

Running head: LIGHTING THE FIRE

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A Success Case Study of Early Childhood Teacher Training in Mongu, Zambia

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#### Introduction

The poet, William Butler Yeats, has enlightened us with a metaphor for teaching: “Education is not the filling of a pail, but the lighting of a fire” (Caruana, 2001, p. 30). When one teaches teachers, they are like “candles that light others while consuming themselves” (Wright, 1999, p. 92). Teacher trainers are just as much demand as are teachers in rural areas of Africa and this study proposes a qualitative methodology for evaluating the perceived efficacy of teachers trained through the global initiative, *Children Under Seven*. This program is an outreach project of Women’s Global Connection and provides training for early childhood teachers and paraprofessionals in Mongu, Zambia. It is likely that teacher participants would mentor one another and extend the initial training exponentially to other communities. If this were to occur, the program would not only be sustained but propagate new programs and spread the “fire” in the future.

The darkness of the AIDS pandemic is sweeping the continent of Africa and is leaving millions of orphaned and vulnerable children under the age of 15 (Hepburn, 2001, p. i) in the shadows. Twenty percent of the total 9.7 million adult Zambian population is infected with the HIV AIDS virus (*Reach out Africa-Children under Seven*, 2007). Of these, many are parents who will die and leave their children orphaned to singularly struggle against a number of economic and educational hardships. When parents die, the household incomes decline, expenses increase, and children on their own can no longer afford to attend school (Hepburn, p. ii).

Furthermore, AIDS has depleted the ranks of trained teachers making education for younger children almost impossible in rural areas of Sub Saharan Africa. Despite the challenges

AIDS presents to early childhood educational programs in Africa, every child is nonetheless entitled to primary education as declared by the UN Convention on the Rights of the Child (Office of the United Nation High Commissioner for Human Rights,1990). Effective, sustainable early childhood education offers children critical opportunities for social, cognitive and behavioral development under the supervision of trained teachers. Healthy children grow into healthy adults if their needs for emotional support; nutritional care; health maintenance; and cognitive nurturing are provided. There are but a few early childhood (pre-primary) educational programs that have been implemented in rural areas of Zambia. *Children Under Seven* is a community project initiated by volunteers of the Women's Global Connection, a nonprofit organization partnering with the Zambian Ministry of Education ("Reach Out Africa-Children Under Seven," 2007). The goal of the *Children Under Seven* (CUS) project is twofold: (1) to promote the holistic development of pre-school children from 3 through 7 years of age, and (2) encourage teacher training that is culturally relevant, collaboratively shared and professionally founded (Women's Global Connection, 2005). Pre-primary programs provide all children with a head start in the global race and play a major part in preparing a developing nation's work force for a head start early in the game.

### *Globalization*

We are in a global race to finish first on the economic information fast track that is utterly disparate. Countries vying for a place in the race must have educated human resources to develop an economical infrastructure framed upon an informational network. The "have" nations, or those with an educated working force, are far ahead of the "have nots", developing countries whom are struggling to meet the educational needs of their academically impoverished (Merriam, S., Carrarella, R. & Baumgartner, L. 2007, p. 21). Metaphorically, it is an uneven race

with disproportionate resource advantages. The western world runs at an even pace with nutritionally imbued, strong and healthy bodies outfitted in space-age running shoes, sleek clothing, sunglasses, sunscreen, and insect repellent. Sadly, runners from developing nations hobble along barefooted and naked, with scrawny frames, fully exposed to the harsh effects of the elements while fighting against disease epidemics. The UN has designated Zambia as one of the least developed countries worldwide and cites low school enrollment and adult literacy rates as two of the underlying criteria for the distinction (UNESCO Institute for Statistics, 2006, p. 4).

It is not a linguistically level playing field either. English seems to be the leveling agent albeit only 4% of the percentage of world's population resides in the United States (Jarvis, 2004, p.5). The vast majority of our global community speaks English and an operative use of the English language is imperative for those nations hoping to participate in the global marketplace. Those countries that can be competitive are already better off and become even richer through globalization, while countries such as Zambia are virtually excluded from the market (p. 5). Education walks hand in hand with business training as the focus for the world's work force shifts from production to service. When information and knowledge is passed on to a nation's people it defrays the strength of dictators whose power is fueled by ignorance. Education empowers people making information accessible. Information precedes inclusion and inclusion means a chance at economic gain. Learning English paves the way for technology training and strengthens a country's inclusion in the economic race for market shares. Disenfranchisement does not occur where human capital moves forward in commerce. The race has begun but time grows short for countries to gather at the starting line.

