Harber (1991) observe that due to "financial constraints which exist in almost every country in Africa some teachers have access to training once in a decade and some rarely, if ever" (p34). Fullan (1991) also observed that "financial and political factors inhibit the expansion of induction programmes" (p. 305). This evidence shows that financial constraints are contributory to limited professional practices undertaken to upgrade teachers. Limited funds inhibit teachers' maturity. Under funding the professional development programme can be one of the factors that acts as a barrier to effective teacher's growth.

Lack of staff recognition is a challenge, if staff members receive necessary recognition by their supervisors for the work done, they seem to work harder. Asking teachers how they are, being supportive and showing interest in whatever they do boost their morale. Teachers need feedback to gauge whether they are being successful in what they are doing and to provide ongoing reassurance and encouragement. It is a belief in management that once staff members are recognised, it encourages them to get organised and meet the demands of their job (Adair, 2012). Recognition and reward of staff members for achievement, inclusion in participatory decision-making, providing opportunities for professional and personal growth, development of a school climate in which the feelings of belonging are enhanced and manifestation of respect for others are illustrative of means by which higher needs may be met.

METHODS

Research Design

The study used qualitative approach. Ary, Jacobs and Sorensen (2010) describes qualitative approach as a process that "aims at solving an immediate practical problem, it is an approach performed in relation to actual problems and under the conditions in which they appear in practice" (p. 34). The inquiry employed the social naturalistic paradigm. This was influenced by Golafshani's (2003) view that "qualitative research uses a naturalistic approach that seeks to understand phenomena in context-specific settings, such as real world settings where the researcher does not attempt to manipulate the phenomenon of interest" (p .600).The social nature ideology portrays that individuals have beliefs, views and values which in most cases reflect the truth about what happens around them. This ideology corroborate the idea that reality with regard to the nature and effectiveness of programme implementation processes is consequently a social construct deriving from perceptions of the various agencies and individuals that participated in the process (Mhlaudi, 2012). This suggests that in order for researchers to understand the effectiveness of the existing teachers professional development initiatives, information should be provided by people who are directly involved in the initiatives. Although information might vary according to the individual perception due to either motivation into the initiatives, experience or any other reason, it is important to listen to the informants' views. The participants in this study were people who were involved in the school-based professional development initiatives. The investigation of teachers concerns about the school-based professional development initiatives in a natural setting required qualitative approach as the appropriate design for this study.

Participants

Participants in this study comprised 20 teachers, 8 school heads and 5 principal officers from eight junior secondary schools and five regional education offices. Of the 33 participants 19 were females and 14 were males. The respondents' age ranged between 25 and 60 years. In terms of qualification 23 had Diploma in secondary education; 8 had a Bachelor's of Education degree and 2 possessed Master's of Art (educational management) degree. Those who possessed a Diploma in secondary education were all teachers in the study. For a Bachelor's of Education degrees were four principal pducation officers and four School Heads. One principal education officer and one school head possessed a Master's of Art in educational management degree. The participants were chosen on the basis that the professional development initiatives were meant for them and they were in better position to evaluate the initiatives. Purposive sampling was used to select manageable groups of respondents which can provide rich information and being representatives of the population. According to Creswell (2005) purposive sampling "is a qualitative sampling procedure in which the researchers intentionally select individuals and sites to learn or understand the central phenomenon" (p. 204).This is affirmed by Ary, Jacobs and Sorensen (2010) claim that purposive sampling sufficiency in "providing maximum insight and understanding of what they are studying" (p. 472). Since the participants had gone through the activities of professional development initiatives their views regarding experience and

knowledge provided relevant and meaningful data. The researcher's experience as a former school head made it easy to convince the chief education officers and school heads to gaining access and able to explain the significance of the study.

