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# **Managing Continuing Teacher Professional Development at the Speed of Educational Change: A Case Study Institute of Distance Education, University of Swaziland.**

**Authors: Boyie S. Dlamini, University of Swaziland; Salebona S. Simelane, University of Swaziland**

## **Abstract**

*In this study we sought to understand the management of Continuing Teacher Development Programme (CTDP) at the Institute of Distance Education, University of Swaziland, through the perspectives of final year Bachelor of Education (BED) and Post Graduate Certificate (PGCE) students 2014/2015 academic year. We sought feedback on the effectiveness of these major components (schools, Institute, teachers themselves) in facilitating the management of the CTDP. The study adopted the socio-cultural theoretical framework which believes that human activity including teachers' participation on CTDP is socially, culturally, and temporally situated (Mansour, 2013). The framework helps the researcher to pay attention not only to the challenges, opportunities and contexts of the CTDP but also on the voices and perspectives of the individual teachers. Our findings indicated that the Institute suffers from incongruent moral values and CTDP is influenced by institutional, situational and dispositional factors. The study concluded that despite the management complexities at the Institute of Distance Education, the educational landscape of Continuing Teacher Professional Development has been restructured.*

***Key words: Continuing Teacher Development Programme, organisational culture, Speed of Change.***

## **Introduction**

Socio-economic changes usually, call for changes in the educational systems and on-going updating of teachers' knowledge through different routes such as Continuing Teacher Professional Development (CTDP) and workshops. For the post independent period, Continuing Teacher Professional Development Programme (CTDP) in Swaziland remained much of the pillar of teacher education (Imbokodvo National Movement Manifesto, 1972) but now is largely ignored by government in policy debates, frequently side-stepped in policy legislation because of the 2011/2012 financial crisis (see Education Sector Policy 2011). Despite this benign neglect the (CTPD) has undergone important developments because of some initiatives and efforts from the University of Swaziland and partners. In recent years, the University of Swaziland has launched efforts to improve education by creating relevant subject

courses and associated teaching methods. This forms part of a larger educational reform, whose success depend on or hinges on the effectiveness of teachers. To prepare effective teachers, who understand today's educational dynamics and have capabilities to cope with futures' educational challenges depend on an on-going effective CTPD.

CTPD remains a major systematic focus of the University reform initiatives which aims at facilitating national educational reforms in Swaziland. Educational organisations are aware that to carry out educational demands of educational reforms teachers are expected to immerse in the subject context they teach, have the ability to communicate the knowledge and to help learners to advance their thinking and problem solving skills. Deepening of knowledge and skills by professionals is an integral part of any profession including teaching (Garet at al. 2001; USA National Science Teachers Association, 2011) but fraught with real problems. This suggests that effective Continuing Teacher Professional Development is a real problem not only for Swaziland but for other nations as well (Vaillant, 2007).

Though educational establishments in the world took the initiative to advance Continuing Teacher Professional Development programme but most practicing teachers are mainly driven by the need for their career mobility. This is one of the hidden Teacher Professional Development complexities with a high potential of affecting educational practice in schools. Hill (2009 p 470) noted that professional development system for teachers is by all accounts broken, despite evidence that specific programmes can improve teacher knowledge and practice and students outcomes. Hill (2009) also noted that participation in Continuing Teacher Professional Development does not mean best results because there always hidden implementation complexities.

### **Continuing Teacher Professional Development in Swaziland**

CTPD was one of the key focuses of the Swazi Government aftermath of the struggle for independence; human resource development alongside agricultural production became the highest priority on the Swazi Government's reconstruction agenda (Imbokodvo National Movement Manifesto, 1972). The Government acknowledge the need to provide trained teachers capable of meeting the new educational demands of the Swazi nation (NECROM Report, 1985). After independence there was a need to remedy inadequacies of the existing trained pool of teachers; which required training provision in order to meet the expanding demands for teachers. The Ministry of Education was expected to provide a system of In-Service education and be available free to teachers. Provisions were expected to be made to encourage teachers to upgrade their professional qualifications and skills to ensure professional improvement on teaching techniques and management practices in schools. Head teachers were encouraged to participate in courses and training in school management and administration (NERCOM Report, 1987). The education vision and policies that underpinned the country's educational reform required more teachers to refocus and

rethink their educational practices towards the achievement of the county's post-independence educational goals.