### *Early Childhood Programs*

Participation in primary education is at very low rates in least developed countries

(LDCs) and only one out of three primary school-age children are in schools (Hepburn, 2001). Although, primary and pre-primary programs have not held a place in the African education system, they may prove to be a “vaccine” against a number of afflictions that threaten its health and prosperity. Hepburn (2001) asserts that education translates knowledge into behavioral change, especially in regards to such health issues as AIDS:

Several research studies conducted in the late 1980's and 1990's when the AIDS pandemic was emerging, contested the validity of the “education vaccine” and argued that a direct and positive relationship exists between education level and prevalence rate. As one study notes, “The four allies that make the virus so prevalent in many developing countries all start with “S”. They are Silence, Shame, Stigma and Superstition. These four S's thrive on a climate of ignorance and illiteracy. Education is key to defeating this deadly alliance (2001, p. 9).

Essentially, schools offer orphans an only hope for a promising future. The Zambian government strains to supply resources and funding of their public schools as well as teacher salaries, leaving private and community schools to take up the slack. According to participant, Mr. Kabubi, the Zambian Ministry of Education does not offer formal pre-primary training for teachers but plans to initiate training in 2008 (2007). The moral responsibility for orphans' well being and education, therefore, must fall on the shoulders of the community's teachers and caregivers, raising a need for more trained early childhood teachers in Zambia (Mbugua, 2004). Women's Global Connection project, *Children Under Seven*, conducts training institutes for pre-primary teachers in the community of rural Mongu which promises to reach exponentially to more teachers through peer training. If an evaluation of the first training session can identify the components which maximize teachers' perception of efficacy, then subsequent training modules can be modified. The overarching goal of this project is to advance prior teacher training and build a learning continuum so effective that early childhood teacher training in Mongu would be self-sustaining (see Appendix A). Efficacy of the project is tantamount to its success and diligent

steps must be made to maximize the success of each component.

### *The Children Under Seven Project*

The Children Under Seven Project (CUS) began in 2004 as a five-year commitment with local leaders in Mongu, Zambia, to address the unmet needs of vulnerable children and their families. The collaborative goal was to design and implement comprehensive and holistic pre-primary schools that would serve the caregivers of children, ages four to seven that were vulnerable to the AIDS/HIV virus in Mongu, Zambia. As a result of the CU7 project, local community initiative has grown to include the Ministry of Education and Community Based Schools. The comprehensive and holistic plan for the Centers includes the following aspects: a) pre-school program with emphasis on Children's Development in areas of cognitive and language development; psychosocial development dealing with grief and loss; b) family and Guardian's Educational Literacy in areas of nutrition, health and child development; c) solidifying the involvement and commitment of the surrounding community; d) utilization of technology to implement training and learning; and e) planning and consultation for long-term sustainability for the Centers. WGC planned to implement Teacher's Training Institutes to initiate the centers. Teachers in the institutes were trained in the format of four, one-week teacher training sessions scheduled during 2006 in December, April, June and October. Data collection for this study occurred during the June session. (Women's Global Connection, 2005).

### Purpose of the Study

The purpose of this study is to describe the meaning of success and self-efficacy that pre-primary teachers of the *Children Under Seven* training institute experienced during the first three training sessions. The intention of this study was to explore and identify authentic meaning of the participants' perception of their professional success as well as the success of the training

institutes.

The driving focus of this research was to deepen the understanding of the *Children Under Seven* teachers' perception of success and to improve the practice of teaching for these participants. To this end, the questions that steered the study were directed towards the meaning teachers ascribed to their understanding of success. Researchers sought to explore and explain the meaning of success with hopes to build rich descriptions of meaning from teacher interviews (Marshall, 2006, p. 33).

### Research Questions

Four broad, research questions were formulated to seek deeper understanding of teacher participants' perception of their own success: (1) *What does successful teaching mean to you?* (2) *What factors promote your success?* (3) *How would you describe success?* (4) *What are some of the barriers impeding your success?* The results of this study were not only significant for future practice in the *Children Under Seven* teacher training project but may have implications for success in subsequent Sub-Saharan teacher training sessions in the project.

### Setting

The learning objective for the June training was “to advance physical and intellectual competence; physical and cognitive development of children under seven years of age” (Uribe & Dehoyos-O'Connor, 2007). The setting for the *Children Under Seven* teacher training institute was a structured, informal workshop for Zambian teachers. The five, six-hour day sessions of the training was held in a local classroom in which the researchers and additional colleagues led the sessions with a written curricula module. Each day began at 8:30 in the morning, permitted breaks for an hour lunch at 12:30 and continued until 3:30 in the afternoon. Diverse instructional strategies were

implemented to inform and engage the teacher participants: direct teach/ lecture, demonstration, guided practice, collaborative/ peer sharing and discussion. The agenda included components within the teaching module that were relevant to teachers of AIDS orphans. Among these components were: children's social, cognitive, emotional, physical and creative development.

