



An Investigation Into Perceived Teachers’ Negative Attitude Towards Continuing Professional Development (Cpd) Programmes In Senga District

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Abstract- This study investigates the perceived negative attitudes of teachers towards Continuing Professional Development (CPD) programmes in Senga District. Despite the crucial role CPD plays in enhancing teaching competencies and improving educational outcomes, many teachers demonstrate reluctance or disinterest in participating in these initiatives. The research employed a mixed-methods approach, utilizing questionnaires and interviews to gather data from a sample of primary and secondary school teachers across the district. The findings reveal that factors such as lack of motivation, inadequate incentives, time constraints, poor facilitation, and limited relevance of content significantly contribute to teachers’ negative perceptions of CPD. Furthermore, systemic challenges such as insufficient administrative support and lack of follow-up mechanisms were also noted. The study recommends the restructuring of CPD programmes to align with teachers’ practical needs, provision of adequate resources and incentives, and greater involvement of educators in the planning and evaluation stages of CPD activities. These measures are essential to foster a positive attitude and increase teacher engagement in lifelong learning and professional growth.

Keywords- Continuing Professional Development (CPD), Teacher attitudes, Professional growth, Teacher motivation, Educational outcomes

I. Introduction

Overview

This chapter presents the background of the study, statement of the problem, purpose of the study, research objectives and research questions. The chapter also presents the significance of the study, Theoretical Framework, delimitation of the study, limitation of the study and definition of terms that are used in this research proposal.

Objectives of the study

This research will be guided by the following objectives:

- To assess the types of CPD programmes and activities being pursued in the college.
- To establish reasons why teachers ‘in Senga District seem to have developed negative attitude towards CPD programmes and activities in the college.



- To ascertain the challenges teachers encounter in pursuit of CPD programmes and activities in teachers 'in Senga District.
- To initiate measures to eradicate the teachers' negative attitude towards CPD programmes and activities in the district.

Research questions

The following research questions will guide this study:

- What type of CPD programmes and activities are being pursued in the district?
- Why have teachers 'in Senga District developed negative attitude towards CPD programmes and activities?
- What challenges do teachers face with regard to CPD programmes and activities in the college?
- What measures could be introduced to eradicate the teachers' negative attitude towards CPD programmes and activities in the district?

II. LITERATURE REVIEW

Overview

This chapter presents a review of the related literature that informs this study. Related literature is that which is relevant to the problem, such as previous research investigating the same variables or a similar question, references or studies of similar practice (White, 2003). Therefore, this chapter highlights what other scholars and researchers have written on the teacher's attitude towards CPD programmes and activities. Continuing Professional Development (CPD) is a critical component in the advancement of teacher effectiveness and the overall improvement of education systems. However, negative perceptions towards CPD among educators remain a global concern. This literature review explores existing research and theoretical perspectives on factors influencing teachers' attitudes toward CPD, with the inclusion of critical reflections by Musonda Nomphumelelo (2025).

Avalos (2011) Teachers' professional development is a complex process that is deeply rooted in the context of the teacher, including their personal motivations, institutional environment, and the relevance of the training to their classroom needs. CPD will only be effective when it responds directly to the lived realities of teaching. Musonda Nomphumelelo (2025) reflects that in Senga District, most CPD sessions are detached from teachers' real-world classroom challenges. She emphasizes that without contextual relevance, CPD will continue to be seen as an administrative obligation rather than a tool for personal and professional growth

Importance of CPD in Education

Guskey (2002) emphasizes that CPD is essential in enhancing teachers' instructional skills and adapting to curriculum reforms. He argues that without continuous learning, teachers risk becoming obsolete in a rapidly changing educational environment.

Musonda Nomphumelelo (2025) agrees with Guskey, stating that although the value of CPD is widely recognized, many teachers in Senga District still perceive it as an imposed requirement rather than a developmental opportunity. She notes that this mindset is rooted in how CPD is introduced and implemented.



- **Teachers' Attitudes and Motivation**

Day and Sachs (2004) identify teacher motivation as a key factor in determining the success of CPD programmes. When CPD activities align with teachers' professional goals and are delivered in an engaging manner, teachers are more likely to participate positively.