Today's educational challenges need creative people and dynamic educational organisations or schools characterised by educational managers who are more concerned with developing their colleagues and themselves in a professional way (Joshi, 2001). This has the potential for the head teacher to positively react to socio-economic challenges and to create a positive learning environment instead of a telling environment (Joshi, 2001). The quality of management in schools is determined by capability to bring together the best efforts of the entire staff towards the vision of the organisation and to address other related challenges in a professional way. This depends on meaningful CTDP, where educational professionals continue to learn, gain, improve, and broaden the educational knowledge base and specific skills required for improving teaching and learning (Kuglmass, 2006; Desmore and Smith, 2003; Glover and Law, 1996).

### **Continuing Teacher Professional Development through Distance Education Mode**

The introduction of CTPD at the University of Swaziland through the distance education mode placed significant demands on management of schools (how schools are managed and the support for Continuing Teacher Development) and how the Institute of Distance Education (IDE) is managed and the culture of the Institute and professional staff members. These key stakeholders are expected to ensure that national education policies in regard to Continuing Teacher Development are implemented and the educational reforms are translated from policy to practice. The implementation and translation of reforms from policy to practice are influenced by different factors such as the rate of educational change and professional's knowledge, school cultures and professional culture.

The rate at which educational knowledge changes because of new societal and cultural challenges is increasing and almost overwhelming and creating new and complex educational cultural shift in Swaziland. A school culture for example, is one of the key factors in influencing teachers' professional growth and motivates the teacher to continue with the profession (McGinnis at al. 2004). In educational organisations where there is the culture of collegiality, it creates an environment where professionals develop their professional practices and increases the spirit of working and learning together. Honig and Coplad, (2008) claim that professional development and students' learning suffers when administrators do not provide the necessary support for teachers engaged in Continuing Teacher Professional Development. Continuing Teacher Professional Development is a learning process based on meaningful interaction with different contexts (leadership practices in schools and subject coordinators) which eventually lead to changes in teachers' professional practices and their thinking about practice in schools. There is a need for leadership to guide the Continuing Teacher Professional Development processes and

to create the right conditions for collaboration with other stakeholders (Honig and Coplad, (2008).

An awareness of the complexities of Continuing Teacher Professional Development is crucial for the key stakeholders in education. These complexities include the management of CTP which requires management practices on multiple fronts (schools, Institutions of higher learning, management of learning materials in terms of infrastructures (library, computer laboratories) and cultural matters in terms of generating ethos that value Continuing Teacher Professional Development for improving classroom practice not for certification. A Continuing Teacher Development which aims at developing reflective Practitioners who are able to understand challenges and transform educational practice. A Continuing Teacher Professional programme which allows teachers to explore new concepts and teaching strategies in depths (Gallagher et al. 2004).

Policymakers and educational leaders are increasingly concerned with improving the quality of teacher professional development because of their expected role in improving the country's education system. An improvement of any country's education system has a positive impact on the economy (USA National Science Teacher Association, (NST), 2011). Professional development is believed to be necessary for supporting any project implementation and it has a high potential of influencing policy implementers' knowledge and practice (Garet et al. 2001).

Continuing Professional Development for teachers is important for improving practice and quality of education (Darling-Hammond, 2006, 2002). On the other hand, there is a serious concern within the effectiveness of teacher education and other professionalization programmes such as Continuing Teacher Professional Development programmes and its related policies (Garet et al. 2001; Vrijnsen-de Corte et al. 2013). These researchers challenge the existing practice-based teacher development programmes which are expected to be based on teacher development support environment in schools and other institutions of higher learning, and policies that link Teacher Professional Development programmes to school practice.