### Theoretical Framework

HIV/AIDS not only has amplified the number of orphaned and other vulnerable children (OVC) but has caused deterioration of their schools and loss of teachers as well. Hepburn's research on *Primary Education in Eastern and Southern Africa* (2001) indicates that "those living in areas heavily affected by AIDS are particularly disadvantaged and deserve special attention" (Hepburn, p.7). Some communities have responded with non-governmental organizational (NGO) school initiatives and teacher training programs that have enhanced access to affordable primary education for many children by adding local paraprofessionals to the teaching ranks. High-quality primary education will be compromised if indigenous paraprofessionals are not trained and school curriculum is not relevant to orphans (Hepburn, p.7). Hepburn highlights thirteen initiatives that attempt to increase access to primary education for orphans and OVC's. This study spotlights two of the thirteen which improve educational quality: (1) supplement teachers with trained volunteers from the community and, (2) increase relevance of school curriculum to orphans (Hepburn, p. iv).

Bandura's *theory of social cognition* Merriam, Caffarella, & Baumgartner, 2007, p. 288-91) and Knowles' *Andragogy Assumptions* (Knowles, 1980) were the foundational framework for learning strategies in the June session. Underscored in the foundation for this study's teacher training model was observational, social learning which contributes to self-efficacy. Bandura's

research focused on self-efficacy, or a person's perception of their own competence in a given environment (Gibson, 2004, p. 197). Sustainability of the CU7 project relies heavily on the participants' prevailing perception of success that is the consequence of training sessions led by outside volunteers or learning that is initiated from training and mentoring one another. Both researchers in this study are higher education instructors specializing in either early childhood education or pre-service teacher training programs. Both have facilitated professional development training for paraprofessional staff and primary teachers with a focus on: early childhood education, visual arts, divergent thinking and creativity.

The researchers employed Knowles' *Andragogy Assumptions* (Knowles, 1980, p. 43) as the foundational framework for learning strategies. Knowles maintains that adult learning should be relevant, self-directed, and internal; in the social context of the learner's social role and come from the learner's "need to know" (Knowles, 1984). Included in studies is the premise that each person has a reservoir of experiences which propose a rich, resource which is available for sharing with others in mentoring and succession planning opportunities. In addition, research on peer collaboration has been described as "ideal... for promoting the development of thinking" (Stevens, 2000, p. 22) and as providing an important context for shared, divergent thought.

#### Limitations of study

Although student enrollment in LDC pre-primary programs is less than five percent, the ratio of pupils per teacher is rising in Sub-Saharan countries (Wallet, 2007, p.34). There is an effort to replace educated, experienced civil service teachers with untrained, paraprofessionals of little or no experience (Wallet, p.3). One would say a small flame is better than no fire at all. This scarcity of trained teachers to head up the programs threatens program longevity and efficacy. Furthermore, sustainable programs must offer curriculum which demonstrates

relevance to students and be delivered by confident teachers. Research on community-based pre-primary initiatives offers insight into the needs that exist (Hepburn, 2001) for Sub-Saharan LDCs but do not provide specific strategies that promote teacher self-efficacy. The present study could address the gap in qualitative research of pre-primary teacher training programs through the data collected from participant surveys, interviews and focus groups.

### Literature Review

#### *AIDS Orphans and Teachers in Sub-Saharan Africa*

AIDS has claimed the lives of more than 16.3 million Africans over the last two decades and adult fatalities are rising (Hepburn, 2001, p. 3) leaving behind masses of young orphaned children. In Zambia, almost one-third of children under the age of fifteen are orphans or vulnerable to becoming orphans (Hepburn, p. 4). Hepburn also reports that the supply of trained teachers is being depleted by AIDS mortality as well. Her studies point to high death tolls in Sub-Saharan Africa countries and specifically, Zambia:

High teacher mortality rates have a serious impact on the future and quality of primary education and, without trained teachers, it is difficult to maintain high quality instruction and/or keep schools open. The result often is schools with high student/teacher ratios that are forced to combine students in different primary grades into one classroom. In Zambia, in 1998, teacher deaths were equivalent to the loss of two-thirds of the annual output of newly qualified teachers. A recent study revealed teacher mortality to be 70 percent higher than the general population with AIDS (Hepburn, 2001, p. 11).

Hepburn highlights thirteen initiatives to increase primary education access for AIDS orphans. This study addresses two of the thirteen: number nine, to increase relevance of school curriculum to orphans; and number eleven, to supplement teacher shortage with trained volunteers from the community. With regards to number nine, Hepburn's research purports that education of AIDS children requires a specialized curriculum in regards to content, methodology, role and

organization of the school classroom (Hepburn, 2001, p.13). It differs greatly from education in the Western World. Basic math and literacy must be augmented with integrated life skills and social behavior instruction as pressure is placed on children to generate income for sick parents (Hepburn, p.13). Curriculum revision may be costly to a struggling country's economy and rewriting demands new research. The Zambian Ministry of Education has published a Pre-School Syllabus, or Curriculum which does not offer learning objectives or modifications of instruction for AIDS orphans (Curriculum Development Centre, 1996). The outcome of this study could provide guidance for the future development of pre-primary curriculum which not only could promote and nurture teacher self-efficacy and greater sense of success, but suggest a direction for instruction that nurtures the holistic development of young children.

