

An Exploration of the Effect of Teacher Attributes on Effective Implementation of Continuing Professional Development Programmes: Evidence from Teachers in Zomba Rural Education District in Malawi and Other Eclectic Data Sources

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ABSTRACT This study is an exploration of the effects of teacher attributes on effective implementation of what teachers learn at Continuing Professional Development (CPD) programmes. The teacher attributes that were explored included age of the teacher; type of pre-service training programme the teacher attended; qualification of the teacher; gender of the teacher; and experience of the teacher. The study used a mixed method research design that collected both quantitative and qualitative data through questionnaires, focus group discussions and interviews. For the quantitative data, questionnaires were sent to all teachers in the district. However, 798 teachers, representing 47% responded to the questionnaire. Out of this 504 were male 269 were female. A further 25 respondents, did not indicate their gender. The researchers conducted focus group discussions with teachers and held interviews with head teachers and Primary Education Advisors. The data were analyzed both quantitatively and qualitatively. The quantitative data were coded and entered under SPSS while the qualitative data were reduced by clustering common themes. The results show a correlation between the teachers' attributes and the level of implementation of what was learnt at CPD training. This calls for CPD organizers to consider teacher attributes in the design of CPD programmes for teachers.