Data Collection Techniques

The researcher sought permission to carry out the study from the Chief Education Officers and the School Heads. The purpose of the research was explained to the respondents. Data was collected using qualitative methods which included in-depth semi-structured interviews, fieldwork and taking notes. The major advantage of interviews is that they are adaptable to any situation. Bell (1996) asserts that "a skillful interviewer can follow up ideas, probe responses and investigate motives and feelings, which the questionnaire can never do" *(*p. 91).The interview was audio-recorded by the researcher**. Through an in - depth semi-structured and audio recorded interviews all information said by the informants was captured in the tape. Basing on the researcher's experience, no matter how many reassurances are given to the participants there is always some participants who feel nervous when they are aware that their interview is taped. Just like any other data gathering method the use of audio tape needed consent of the participants for ethical considerations. It was obtained after explaining reasons for wishing to tape the interview, the way the recording will be used and promised to destroy the tapes after data had been transcribed. With the audio tape it recorded the natural language used and the data could not be altered by the researcher. It also allowed the interviewer to concentrate, maintain eye contact and observe any body language. The interviews took a minimum of thirty minutes.

The other method was maintaining a pocket diary to record any data at the disposal of the researcher through the field work. It entailed planned activities, visits, their success and failures. Failure to honour appointments by some of the respondents forced the researcher to re-schedule the appointment dates and this featured in the dairy.

Taking notes in a study was also used. Taking notes is one of the scientific techniques which are highly recommended by researchers for modern research. Despite their inherent subjectivity, Wellington (2000) states that notes and tape recording can be used together in interviewing to improve accuracy and quality of data/evidence and to enrich the texture of reality. The field notes approach was a useful tool in this study because some of the respondents seemed not comfortable with tape recording even though there had been assurance of confidentiality and anonymity. For confidentiality and anonymity, respondents were assured that pseudonyms will be used and that the findings of the study will be used only for the purpose of this study.

Data Analysis

The study adopted grounded theory techniques for data analysis. This involved the breaking down of data into its components; and a search for general statements about relationships among categories of data. According to Bryman and Burgess (1994), data analysis is essentially "about detection and the task of defining, categorizing, theorizing, explaining, exploring and mapping are fundamental to the analyst's role" (p. 76). Through analysis, the data can be meaningful and understood. In this study, data analysis involved several activities which included transcription, data reduction and coding and data interpretation.

For the interviews audio tape was replayed to transcribe the data. The tape was played several times to get familiar with the information given. This took twice the time than it would have been played without a replay. Replaying the tape several times to get the meaning of the response was a painful exercise. Some interviewees' voices were low and could hardly be heard from the tape. The transcribed information and field notes were compiled in search for themes or commonality for further analysis.

FINDINGS AND DISCUSSION

The research findings in this study have revealed teachers dissatisfaction about teachers' professional development initiatives in Botswana secondary schools. There is a general view by teachers that initiatives are ineffective in developing professional and personal growth. The ineffectiveness was as far as acquisition of knowledge and skills, career progression, improvement of teachers' performance, and identification of teachers' training needs are concerned. However, the education officers had different view. The Principal Education Officers showed how the teachers' professional development had a positive impact on the professional and personal growth of teachers. Could it because the education officers by virtue of their position they are expected to see that staff development activities take place in schools? This is emphasized by Revised National Policy in Education (1994) which states that "the Education Officers' visits to schools should supplement the school based in–service training and should be geared more towards a general 'performance audit' of the school as well as management training of the Heads" (p.47). Admitting that the teachers professional development initiatives are a failure would imply that they are not doing a good job. The findings are discussed according to the Research Questions (RQ) and are categorized into professional development initiatives effectiveness, challenges and strategies to enhance the professional development initiatives.

RQ 1: Effectiveness of Teachers' Professional Development Initiatives

Many teachers in Botswana secondary schools viewed the current teachers' professional development initiatives as ineffective as they do not generally address teachers' needs. Among others they revealed the following: the initiatives fail to improve teachers' performance; they are unable to identify teachers training needs; the initiatives are not used when considering career progression and the initiatives are unable to assist teachers to acquire knowledge and skills. Therefore the general feeling of the respondents is that the initiatives are irrelevant.