Hepburn's initiative number eleven speaks of supplementing teacher shortages with trained volunteers from the community. As countries in Sub Saharan Africa reach for higher student enrollment figures in primary education programs, they are unable to maintain the qualification standards for hiring effective teachers or implementing training programs that develop effective teachers. One strategy some have taken is to hire paraprofessionals in lieu of civil service teachers with the expectation of paying them a reduced salary. In the pre-primary systems, it is perhaps even more essential for young children to have the benefits of qualified, trained teachers. Training paraprofessionals for early childhood has short-term gains for children such as: gains in IQ scores, improved social and language skills and higher scores on pre-reading and pre-math achievement tests (Wallet, 2007, p.3).

The model for this study involved an informal learning approach to training teachers. It included components of collaborative, cooperative, or peer learning, heretofore referred to as cooperative learning but basically involves learners working together to accomplish an end.

When teachers teach each other they invest in one another's learning. The literature relates studies that qualify its power for creating change (Vanhover, 2006) and underscores collaboration as essential to promoting teacher learning, developing schools, and professional learning communities. When teachers mentor one another they engage in collective problem solving. Studies also conclude that individual teachers respond differently to collaborative professional learning opportunities and raise awareness that individual differences in teacher beliefs and knowledge may result in different learning outcomes (Vanhover, 2006).

Bandura supports mentoring and contends that "much of human behavior takes place in a meaningful environment and is acquired through social interactions" (Gibson, 2004, p. 198) through observation and imitation. Bandura's research focused on self-efficacy, or the competency one feels in a selected environment (Gibson, 2004, p. 197). In other words, behavior reflects learning and is a function of the interaction of the learner with his environment. People influence their environment, which in turn influences the way they behave, resulting in a reciprocal concept. Furthermore, Bandura supports the use of symbols or conceptual representations in observational learning because the use of imaginary pictures increases retention. The training modules that will be used in this study to train teachers include a variety of imagery and opportunities for social interaction. It is our hopes that sustained, collaborative learning will be a natural offshoot of the activities.

Education shared by a community of learners has also been shown to create conditions for community development and social change by perpetuation of indigenous knowledge and values which increasing social unity, and sustains community commitment to the program (Ball, 2004). The climate in the sessions was informal, peer/collaborative enhancing both reflective and nonreflective learning practices and well as encourage indigenous sharing of knowledge. Ball

(2004) asserts those adults learning by indigenous peoples within a community are needed to support capacity-building of the community's educational resources:

Children reproduce the culture of their primary caregivers, their teachers, peers, and the media with which they interact. Education that prepares people to work as providers of childcare and development services is likely to influence which culture and what aspects of culture are reproduced through the subsequent design and delivery of programs for children. The most effective step that can be taken to increase the cultural appropriateness of services for community members is to train community members themselves and involve the whole community as much as possible in the conceptualization, delivery, application, and evaluation of training (Ball, 2004).

### Methodology

#### *Participatory Research Paradigm*

Earlier this year, in January, a five-day module for an early care and development training institute (Uribe & Dehoyos-O'Connor, 2007) was implemented with 28 teacher participants. A trajectory module of the prior training was written and implemented in June for the same participants but by different researchers. The paradigm for this study reflected the goals of participatory research paradigm whose intent is to transform reality “with” rather than “for” the teacher participants (Maguire, 1983, p. 28) in a collaborative endeavor. The objective was to understand how social interaction reforms people (Creswell, 2005, p. 556). Participatory research may contain an action agenda that may change the lives of the participants within the context in which they live and work (Creswell, 2007, p. 21). The role of the researchers in this study was to function as both teacher trainer and researcher to bring about change in the practices of pre-primary education in Mongu, Zambia.

At the writing of this study, schools in Mongu are run much like private, community businesses; collecting tuition payment and providing a service in exchange. These schools employed teachers who were not professionally trained. Furthermore, at present, the involvement

of the Ministry of Education does not include formal, pre-primary teacher education programs. Teacher certification is not mandated for job placement. This critical issue has triggered a practical and collaborative response such as CU7 that permits project volunteers to work together “with” teachers (Creswell, 2007, p. 22) to bring about change in Mongu schools. The interview phase of data collection in this study provided a microphone for the teachers’ voices to be heard. The core issue of participatory research is the empowerment of the participants (Maguire, 1983, p. 31) with the goal to involve them in bringing about a social change (Creswell, 2005, p. 556).

#### *Success Case Method Approach*

This study utilized the *Success Case Method (SCM)*, a case study approach (Brinkerhoff, 2003). Efficacy of the third session was contingent on the success of the previous, therefore warranting the implementation of SCM as an evaluative and exploratory approach in this research. Moreover, this study strived to identify specific components of the session that promoted the participants’ perception of success. The *Success Case Method* approach uses five overall steps: (a) focus and plan a study, (b) create an “impact module” (training institutes) that defines what success should look like, (c) a survey design, (d) interview and documented success cases and, (e) communicate findings’ conclusion and recommendations. This study relied on the teacher participants to shape what was reported (Creswell, 2005, p. 55) and collected data from participants through surveys, observations and interviews. The researchers remained visible and present throughout all phases of the study.