### **The 2011/2012 Economic Decline and Continuing Teacher Professional Development in Swaziland**

The economic decline, which was experienced by Swaziland in 2011\2012 in particular, forced the government to redirect its focus, away from Continuing Teacher Development programme. Eventually, the Swaziland Government stopped supporting Continuing Teacher Development at university level because of the country's sluggish economy. This forced teachers who were upgrading their qualifications to pay for themselves and parents to pay for children at University level, particularly those from the faculty of Humanities and other Social Sciences. The economic crisis in 2011/2012 brought a new shift in thinking about Continuing Teacher Professional Development, though government continued to increase the budget for education. In

the 2014/15 financial year for example, the education budget increased from 2.4 million to 2.9 million emalangeneni but this increase did not restore the integrity of full time Continuing Teacher Professional Development. The government incapability to support all programmes at University level was perceived by most people as lack of political will on the part of government to support education and the country's vision of 2022.

In the middle of the economic crisis government scholarship programme was restructured and new scholarship policy was crafted to suits the new educational demands created by the economic decline. This was also viewed by many as a political concern over education quality and the future of the education system in Swaziland. These new political "manuvering" or practices over educational matters (scholarship policy change) contradicted the key principles of the Imbokodvo National Movement Manifesto, the key foundation policy documents in Swaziland and the key principle of the Swaziland Constitution of 2005 and other universal educational principles.

The economic crisis in Swaziland brought unique education policy paradigm shifts which were different from other countries. For example, in other countries such as the United Kingdom, their economic decline has provoked increasing political concern and politic will over education quality. In the Pacific countries, for example, quality education was viewed by their governments as central to economic recovery and economic success in highly competitive global world (Glover and Law, 1996). The pacific countries governments demanded closer attention on how their education systems were managed, the nature of teacher training provided by Training Institutions (Glover and Law, 1996).

The Economic crisis of 2011 and 2012 did not erase the fact that Continuing Teacher Professional Development (CTPD) was the state's duty, responsibility and morale obligation. It remains the state duty to improve the quality of education through educational reform, teacher training, guided by a clear focus on teaching the curriculum and enhancing teachers' knowledge and management skills (Glover and Law, 1996). Even the McGrone Agreement of 2001 in Scotland recognised Continuing Teacher Professional Development. The agreement provided the Scottish teacher with an opportunity to undertake Continuing Teacher Professional Development programme which enhances their subject knowledge and help them relate policy to practice (Kennedy, 2008).

A broader Continuing Teacher Professional Development was encouraged because it was perceived as an institutional investment and lifelong learning for teachers. Most post independent governments were convinced that the success of the post independent educational reforms efforts to an extent depended on creating opportunities for teachers' continually professionally development and continuous professional support (Guskey, 2002). In-Service training as a form of professional

development in a form of workshop has been perceived as deeply flawed, because it has little impact on teacher professional change (Desimone, 2009).

Training teachers was perceived as an investment in the United Kingdom because teachers more often than not are at the centre of both educational and economic reforms. They are expected to carry out the demands of improving standards in the classroom a vehicle towards economic improvements. Government is expected to continue showing its disciplined commitment to education by providing Continuing Teacher Professional Development which is supported by friendly education policies.

### Policy Environment

Support for professional development cannot be understood as a separate entity from education policies. The success of professional development depends on friendly national education or school policy environment, which favourably respond to specific teacher professional development needs (Darling-Hammond and McLaughlin, 1995). Existing national and school policies should be examined or interviewed to different aspects, to determine how well they correspond with key factors related to professional development (Darling-Hammond and McLaughlin, 1995). For example, does the policy encourage teachers to embark on a professional development programme? Does the policy establish environment of professional trust and encouragement from the management team? Does the policy makes possible the restructuring of courses offered or does it expects new forms of teaching structure to emerge within the conventional structures, any flexibility or institutional structure or policies that foster new arrangements for teacher continuing professional development? As Knopp (2003) noted that professional development could be a constructive instrument of improving policy and organisational practice, and organisational culture.