Unable to Improve Teachers' Performance

All respondents stated that the Botswana secondary school teachers' professional development initiatives are unable to improve teachers' performance. For instance, a teacher from a senior secondary school echoed the same sentiment by saying:

> They do not address our strengths and weakness to improve on them.

One of the School Heads from a senior secondary school affirms the ineffectiveness of the professional development initiatives by saying:

> They do not instill good teachers' attitudes towards their daily duties.

One of the Deputy School Heads from a junior secondary school interviewed said:

> The initiatives have not being effective in providing professional knowledge, skills and   attitudes.

One of the Head of Department from a senior secondary school concurs that:

> We do not benefit from the initiatives in terms of knowledge and techniques.

All Principal Education Officers indicated that the existing teachers' professional development initiatives are effective in providing knowledge, skills and change of teachers' attitudes.

Failure to Identify Teachers' Training Needs

Ninety-five percent (95%) of the respondents felt that professional development initiatives were not effective in identifying in-service training and staff development needs of teachers. For instance, one of the School Heads from a junior secondary school asserted that

> There is no room for needs assessment.

A senior teacher grade 2 from a senior secondary school concurred that:

> The ways the initiatives are practiced do not identify in-service training needs of   teachers.

On the contrary, the Principal Education Officers (5%) claim that teachers' professional development initiatives are effective in identifying teachers' training needs.

Ineffective in Enhancing Career Progression

Eighty-two per cent (82%) of the respondents indicated that professional development initiatives were not effective in enhancing teachers' career advancement. For instance, a School Head from a junior secondary school said:

> As a School Head I don't use the initiatives to recommend teachers for promotion.

A senior teacher grade 2 from a junior secondary school agrees that:

> Initiatives have no impact on the recommendation for teachers' career progression, performance is considered.

One of the Principal Education Officers was positive about the effectiveness of the initiatives in enhancing career progression when asserting that:

> Initiatives help in identifying teachers eligible for promotion.

The research findings in this section illustrate that Botswana secondary school teachers' professional development initiatives to a larger extent do not help to identify teachers training needs. Some authors (Blandford, 2000; Fullan, 1991) recommend that effective professional development initiatives should assist to identify teachers training needs for the purposes of productivity and empowerment. It was also revealed the initiatives do not enhance career advancement. Evidence from the literature reviewed suggests that any effective teachers' professional development recognises that career development is as much about enhancing job satisfaction, motivation and morale as about enhancing promotion prospects. The role of the professional development initiatives to enhance career progression is to extend the experience of an individual teacher for career development or promotion purposes (Craft, 2000). With regard to equipping teachers with knowledge and skills Blandford (2000) claims that the purpose of the initiatives is "the acquisition or extension of knowledge, understanding, skills and abilities that will enable individual teachers to develop and adapt their range of practice" (p. 5) There is no doubt that effective teachers' professional development initiatives should develop teachers.

RQ 2: Challenges in Implementing Professional Development Initiatives

All participants complained about the constraints that the teachers face when implementing the professional development initiatives. The constraints mentioned were inadequate resources, lack of incentives and teachers attitudes.

Inadequate Resources

Ninety-nine per cent (99%) of the respondents stated that the Botswana secondary school teachers' professional development initiatives face inadequate resources as a constraint. This is an area the Principal Education Officers were in agreement with teachers. The constraints mentioned were inadequate funds insufficient time, inadequate facilities and unavailability of resource materials as a constraint. For instance, a School Head from one of the senior secondary schools stated that:

> Resources are not enough to adequately train teachers.

The Principal Education Officer stated that:

> The resources are not enough.

A senior teacher grade 1 (Staff Development) from a junior secondary school summed it by saying:

> Lack of facilities, funds, time and trained personnel are the root cause of   ineffective   teachers' professional development initiatives in schools.