#### Research Strategy

For the first phase of this study, a survey was designed for the small sample size ( $n = 28$ ) with 10 questions that would assess the participant’s perception of success: (a) Community and Government Support, (b) Family Support (c) Environmental Support, (d) Teacher Education, (e)

Pedagogy, f) Learning by Demonstration, (g) Cooperative Practice, (h) Cooperative Practice, (i) Self-Confidence, (j) Interdisciplinary Integration, and (k) Age-Appropriate Skills Instruction.

The survey measured participant response on a 4-item Likert scale: (a) Not at All, (b) Just a Little, (c) Somewhat and (d) A Lot. From the 28 returned surveys with a 100% return rate, 10 participants were selected for the second phase of the study, the individual interviews. The selection criterion were those participants with a “cut-off” score of 7 out of 10 responses indicating a least (“Not at All”, “Just a Little”) or most (“Somewhat” and “A Lot”) extreme responses (Brinkerhoff, 2003, p. 97-132).

#### Participants and Setting

There were 28 participants in the study and all are indigenous, early childhood teachers. Most had participated in the previous CU7 training sessions in 2006. None received formal pre-primary training from government institutions but only three completed primary or pre-primary training in teachers colleges. Experience in teaching levels ranged from 3 months to 20 years. Age of participants ranged from 21 to 55 years, five of which were male and 23 female.

The teacher training sessions were held in the only building facility suitable for group meetings: the Craft Center complex. Both indoor and outdoor environments were utilized for demonstration and instruction. Individual interviews were held in a small room separated from the session room. Rudimentary comfort features were available.

#### Instruments

*Self-efficacy measurement.* We designed a 10-item Early Care and Development Teacher Survey (ECDTS) to measure respondents' perceptions of their teaching efficacy and success (see Appendix B). Respondents expressed their perceptions using 3-point Likert scales ranging from (1) not at all to (5) a lot and indicated the quality of these responses with a series of circles from

least to most. The items found in the ECCTS address specific, teaching-related beliefs ranging from elemental abilities (e.g., " I understand child development and learning theory") to more advanced, complex skills (e.g., " I think practicing teaching methods and skills with others will improve my teaching").

A pilot study of the survey instrument was administered to volunteering Texas State University pre-service early childhood teachers in a general art education theory course who volunteered to complete the survey (test for *content validity*). Merriam contends that the validity of instruments determine the appropriateness of data analysis in both quantitative and qualitative experimental research (Merriam, 1998, p. 199) Pre-survey instructions guided participants to "select the response by each item that best describes your feelings". They were also informed that surveys were anonymous and taking the survey would not have any bearing on their semester grade for the course. A total of 35 completed surveys were collected. The participants completed the instrument without comments or questions, therefore it was initially concluded that the instrument demonstrated both *content and face validity*. In retrospect however, the survey instrument administered to Mongu teachers did not have content/face validity because it was not translated in the local language context of Silozi. Time constraints did not permit translation and follow up.

#### Data Collection Procedures

In the research setting at Mongu, the survey instrument was administered to the participants in the context of the training institute at the conclusion of the first session. The surveys were then scored and sorted, pulling out those with the highest and lowest levels of success reported by respondents. Brinkerhoff recommends that criteria for scoring be determined before finalization of the survey (2003, p.118) but was not feasible for this study to assign a

scoring matrix. There were a significant number of unfamiliar factors weighing on the outcome of the survey (receptivity of respondents to new researchers, setting, time allotment for administering surveys, etc.) and the researchers chose to select a convenient sample from the surveys that showed a high response (over 7 “a lot’s”) and low responses (over 7 “not at all’s”). Selecting a sample of the highest and lowest scored surveys demonstrates the SCM approach for used when the intent of a study is to “illustrate the impact of the program and also to explore factors that seem to support and inhibit success” (Brinkerhoff, p. 136).

The sample respondents (three of the highest and three lowest surveys were interviewed in a brief, ten-minute session. Both researchers were present and the dialogue was recorded with a digital voice recorder to collect descriptive data in narrative form for later analysis. Questions from the survey instrument served as the foundation for more open-ended questions (see Appendix C) that allowed for participant reflection. If the dialogue was recorded, the narrative from the interviews was transcribed, coded and analyzed for constant comparison themes. The researcher conducting the interview handwrote the interviewee’s responses while the second researcher operated the digital voice recorder device in order to maximize the interviewees’ response experience.

#### Protection of Human Subjects and Ethical Considerations

The Women’s Global Connection has obtained an IRB that approves research related to *Reach Out Africa* projects which includes the *Children Under Seven* teacher training institutes. No informed consent forms were obtained from participants but they were protected as human subjects (Marshall, 2006, p. 90) and informed of the study’s scope, purpose and future impact.