According to Musonda Nomphumelelo (2025), in Senga District, most CPD sessions are generic and do not consider the specific needs of teachers, thereby leading to low motivation and negative attitudes. She suggests that tailoring CPD to subject-specific needs could enhance its perceived relevance.

- **Relevance and Practicality of CPD**

Avalos (2011) found that many teachers view CPD as irrelevant, especially when the content does not directly relate to their classroom realities. This irrelevance creates a disconnect between theoretical knowledge and practical application.

Musonda Nomphumelelo (2025) asserts that many CPD programmes in Senga District are theoretical in nature and fail to address practical classroom challenges. She recommends a needs-based approach to CPD, grounded in teachers' daily experiences.

- **Administrative and Institutional Support**

Opfer and Pedder (2011) highlight the importance of leadership support in shaping positive attitudes toward CPD. When school heads and education officials actively support professional development, teachers are more likely to engage meaningfully.

Musonda Nomphumelelo (2025) observes that in Senga District, lack of support from school management discourages teachers from participating in CPD. She argues that CPD should be embedded in school culture, with strong backing from educational leadership.

Time Constraints and Workload

Kennedy (2005) points out that time limitations and heavy workloads are significant barriers to CPD engagement. Teachers often struggle to balance their teaching responsibilities with professional learning activities.

Musonda Nomphumelelo (2025) confirms that teachers in Senga District often cite time constraints as a reason for non-participation. She emphasizes the need for CPD scheduling to be more flexible and considerate of teachers' existing commitments.

- **Incentives and Recognition**

According to Muijs and Lindsay (2008), offering incentives and recognition for CPD participation can improve attitudes. When teachers see tangible benefits, such as promotions or certifications, they are more inclined to engage.

Musonda Nomphumelelo (2025) notes that in the current CPD framework in Senga District, there is little to no recognition or reward. She advocates for an incentive-based model where teachers' efforts in professional development are acknowledged and rewarded.



- Effective professional development is intensive, ongoing, and connected to practice. Darling-Hammond et al. (2009) Musonda Nomphumelelo (2025) argues that CPD programmes in Senga District are neither ongoing nor practical, which makes them ineffective and unattractive to teachers.
- Professional development must be seen as part of teachers' working lives, not as an add-on. Cordingley (2008) Musonda observes that in Senga, CPD is treated as an external imposition rather than an integrated part of the teacher's role, leading to resistance and poor participation.
- Teacher resistance often stems from a lack of involvement in planning and decision-making in CPD activities. DeSimone (2011) According to Musonda, most CPD initiatives in the district are top-down, with little teacher input, which fosters apathy and resentment.
- Teachers are more likely to engage in CPD that is relevant to their immediate classroom needs. Avalos (2011) Musonda notes that CPD sessions often fail to address the realities of Senga teachers, such as overcrowded classrooms and lack of teaching materials.

III. RESEARCH METHODOLOGY

Introduction.

This chapter gives more information on the following headings research designs, target population, sample size, sampling procedure, instrument used for data collection, data collection procedure, data analysis, and ethical considerations of the study.

The study employed a qualitative research approach and descriptive design. Therefore, data was collected through both qualitative and survey questionnaire, administered to a sample of 100 respondents from Senga District.

Research designs.

The research design adopted a non-experimental; under non-experimental research design a case study is used.

Population

The study population was 800 teachers from Senga Administrators, senior officers, Community.

Sample size

A qualitative research approach and a descriptive design were adopted. The study involved Hundred (100) Respondents such that fifty (50) were from township schools (20) rural (10) head teachers. The composition of sampling; Three (3) Internal debs officers (03) DEBS and DESO Questionnaires, Semi-structured interviews and focus group interviews were used to collect data was analyzed.



sampling procedure

The study used a probability sampling procedure as a method of collecting data in order to allow the work to have good information, random sampling procedure was used in order for every participants to have equal chances being party of the sample, the 100 respondents were selected randomly by giving them numbers from one to two the number ones were then picked to form a study sample

Instruments for data collection

The data instrument used to collect data were, focus group discussion, semi-structured questionnaire and, interview guides the questionnaire was used to collect data from individual lecturers and students at the Institution by virtue of their involvement in the subject. Interviews were used to collect data from pupils. .