### **Organisational culture and Continuing Teacher Professional Development**

The successes of educational reforms largely depend on the organisational culture, capabilities and effectiveness of teachers and support they receive from government and other related stakeholders. Thus, Continuing Teacher Professional Development is a major issue for educational reforms and therefore policymakers and government should recognise that quality professional development depends on multiple factors. For example, collaborative and supportive behaviours which include creating friendly and safe environments which promotes teacher professional change (Joshi, 2001). Culture may mean the way things are done in a particular organisation or the “personality of the organisation” (Joshi, 2001, p 1). This may involve head teachers, working in collaboration with teachers and professionals in a creative manner particularly in their use of time in order to free teachers to pursue teacher professional development programmes (Zimmerman and May, 2003). It is important for all those involved in the professional learning of teachers to realise the importance of controlling and removing the barriers to providing quality Teacher Professional

Development and to understand that teacher development helps in providing continual reflection on classroom practice and deepens teachers' knowledge of content and the culture of working collaboratively in schools (Guskey, 2002; Reed, 2000).

Culture of the organisation represents the prevailing relationship among the professionals and their beliefs, norms, values and attitudes which influence the work of the educational organisations (Joshi, 2001). These organisational values include team work, trust, governance, communication and cooperation among various partners using the organisational structures. These organisational values have a potential of developing positive attitudes and understanding of Continuing Teacher Professional Development and support (Joshi, 2001). Culture of an organisation is influenced and affected by its structure, strategy, staff, management style, staff skills and their working pertains in different levels (Joshi, 2001). These levels include overt and cover level. The overt level is characterised by observable behaviour while the cover level is characterised by obscure, indirect influence and behaviours. A combination of some of these levels' attributes may encourage professional to do their best, willing to try something new, develop their abilities, and seek constant improvement (Joshi, 2001). This notes that supporting Continuing Teacher Professional Development is not a simple matter; it requires an understanding of both micro level and macro level contexts of the educational establishment.

### **Character of Teachers, University Co-ordinators and head teachers**

The quality and character of teachers, managers and head teachers' actions remain a key factor in promoting effective Continuing Teacher Professional Development and a vehicle for educational renewal (Threobald, 1991). More demands are placed in school managers to find ways to respond to national educational policy directives with regard to Continuing Teachers Professional Development programmes (Guskey, 2002). Education policy directives which are government' entities serve as a precursor to meaningful educational reforms and educational change (Guskey, 2002). Both government and school head teachers are expected to ensure that governing structures and policies in schools and institutions of higher learning are sufficiently flexible to accommodate education realities and flexible enough to react to changes in the professional development school environment (Threobald, 1991). Schools are key units of change and the governing structures and head teachers are potential key ingredients in the improvement of Continuing Teacher Professional Development. This notes that Educators and Policy makers are expected to have a close look at the policy actors in the education and professional development systems and actors in the system. Hill (2009 p 471) argued that without a hard look at the actors (teachers, head teachers and policymakers) in the education system and the challenges facing the educational actors, the Continuing Teacher Professional Development will be like pouring new wine into old bottles.



## **The focus**

This study investigates the current state of affairs regarding Continuing Teacher Professional Development (CTPD) in Swaziland, how the Continuing Teacher Professional Development programme is managed at school and University level in Swaziland-through the Institute of Distance Education mode. In addition, it investigates whether schools in Swaziland and institutions of higher learning are regarded as supportive institutions with supportive environment for Continuing Teacher Professional Development. Supportive environment in schools and in institutions of higher learning creates learning environments in which professionals can facilitate their professional knowledge development in a setting which is organised and managed in a professional way (Darling-Hammond, 2006). This depends on different factors such as the quality and character of teachers, personnel at the institutions of higher learning and head teachers in schools. Darling-Hammond, (2000) claimed that students' success in schools is determined by the quality of teachers when controlling for non-school factors.

This is a study of teachers in the making, taking part in Continuing Teacher Development programme preparing teachers to implement materials from national education policies (such as inclusive education policies, positive discipline policies).

## **Methodology**

### **Socio-cultural Theoretical Framework**

This is a survey of teachers on their perceptions of Continuing Teacher Development programme and its management practices at the Institute of Distance Education at the University of Swaziland. Interviews and questionnaires were used to collect data from practising teachers. We sort the feedback on the effectiveness of the Continuing Teacher Professional Development programme and also in areas of strengths and areas which need improvement.

