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Factors Affecting Lecturers' Participation in Continuing Professional Development (CPD)

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KEYWORDS Continuing Professional Development. Approaches. Perspective. School Factor. Lecturers' Participation. Workload

ABSTRACT A case study research design was employed to investigate college lecturers' perceptions on factors affecting their participation in continuing professional development (CPD). The survey questionnaire instrument was developed by the researchers to answer the two research questions that were posed. Forty lecturers were randomly selected from the four Faculties at the BA ISAGO University College, Botswana. Descriptive statistics was used to analyze the findings and the findings revealed that college lecturers were more likely to participate in CPD if they interpreted the content of such programmes as relevant and realistic and if such programmes offered the lecturers the opportunity to share their ideas. It also showed that they were more likely to participate in CPD if they think such programmes were relevant to the self-identified needs of the lecturers themselves. Conversely, insufficient resources to implement learning; lack of money to pay for courses; CPD programme content not well focused and structured; and workload hindered the college lecturers' individual abilities to participate in CPD. The study concluded that addressing CPD inhibiting factors would translate to active participation of the lecturers in CPD programmes. Recommendations focused on how management of BA ISAGO University-college could positively impact on continuing professional development of its lecturers.

INTRODUCTION

Continuing Professional Development (CPD) obligations are common to most professions including teaching. CPD in teaching profession should be seen as a structured approach to learning that helps to ensure competence to practice of the lecturers, acquiring information, taking in knowledge, skills and application of practical experience. CPD can involve any relevant learning activity, whether formal and structured or informal and self-directed. In today's world, the teaching profession has been relegated with many factors contributing to job dissatisfaction of teachers which did not allow them to be fulfilled as a professional. To them CPD is a fiction rather than veracity. They show little or no concern (Oluniyi 2013). The management policy does not help matter. Teaching profession becomes a stepping stone to some it is a mirage. This has necessitated the researchers to channel a study on the factors inhibiting and promoting CPD. The lifelong education has been highly emphasized in the global world (Steyn 2010; Singh 2011).

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Literature attribute this recognition to the wider education policy agenda, of a lifelong learning as well as on continuing professional development (CPD) being placed at the heart of the schooling system in many countries (Hustle et al. 2003; Samuel 2008; Steyn 2008). In Botswana the drive towards CPD has been emphasised in the new education policy given various complex and dynamic changes as well as the challenges confronting various categories in the country (Herrity and Morales 2004).

Numerous studies, such as those of Kennedy (2005); Dadds (2006); Wan and Lam (2010) suggest that lecturers require continuing support in the form of continuing professional development activities that will enhance their beliefs in their power to make a difference to their pupils' learning. More research, for instance, Barter (2008); Burton and Johnson (2010); Steyn (2011) allude to the above argument. These authors unanimously argue that highly skilled lecturers can make a difference not only to the quality of teaching, but also to that of students' learning in order to sustain the schooling system.

Although there seem not to be uniformity in literature about the definition of the term, however, CPD has been widely used to refer to ongoing education and training for the professions (Earley and Bubb 2004), and for the teaching

profession in particular. There are some other associated concepts, such as teacher development, staff development and professional development, related to continuing professional development. Day (1999) has clarified the distinction between these terms and continuing professional development. He states that most of the definitions of professional development stress the acquisition of subject or content knowledge and teaching skills as its main purpose. Much emphasis has to be put on the nature of CPD as a “continuing” process for improvement in addition to the knowledge and skills gained. As an ongoing process of any kind of education, training, learning and support activities engaged in by lecturers alone or with others (Bolam 1993; Day 1999), CPD enhances lecturers’ knowledge and skills and enables them to consider their attitudes and approaches to the education of children, attempting to improve the quality of learning and teaching. In short, CPD focuses on fostering individual competence to enhance practice and facilitate dynamic changes in education (Blandford 2000).