Data collection procedure

Data collection was done in the month of March 2025. All the respondent were allowed to complete the questionnaire in 10 minutes.

Data analysis

The quantitative data was collected through the survey and were analyzed using descriptive statistics such as mean, standard deviation and frequency distribution, the quantitative data that was collected through key informant interviews were also be analyzed using content analysis to identify themes and patterns

Ethical consideration

The study was guided by the following ethical consideration

- Participants were allowed to answer freely
- Names of participants were kept anonymous
- Derogatory statements that can harm the respondents were avoided

IV. PRESENTATIONS OF DATA FINDS OF THE RESEARCH STUDY

INTRODUCTION

This chapter presents the finds obtained from the research study regarding a study into the effects of artificial Intelligence at the three institution. Findings are presented under the subheading derived from the study objectives.

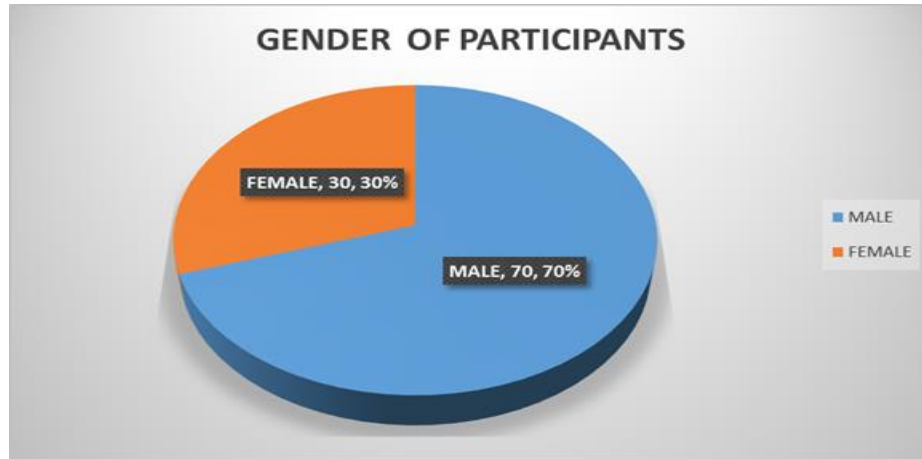


Figure 1.0 GENDER OF PARTICIPANTS

(Figure 1.0 shows the gender of respondents)

Figure 1.0 shows the gender of the research participants' .it was found that the research was gender sensitive and further indicated that 70% were males and 30% females

PARTICIPANT AGE	FREQUENCY	VALID PERCENT
19-30 YEARS	70	70.0%
31-40 YEARS	20	20.0%
41-60 YEARS	10	10.0%

TABLE 1.0 AGE RANGE OF PARTICIPANTS

The table above shows the age range of the participants that were involved in the study , those that were the age of 19-30 were 60% and those representing 20% were 31-40 and lastly those who were 41 and above was 20% making a total of 100%