It adopted the socio-cultural theoretical framework which claims that human activities including the participation of teachers in Continuing Teacher Professional Development is socially, culturally and temporally situated (Mansour, 2013; Wager, 1998). Continuing Teacher Professional Development is intimately connected to the wider socio-cultural frame work where it is embedded (Mansour et al. 2015). DeGeest, (2011) stated that there is a need to pay attention not only to challenges, opportunities and context of teachers' Continuing Teacher Professional development programmes but also on the voices and perspectives of the individual teachers taking part on the Continuing Teacher Professional Development. The framework provides a useful road map for making sense of the education terrain or social issues (Adams and Knockover, 1998).

## **Participants**

80 BED and 140 PGCE students were interviewed and these were 2014/2015 completing students. Semi- structured and focus group discussions were used to gather information from the participants. The Institute had 366 completing cohorts.

The study gives teachers an opportunity to reflect on Continuing Teacher Professional Development, document how they perceive it, their dreams for future Continuing Teacher Professional Development programmes offered by the Swaziland Institute of Distance Education (IDE) and how the situational factors, institutional, individual professionals' cultural practices and dispositional factors affect the programme. This study's real value lies in stimulating further reflection and educational-oriented debate on Continuing Teacher Development in Swaziland and elsewhere.

The teachers' perspectives have offered insights into the features of effective teacher continuing Professional Development initiatives in achieving the national educational goals. Cross (1981) noted that three main types of barriers to Continuing Teacher Professional Development participation: situational, institutional, and dispositional barriers. Situational barriers take into account the individual's life situations and vocational teachers' life situation, which may be affected by age, sex, and work geographical location. Institutional barriers concern with conditions related to the institutions and dispositional barriers a concern with individuals' motivation, dispositions to participate. These factors were captured through the socio-cultural theoretical framework because of its embracing nature and it embraces the participants' narratives and lived experiences.

The narratives of teachers' stories and experiences were located and interpreted in relation to the broader local social, cultural and political contexts because of these contexts influence on Continuing Teacher Development Programme. Day, 1999 and Mansour, 2013 p 204 claimed that Continuing Teacher Professional Development is unlikely to be helpful if it is not anchored on the understanding of the complexities of teachers' lives and working conditions.

## **Discussion**

### **Organisational cultures**

Schools and Institute of Distance Education cultures

Continuing Teacher Development Programme aims and functions can be understood if an awareness of the complexities of the school cultures and the culture of the Institute of Distance Education are understood. Organisational culture is one of the key ingredients for the study because of its influence on Continuing Teacher Development programme offered through the distance education mode. Organisational culture is linked to effectiveness and other central organisational processes such as governance, management and leadership. Culture is not used as a

descriptive tool but linked with organisational improvement and success. This work follows this pattern.

Looking at how the culture of schools and the Institute of Distance Education (IDE) shape their various functions including the management of Continuing Professional Development for teachers. The culture of schools and the Institute of Distance Education which includes the (mission; to *achieve excellence through teaching and learning*) information: *the fact that we live and work in the Third World does not mean that we must settle for a Third World rate education quoted from Jansen. Jonathan*) are important for the success of the CTPD. Mission statements and assumptions help in the analysis which tend to focus on these questions: what business are we in as an Institute of Distance Education?; who are our clients?; which needs are we trying to satisfy?

### **Work contradictions Institute of Distance of Education and Educational Partners**

The analysis examines how these assumptions of the Institute are reflected in its management practices and teaching and learning processes. These assumptions are not fully reflected in the Institute management practices. Senior Administrators are always highlighting the importance of technology in promoting teaching and learning through the Distance mode but they are laissez faire in the direction of that initiative thus affecting the Continuing Teacher Development Programme in different ways. At managerial oriented level, the Senior Administration provides visible leadership by developing plans to drive the Institute forward but undermined by absence of coordinated communication among the key faculties, particularly the Faculty of Education, University library and schools. These appear to have different opposite cultural practices, yet they are expected to be guided by one common cultural norm: promoting teaching and learning. The Institute of Distance Education (IDE) and the University Library appear to have different cultural practices, thus failing to work together on how the library resources should be available for Continuing Teacher professionals (particularly on weekends).