Lack of Recognition

All respondents stated that the Botswana secondary school teachers' professional development initiatives face lack of incentives for those who are capable of developing others as a constraint. For instance, a Head of Department from a senior secondary school asserted that:

> Lack of recognition/rewards to individuals, demoralises those who organise workshops for colleagues.

A colleague in junior secondary school stated that:

> Just a pat on the back for the resource persons would do.

The Principal Education Officer confirms that:

> There is no monetary incentive for teachers who train others.

It is clear that inadequate resources in schools are the cause of ineffective teachers' professional development initiatives. Qualified education officers are needed to run workshops for teachers.

Teachers' Attitudes

Sixty-five per cent (65%) of the respondents indicated that the existing teachers' professional development initiatives face teachers' attitudes. Teachers felt that any teacher upgrading progrmme held at school has no value as compared to courses held at the university or any other institution of higher learning. For instance, a School Head from a senior secondary school asserted that:

> Some teachers look down upon these initiatives. They prefer accredited courses.

A senior teacher grade 2 from a senior secondary school concurred that:
> Teachers had developed negative attitudes towards school-based workshops.

The Principal Education Officer suggested that:

> If teachers could take the initiatives seriously, they can see change in their professional growth.

Bennell (1995) affirmed Batswana teachers' attitudes towards the professional development initiatives when he states that "other often more valuable but unaccredited staff development activities that are undertaken on the job tend to be undervalue" (p. 9).

Resistance to Change

Seventy-nine per cent (79%) of the respondents showed that resistance to change by long serving teachers hampers teacher professional development. These teachers had developed their own pedagogy and feel it works for them and their students. Venturing into something new would be risk as they feel it was never tested. The fear of the known dominated in their journey towards change. Emerson and Goddard (1997) state that "innovations threaten the secure base of knowledge and skills from which the teacher is working. Teachers are confident of their present competence. Some fear that they may not be able to assimilate new skills and methods that their competence will diminish" (p. 206)

The research has indicated that the main concern of School Heads and teachers as lack of relevant and appropriate support materials. It was generally observed that limited resources inhibit teacher's personal and professional development as the under funding the professional development programme has been seen to be a barrier to effective teacher's growth. Another revelation is that lack of incentives in schools can adversely affect the effectiveness of teachers' professional development initiatives. The importance of incentives cannot be overemphasized. Recognition and reward of staff members for achievement, inclusion in participatory decision-making, providing opportunities for professional and personal growth, development of a school climate in which the feeling of belonging is enhanced and manifestation of respect for others are illustrative of means by which higher needs may be met. Coupled with the above are teachers' attitudes and resistance to change. Teachers cannot be motivated by strategies they feel not suitable for them. With negative attitudes and fear to try innovations become difficult to run professional development initiatives.

QR 3: Strategies Might be Used to Enhance the Professional Development Initiatives

When discussing the research findings, the strategies were categorised as: relevance, transparency, training and review. As the categories were discussed they were linked to the literature reviews.

Relevance

Eighty-nine per cent (89%)of the respondents declared that for the professional development initiatives to be effective they should target teachers. They decried of unconducive working environment and irrelevant topics during in-service training should be removed. For instance, a teacher from one of the junior secondary schools states that:

Some irrelevant topics should not be discussed because it is waste of time and resources.

An assistant teacher from senior secondary school supported the above views by saying that:

A SWOT (strength, weaknesses, opportunities and threats) analysis should be carried out before   the initiatives are provided for the purpose of relevance.

The Principal Education Officer affirms that:

For them to be more effective, the initiatives should be relevant to needs of teachers.

Transparency

Ninety-three per cent (93%) respondents felt that the planning and organization of teachers' professional development should be transparent. For instance, a teacher from a senior secondary school lamented that:

The selection of teachers for training should not be secretive.

A colleague from junior secondary school stated that:

Teachers should know the criteria used when someone is sent for short courses.