FIGURE 2.0 TEACHING EXPERIENCE

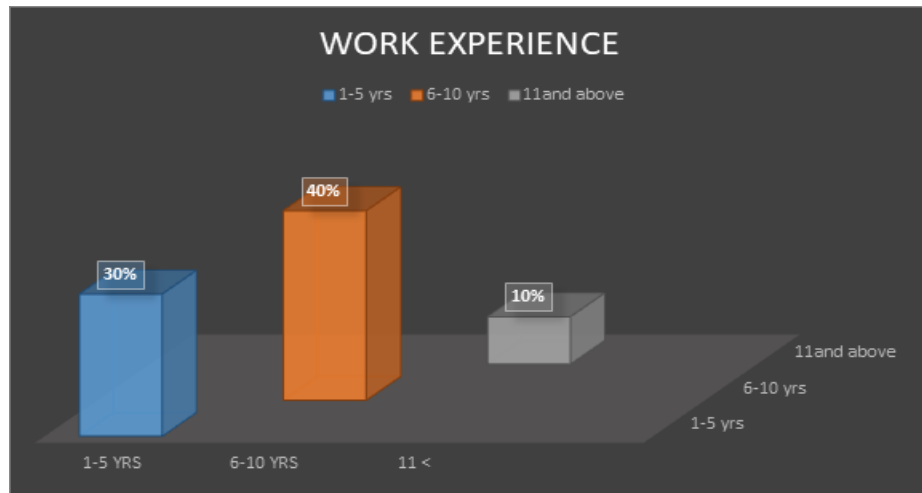


FIGURE 2 TEACHING EXPERIENCE

Figure 2.0 shows the teaching experience of the participants who were classified into three groups; those with the experience 1-5 yrs. , 6-10 yrs. and 11 and above yrs. of teaching experience were respectively rated with percentages

4.4. Figure 4.0. Teachers RESPONSE TOWARDS NAGETIVE ATTITUDES TOWARDS CPD IN SENG A DISTRICT.

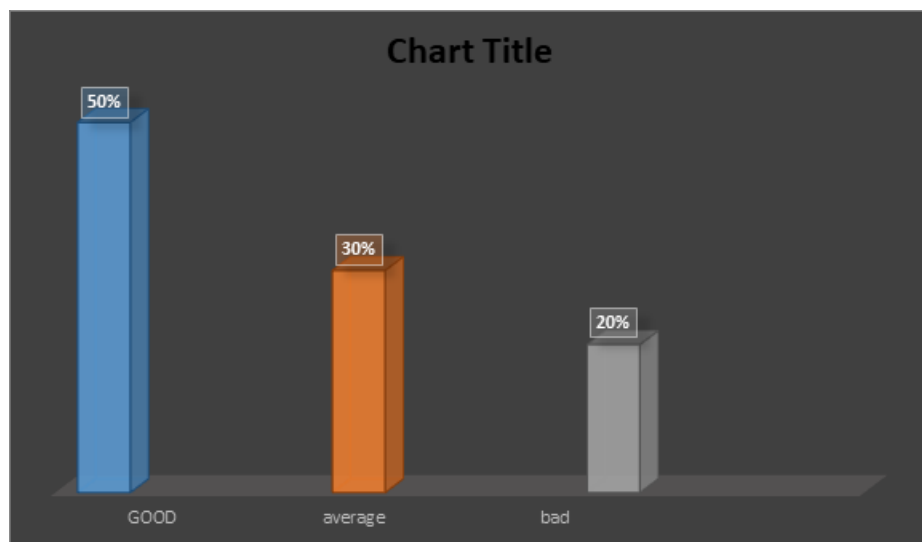


Figure 3 Students performance

Figure3. Participants were asked to rate the academic performance of students in all the courses using AI at the school 50% indicated good performance were as 50%
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indicated average for assignment writing and lastly 20% expressed bad performance of students without using AI.

Table 2.0 METHODS OF TEACHING USING CPD

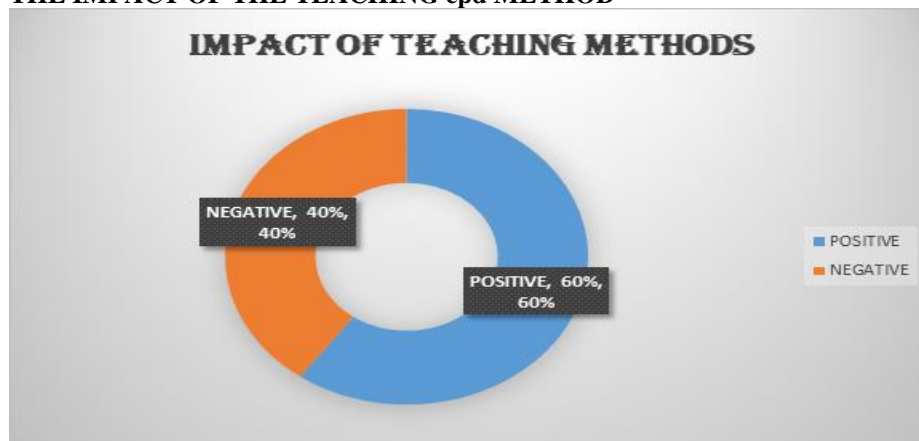
Teaching methods frequency percentages

Teaching methods	frequency	percentages
lecture	8	80
Group work	7	70
Demonstration	5	50
Exams	3	30
assignments	6	60
Research	2	20