Continuing Teacher Professionals are fairly absent from shaping decisions directly affecting them and their training. Leadership at the top of the Institute alone is insufficient and the challenges facing Continuing Teacher Professional Development require collaborative leadership from the Institute, relevant faculties, schools and Continuing Teacher Professionals. This could promote the modification of unsustainable institutional structures, building professional trust and marketing the institute. Marketing may lead to better understanding of the needs of the different clients within the Institute, thus leading to pruning of weak services to a more effective and efficient methods of service delivery for Continuing Teacher professionals.

### **Barriers to Continuing Teacher Professional Development**

Barriers to meaningful Teacher Professional Development were classified into three categories: situational, institutional and dispositional barriers which need some actions from different key stakeholders including the Institute of Distance Education. Situational barriers take into account the teacher as an individual's life situations and vocational teachers' life situation within the Institute and outside the Institute. These help in avoiding the common educational research activity of looking only at structural organisational features related problems and ignored the underlying web of peoples' practices which are helpful in giving meanings and understanding to their everyday professional and unprofessional behaviours. Despite, of the University of Swaziland policy related evidence which supports inclusion of all students in their learning process, visible and invisible exclusionary practices continue at the Institute of Distance Education (IDE). For example, sometimes the University library is not opened while IDE classes are in operations (on the 15\8\2015). One participant once noted that: *one then wonder if the Tuition fees paid by the fulltime students are different*

*from that paid by the IDE students or if the content they are studying is different? In addition, once the fulltime students boycott classes, we as IDE students are equally affected in the sense that the University simply closes without considering that we are not part of the strike. We are never considered, we live on favours. The modules are out-dated but we are made to pay for them yet the Lecturers do not use them. We thus need to folk more money to make copies of the current staff. Some of the courses are just a repetition of what we did as undergraduates.*

Another participant noted that: *as IDE, we are treated as outsiders, our IDE offices, print shop are never opened during the weekends, toilets papers not provided, yet we also pay just like full time students. Other lecturers do not show up on time and later burden us with more work at the end. We are also denied treatment at the campus clinic. The nurses tells us that IDE is not covered for their health services, yet we pay for such. Even in case of emergencies they just turn us away. However, the existing payment arrangement is highly appreciated.*

These practices demonstrate the difficulty of sustaining commitments to inclusionary practices within the Institute of Distance Education whose commitment to inclusionary practices are enshrined on the University Status. This broadens the understanding of how the components of inclusive Institute of Distance Education described in policy related documents have been operationalized yet inclusionary practices is not the norm. This provides insights into what is needed to sustain commitments to inclusive-oriented Continuing Teacher Professional Development within an invisible supportive educational context.

Dispositional barriers a concern with individuals' motivation, to participate in their Continuing Teacher Professional Development programme at the Institute of Distance Education. School culture of non-supportive and less encouragement from head teachers were considered as part of the dispositional barriers by most teachers.

Some head teachers' unsupportive behaviours, "jealousness" of teachers upgrading themselves from Diplomas to Degree level, and "lack of understanding" about the importance of professional development in regard to teaching was a demotivating factor. Some head teachers were not relating Continuing Teacher Development to school improvement but with career mobility. One participant claimed that:

*head teacher frustrate various teachers who are studying on part-time basis. Some do that through using bureaucratic system in which they make the teacher signs absent from duty forms if the teacher has to attend class during working hours. This is common during examination time.*

Other head teachers were supportive because they understood the hardships of studying and working simultaneously. Thus, *everything is arranged to suit both the Continuing Teacher professional and everyone involved.*

### **Unawareness of generative knowledge and culturally diverse of Continuing Teacher Professionals**

The success of the Continuing Teacher Development programme is also determined by the quality of the lecturers when controlling for non-University factors. The lecturers are expected to be aware of the cultural diverse of the Continuing Teacher Professionals and the power of their personal culture and generative thinking. More often than not, nonexistence of generative learning culture for generative knowledge among lecturers and their incapability to make connections with their Continuing Teacher professionals' needs and to plan their future learning on what has been learnt affect Continuing Teacher Professional development. Generative knowledge involves integrating newly gained knowledge into future educational practice to solve familiar

and unfamiliar problems. This has the potentials of helping lecturers to become transformative intellectuals and developing in a professional way.