Training

Eighty-two per cent (82%) of the respondents believed that all those involved in planning the professional development initiatives must receive training. For instance, a teacher from a junior secondary believes that:

Trainers should be trained by professionals for the professional development initiatives to be effective.

A senior teacher grade 2 from senior secondary school concurs that:

In-service officers should avail themselves to schools to help those given the responsibility to train teachers.

The Principal Education Officer feels that:

Workshops should be conducted by well trained personnel for quality service.

Review

All respondents felt that there is need to review the current teacher professional development initiatives in Botswana secondary schools. For instance, a teacher in a junior secondary school says that:

The practices should be review since they do not meet our demands.

A School Head from a junior supported the above respondents by saying,

The programmes must be reviewed to benefit the recipients.

An assistant teacher from a senior secondary school asserted that,

There should be a review of the professional development initiatives every school term to enhance teachers' performance.

The activities of the initiatives in schools should meet the needs of the teaching fraternity. Their failure to do so can seriously affect the effectiveness of teachers' professional development initiatives. The importance of the initiatives being relevant to the teachers' needs is indicated by scholars (Villegas-Reimers, 2003; Craft, 2000) who feel that further education and training should be more relevant and available to large numbers of people. Another strategy is being transparent. Lack of transparency makes teachers frustrated, angry, bitter and retard their professional development (Bennell, 1995). Teachers professional development activities are undertaken to improve the professional knowledge, skills and attitude. If the initiatives do not offer such opportunities, a review is necessary.

CONCLUSION

From the research findings it is clear that majority of the School Heads and teachers do not see the effectiveness of the current teachers' professional development initiatives. The existing Botswana secondary school teachers' professional development initiatives are not effective in equipping teachers with knowledge and skills that are transferable to work situations. Generally, teachers believe that the current professional

development initiatives do not enhance their performance in the execution of the daily duties. Other revelation from the research are that teachers' professional development initiatives fail to identifying teachers training needs, enhance career progression; lack clear and consistent training policies, lack of teachers involvement in the planning of the initiatives; and irrelevant.

Lack of financial resources, human resources, physical resources, time and lack of incentives had to a greater extent contributed to the ineffectiveness of the current professional development initiatives in schools. The findings of the study show that the current teachers' professional development initiatives in Botswana secondary schools need serious scrutiny. Therefore, there is a need to review the manner at which the initiatives are practised taking into account the rapid changes in the Botswana education system. Teachers' attitudes towards the initiatives had contributed to the ineffectiveness of the current professional development initiatives in schools .There is need for stakeholders in education to have positive attitudes toward professional development if it is to enhance teachers' professional development initiatives; and for them to be effective. Effective teachers' professional development initiatives result into high quality teaching staff required for high quality education for the Batswana.

Recommendations

The following recommendations are suggested for consideration:

1. Provision of training for Professional Development Providers.
2. Adequate funding of all teachers' Professional Development initiatives.
3. Full teacher participation in the Professional Development process.
4. Clear and Consistent Professional Development Policies.
5. Various types of teacher professional development initiatives.

Direction for Further Research

The study investigated the effectiveness of teachers' professional development initiatives in enhancing teachers' growth in Botswana secondary schools. It came out clear that some of the pertinent issues could not be covered. Therefore, it is the feeling of the researcher that further research can be conducted more issues concerning professional development of teachers. The issues include:

- A study to investigate how the number of professional development initiatives conducted in schools affects the teachers' performance.
- To investigate the influence of pre-service education on the effectiveness of teachers' professional development initiatives in schools.
- A comparative study between Botswana secondary school teachers' professional development and teachers' professional development from neighbouring countries.
- A study to investigate the impact of age and gender on teachers' willingness to develop.
- A further investigation on Botswana secondary school teachers' professional development initiatives targeting policy makers, Directors and Chief Education Officers and at least 90% of the teaching force and be done over a 5 year period.

The researcher would like to mention that the list is not exhaustive and more research can reveal other pertinent issues which need to be addressed.

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