(Table 4 teaching methods in farm management)

Table 4 shows the results of teachers and Officers responses to rate the teaching methods out of 100% and were rated as follows 80% indicated that lecture method was the commonly used for teaching officers and 70% indicated the use of group work approach of teaching, furthermore 50% responded that demonstrations were averagely used to teach students, 30% were practical's and were used on to research which should have got more votes.

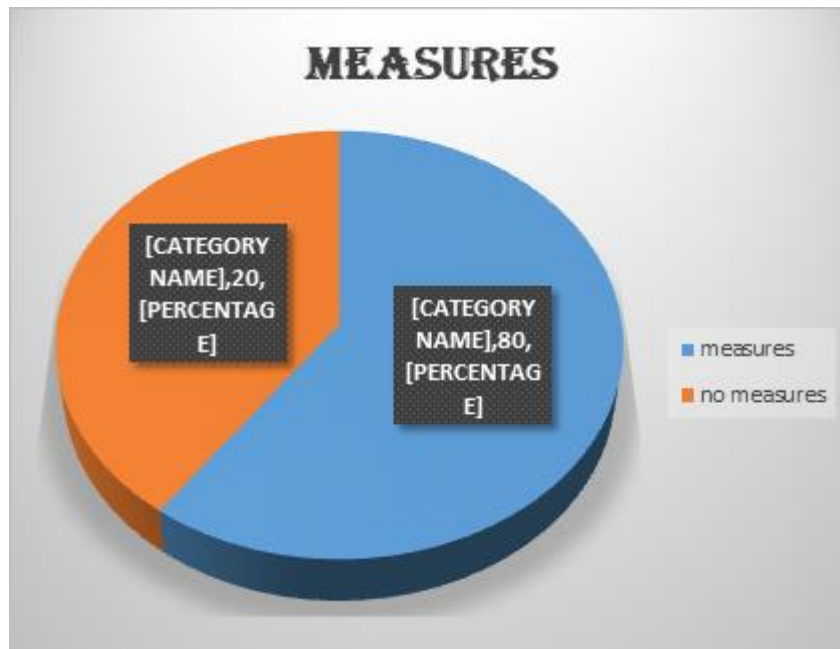
THE IMPACT OF THE TEACHING cpd METHOD



(Figure 4: impact of teaching methods)



Figure 4: indicates the impact of teaching methods on Students' performance in all the courses 60% of the responses indicated positive impact while on the other hand 40% indicated negative impact on pupils' performance without AI. In this case it clearly indicated that a large percentage responded that AI use after a lecture impact positively on the learners.



(Figure 5: measures put in place)

Figure 5 underlined that 80% of the participants indicated there are measures put in place to enhance TEACHERS' performance, further 20% clearly explained the unconcerned and lack possible measures to improve on the learner performance.

V. CONCLUSION

The study highlights significant negative perceptions among teachers in Senga District toward Continuing Professional Development (CPD) programmes. Despite the acknowledged importance of CPD in enhancing professional competencies and educational outcomes, many teachers remain disengaged due to factors such as lack of motivation, inadequate incentives, time constraints, poor facilitation, and irrelevant content. Systemic issues, including limited administrative support and the absence of follow-up mechanisms, further hinder effective participation.

Addressing these challenges requires a fundamental restructuring of CPD programmes to better reflect the practical needs and experiences of teachers.



Providing adequate resources, offering meaningful incentives, and involving teachers in the design, implementation, and evaluation of CPD activities are crucial steps toward fostering a more positive attitude. Ultimately, such reforms are essential for promoting continuous professional growth and improving the overall quality of education in the district.

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