### **Complexities of Teaching Practice and Character of head teachers**

The teaching practice for continuing teacher professionals are influenced by different social forces within and beyond the borders of the schools and the University. The fact that the Post graduate Continuing teacher professionals work in primary schools and expected to do Teaching Practice (TP) at high schools was cited by many as an additional educational problem for some primary head teachers, whom they claim suffer from educational inferiority complex. As some primary head teachers are Diploma holders managing Degree holders. This to an extent creates some poor working relationship and creates a culture of balkanism in schools. It is claimed that:

*at times teachers at some high schools have an unprofessional attitude towards student teachers. Not willing to help the students' teachers. For instance, introducing them as students' teachers, this creates an attitude or some disrespect from the learners.*

Another participant noted that: *UNISWA should work in conjunction with schools*

*on the TP issue because head teachers do not understand its importance. Some supervisors behave as if they don't know what supervision is all about. I had a problem with my history supervisor. She did not come even once to assess me in class but only to assess official books at REO's offices. I was ill-treated for not bringing books to her office.*

### **Findings**

The study found that about 95% of the participants believe that existing library management mechanisms make the learning facility irrelevant to them as University students who are entitled to it like any other students. It was noted that the University library is rich with multidisciplinary learning materials, which range from books, articles and electronic journals for all disciplines. The University subscribes to good international electronic sources: jstor, sabinet, springer link. The current use of the library by the IDE students was perceived by many as exclusionary in nature and works against the University status which aims at promoting inclusion in the University and the society at large.

The study noted that the management practices of IDE need to be revisited because currently it overlooks the key interests of the IDE students as far as service delivery is concerned. Key issues which form part of the operations of IDE are always unavailable to some students. These include the Print Shop services, welcoming Subject Coordinators who are ready to provide the necessary services and well maintained or cleaned toilets.

The complexities of the Teaching Practice (TP) were noted. Building a good professional working relationship between IDE students, schools and head teachers in particular was emphasised. It was revealed that the issue of Teaching Practice (TP) should be clearly explained and if need be head teachers be reminded that Teaching Practice is a national educational mandate or requirement recognised by laws of the land. In addition, the management of Teaching Practice by the Institute also needs to be revisited; as the study noted that some supervisors were sometimes supervising teaching materials outside the school premises, yet Teaching Practice require the Supervisor to supervise the student in his or her action in class. Checking books is part of the process to be done on school site not REO's offices.

The study found that the current fee payment arrangement organised by the University is highly appreciated by students. The Institute is playing a key role in shaping the educational landscape of this land.

The issue of generative knowledge and culturally diverse of Continuing Teacher Professionals was cited as one of the key factors which could be used to promote teaching and learning but currently ignored or underutilised.

## **Conclusion**

The study concluded that the management of CTDP at the Institute of Distance Education is influenced by a combination of factors which need to be attended by the management team and partners. These include mismanagement of Teaching Practice (TP) and other key learning facilities such as library and computer labs. On the other hand the study also concluded that despite the management complexities at the Institute of Distance Education, the educational landscape of Continuing Teacher Professional Development has been restructured and this is highly appreciated.

Understanding the views and perceptions held by Continuing Teacher Professionals may help to inform appropriate strategies for effective CTDP implementation by enabling Administrators to tailor their work to acknowledge Continuing Teacher Professionals perspectives. Orr (1994) noted that what we learn is strongly influenced by the hidden curriculum revealed through the culture and form of institutions and their professionals. Understanding this has a potential of helping IDE Administrators and other partners to embrace a holistic notion of CTDP.

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