#### Researcher’s Role and Research Trustworthiness

In qualitative research, researchers are the primary instrument (Marshall, p. 72) and their

presence is a fundamental component to the methodology. Purposeful observation supported with researchers' explicit field notes are an unobtrusive measure for collecting data that does not interfere with the sequence of the formal components of the research (Marshall, p. 124).

Trustworthiness of this study was supported with the triangulation of multiple sources of data through participant observation, surveys, interviews and field notes. Triangulation is significant because it provides a broader base of collected data that can be used to the research (Marshall, p. 202).

### Analyses and Findings

Perhaps the most important outcome of the present study is the identification of factors that contribute to the perception of teachers' success and could be essential for guiding subsequent Children Under Seven teacher training sessions. In this study, both surveys and interviews provided specific data of qualitative nature. The surveys provided a method for identifying potential candidates for the most and least successful cases candidates through the selection of the very top and very bottom scores (Brinkerhoff, 2003, p. 99). Based on SCM, the research approach used for this study, the selection criterion of participants with a "cut-off" score of 7 out of 10 responses resulted in a least ("Not at All", "Just a Little") or most ("Somewhat" and "A Lot") extreme responses (Brinkerhoff, 2003, p. 97-132). Five least successful and five most successful cases were identified to demonstrate the impact of the training program and the teacher's perception of their teaching success (Brinkerhoff, 2003, p. 16). The purpose of a survey is not just to learn about variables for success but to explore and identify the barriers that cause participants from achieving the success of others (p.134). The surveys in this research highlighted themes that could be integrated into interview protocol for subsequent individual interview sessions.

The interview portion of the data collection provided researchers with the “stories” (Brinkerhoff, 2004, p. 16; Creswell, 2007, p.153) of selected teacher participants that could be used for extracting meaning from their experience. Stories, or personal accounts of human lives, help us to understand the circumstances for success and barriers for success that confront the participant (Merriam, et al, p.210).

The names of the four participants identified as most and least successful were changed to maintain anonymity. Two of each of the most and least successful participants was selected to provide deeper meaning of their teaching experiences.

### *Most Successful Cases*

Mary is a teacher of six years, has earned both a primary and pre-primary certificate from teacher colleges in Mongu and Kbawa, Zambia. Frances is also an experienced teacher, having taught for 4 years of teaching in pre-primary schools but without any college training. Mary currently teaches in a private pre-school and is paid the equivalent of \$87.50 per month while Frances works in a community school for orphans and has not received any pay for the past year. She supports herself with income from a field she works on weekends. She attests that she is willing to sacrifice her time for the benefit of teaching. Both teachers feel their job is extremely central to the community and see the importance of early childhood education for the holistic growth of children.

They share common altruistic motives for teaching. Mary’s childhood was painful and compelled her to seek the teaching profession. She says, “I think taking up teaching as my profession I see where I am giving in a help to those children who aren’t going such circumstances” (Chibamba, 2007). In a sense, Mary has embraced the role of rescuer and uses her position to champion the cause of orphan children. Frances also has a heart for orphans and

feels successful when her students “are doing great things and happy” (Fundulu, 2007). Both teachers take enormous interest in the ongoing development of their students. Mary exclaims, “I feel a source of pride when you can cooperate with a child and come up with something concrete” (Chibamba, 2007).

Dissatisfaction for both stems from a shortage of resources and training. Both teachers are exceptionally resourceful and are undaunted by limited teaching supplies. Mary teaches in a three-room, private school with above average accommodations, and states, “When you are in need of anything, materials can come from anything” (Chibamba, 2007). Frances teaches in a one room hut with a dirt floor and no windows and almost 100 orphans of all age levels. There are so many children, not all of them fit into the tiny hut at one time. From the researcher’s observation, the only teaching resources seen was a small chalkboard and ten small, tattered pieces of flimsy cardboard numbered and used for math instruction. The belief that materials can be found anywhere is uncommon among the other, least successful participants.

Confidence in their ability to overcome obstacles is a shared belief between Mary and Frances. Mary’s strength, in her own words, “is that of encouraging learners. I am very good at that...at the end of the term but let that [challenged] child is with me for a term and they [parents] will really see that their child can really do it” (Chibamba, 2007). The researcher observed Frances teach effectively with resolve and was undaunted by the frequent interruptions of crying two-year olds, flopping doors, and cars careening onto the schoolyard.

Both Mary and Frances see future teacher training as integral to their professional growth. Mary says, “more training would do as well as more materials...you get more ideas from people who have been doing it differently” (Chibamba, 2007). Frances, too, insightfully

confers with Mary and agrees that she learned “more from the workshops” (Fundulu, 2007). which enabled her to teach better.

When asked which WGC teacher training session strategies most effectively increased their learning almost all of the ten interviewees agreed with Mary and Frances and cited the top three were: (a) rotation of small groups, (b) both trainer and peer demonstrations and, (c) role and creative play. More specifically, small group rotations were effective because participants benefited from a greater exposure to varied content and enhanced interaction with trainers. Demonstrations included model lessons and were deemed effective because participants were able to see theory put into practice. Role playing referred to the learner’s involvement in the instructional process. Creative play, such as the “magic pencil” allowed learners to use imaginary manipulatives to initiative active learning.

#### *Least Successful Cases*

Roger was a new teacher, a novice to pre-primary education with minimal training received from the director of his school. He had only participated in the third WGC CU7 teacher training session. Patsy was a teacher of eight years who attended the three WGC CU7 teacher training sessions but had not had any formal training. Roger and Patsy shared the belief that their education was deficient and were grateful for the CU7 training. (Jarvis, 2004)The lack of formal education and minimal training was observable in their teaching behavior.

Researchers observed that Roger appeared to more proficient teaching children when involved in outdoor activities for physical education or recess. He appeared to enjoy leading group activities with singing and movement and was actively engaged with all his students. Behavior indicating deficient self-confidence emerged at times when he was instructing lessons that involved verbal language, reading or writing; all cognitive skills included in teacher training

programs. In the survey, Roger indicated levels of feeling unsuccessful in teaching (either “not at all” or “somewhat”) in half of the item responses. Patsy, also, responded with a “not at all” or “somewhat” response in six out of the ten survey items, indicating that she felt almost as unsuccessful and inadequately trained as Roger. An interview comment she made specifically stated that she was not able to facilitate age appropriate instruction. This was confirmed by researchers who observed Patsy teaching a multi-grade, heterogeneously-skilled class in which she appeared to struggle with instruction that was differentiated by skill level. She possessed a caring, nurturing disposition but did not demonstrate the instructional expertise to facilitate holistic child development with her students. From the interview, Patsy revealed she felt confident when playing with children and teaching about domestic animals.

The CU7 training session of June, 2007 in Mongu raised teachers’ expectations for future success. Roger explained that demonstrations in planning and training made him feel more successful and confident. On the last day of the workshop, he announced with relief, “Now I know what I am going to teach” (Keilelwa, 2007). Patsy volunteered that the session’s strategy from which she benefited the most was peer demonstration. She stated that she had learned that pairing a concrete, visual image with a word (or written language) could enhance student learning. She said, “When you draw an object, then write the name. It is the easy way to teach children” (Liwale, 2007). This statement revealed that her teaching remained on a basic level in spite of her eight years teaching experience.

### Conclusion

In summary, this research indicated that the level of training and experience in teaching was linked directly to either a participants’ perception of their success or lack of success. Data collected through surveys and interviews suggest that (a) the higher the level of formal teacher

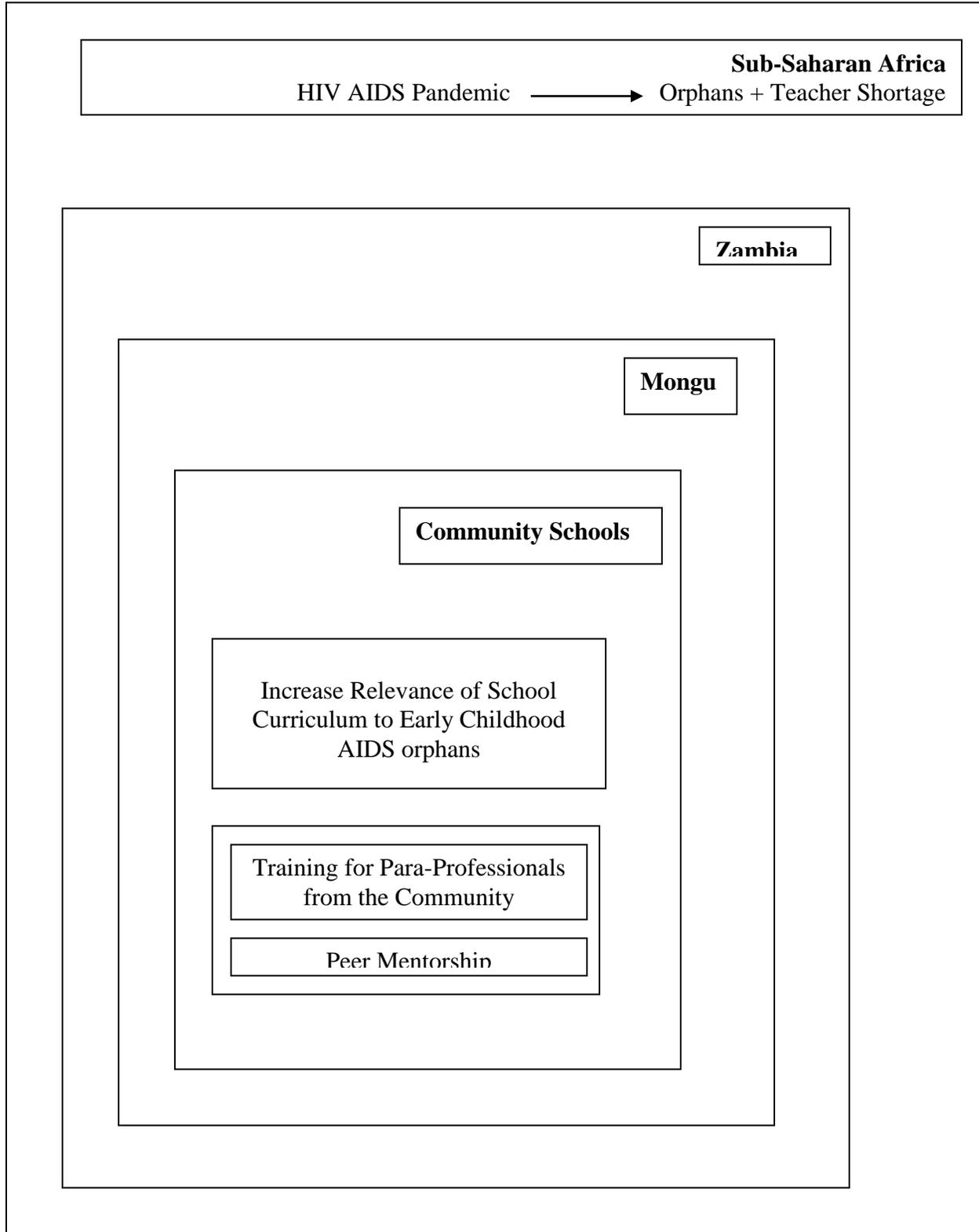
education and experience, the greater the perception of their personal success and (b) successful teachers share a desire to excel professionally, deriving satisfaction from watching students' holistic development. Conversely, the lack of either formal education or experience affects teacher efficacy, is accompanied by feelings of inadequacy, and leads to low student performance. Success factors that are integral to teacher success have been identified as: (a) age-appropriate instruction, (b) lesson and curriculum planning, (c) classroom demonstrations and role playing, (d) skill in English language communication, (e) child-centered instructional management and, (f) classroom organization. In short, this study confirms what the literature revealed: that teacher efficacy is compromised by a teacher's lack of knowledge. Essentially, teachers are not effective because they don't know how to be.

#### Recommendations for Future Study

To enhance future research, the researchers recommend that the text of both the survey instrument and interview protocol be translated into the Mongu teachers' first language, Silozi. Participants appeared to be confused while responding to survey and interview questions. It was observed that they often asked for clarification from both their peers and researchers during both processes and the lack of language clarity may have affected the quality of the collected data. Translation would override compromised content validity of the survey instrument and interviews. It is recommended that an interpreter be present during interviews to translate researchers' questions from English to Silozi and responses, from Silozi back to English.

Appendix A

**Context of Children Under Seven Teacher Training Institute**



Appendix B

**Early Care and Development Teacher Survey**

Instructions: Please read each item carefully and circle your best response.

Survey Items	Your Response			
	●	●●●	●●●●●	●●●●●● ●●
1. I feel my education prepared me for my teaching job.	Not at All	Just a Little	Somewhat	A Lot
2. I understand child development and learning theory.	Not at All	Just a Little	Somewhat	A Lot
3. I think watching demonstrations of teaching methods and skills will improve my teaching.	Not at All	Just a Little	Somewhat	A Lot
4. I think practicing teaching methods and skills with others will improve my teaching.	Not at All	Just a Little	Somewhat	A Lot
5. I know how to teach skills that are appropriate for each age.	Not at All	Just a Little	Somewhat	A Lot
6. I am able to connect different content areas in order to help students learn.	Not at All	Just a Little	Somewhat	A Lot
7. I believe my teaching job is very important to my community and my country.	Not at All	Just a Little	Somewhat	A Lot
8. I feel that I have what I need to teach well in my classroom.	Not at All	Just a Little	Somewhat	A Lot
9. I have the confidence I need to be a good teacher.	Not at All	Just a Little	Somewhat	A Lot
10. My family wants me to work as a teacher.	Not at All	Just a Little	Somewhat	A Lot

Appendix C  
**Interview Response Protocol Record**

Interviewer: \_\_\_\_\_ Interviewee: \_\_\_\_\_  
 Date: \_\_\_\_\_ Location: \_\_\_\_\_

- I. Primary research question: **What does successful teaching mean to you?**
- II. Secondary questions: **What factors promote your success? How would you describe success? What are some of the barrier impeding your success as a teacher?**

*\* Interview duration=approximately 10 minutes per person*

Questions	Responses
<b>1. How long have you been teaching?</b>	
<b>2. What do you enjoy about your teaching?</b>	
<b>3. What do you dislike about your job?</b>	
<b>4. Tell me about your strengths as a teacher?</b>	
<b>5. What happens on a good day of teaching?</b>	
<b>6. Why do days like that make you feel successful?</b>	
<b>7. Can you think of the time recently when you did not feel so confident?</b>	
<b>8. What would make you feel more successful?</b>	
<b>9. What things/skills do you feel you need to be a better teacher?</b>  (to watch demonstrations of teaching methods, practice teaching methods, to teach age-appropriate skills, to connect different content areas, to understand child development and learning theory)	

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