Lecturers’ CPD in a general term, means teacher learning in an ongoing approach. CPD implies the improvement of the school as well as the professional advancement of individuals. In other words, CPD can embrace personal development (individualized learning) and staff development (the collegiality of group learning/co-learning) (Bell 1991). On this point, Day (1999) gives a similar but useful definition about professional development, stating that it “consists of all natural learning experiences and those conscious and planned activities, which are intended to be of direct or indirect benefit to the individual, group or school and which contribute to the quality of education in the classroom” (Day 1999: 4). Thus professional development encompasses all activities that cater for both the individual needs of lecturers and for the institutional needs of the whole school (Bell 1991). The lecturers, the school and the pupils thus benefit from such a process of professional development (Bell 1991).

Although many research literature on educational and schooling effectiveness, for instance, Kriek and Grayson (2009); Ono and Ferreira (2010); Steyn (2010), have clearly identified a relationship between quality lecturers and effective professional development of lecturers, yet, in Botswana teacher professional develop-

ment appear not to have been fully embraced. Notwithstanding this scenario, as noted by Steyn (2010: 539) in Botswana, “there is widespread agreement that [continuing] professional development is the best possible answer to meet complex challenges and benefit the individual and the school system”. Despite numerous studies on CPD, it would appear little attention has been given to the examination of the lecturers’ perspectives on factors affecting their active participation and how these should be addressed by policy. It was therefore necessary to investigate college lecturers’ perceptions on factors affecting lecturers’ participation in continuing professional development (CPD) in Botswana.

Approaches to Continuing Professional Development (CPD)

Steyn (2009) contends that three fundamental shifts in belief about CPD have impacted various calls on teacher-facilitated, school-based approaches and models to CPD. First, the relationship between teaching and students’ learning; such relationship requires that lecturers both the experienced and the novice, be involved in a lifelong learning. A second shift is the quality of the teacher’ pedagogical content knowledge that has been the focus of many experts on CPD and the achievement gaps among learners (Hirsh 2005). Third, emphasizes the need for “increased responsibility for professional development programmes to more effectively equip lecturers to teach challenging content and to ensure that all learners are able to meet the required standards” (Steyn 2009: 258). Given these changing demands on the new roles of lecturers in the 21st Century, traditional approaches to CPD are therefore variously criticized for their shortcomings of being unable to get lecturers prepared for their new role of knowledge facilitator rather than knowledge transmitter (see for instance, Darling-Hammond 1998; Hirsh 2005; Lieberman 1996; Steyn 2009; Singh 2011).

In general, it has been contended that traditional approaches to CPD are less likely to result in any development because, “regardless of their purposes are delivered in the form of workshops, seminar, conferences and courses” (Ono and Ferreira 2010: 60). The principles on which the traditional approaches to CPD are laid appear to

suggest that “lecturers are trained to follow patterns, result in passive learning, expert driven with little inclusion of teacher knowledge and realities of the classroom” (Ono and Ferreira 2010: 62). Pitsoe and Maila (2012) also commented on the weaknesses of the traditional approaches to CPD when they contended that these approaches were inadequate preparation given current reforms taking place within the education sector of many countries. As a result, traditional approaches became less favoured. Many studies (Mestry et al. 2009; Ono and Ferreira 2010; Pitsoe and Maila 2012) suggest that an alternative approach to CPD must have the teacher as its focus. Two theoretical perspectives lead the alternative approaches to CPD which support teacher learning more effectively (Kwakman 2003). These two perspectives include cognitive psychological and professional development perspectives that are briefly discussed as follows.

Cognitive psychological perspective

Student learning and teacher learning are the same from a cognitive psychological perspective (Putnam and Borko 2000). This constructivist approach contends that “the principles of learning and their implications for designing the learning environment apply equally to child and adult learning...professional development programmes should be learner centred, knowledge centred, assessment centred and community centred to optimize teacher learning” (Ono and Ferreira 2010: 62). Lecturers are assumed to learn as students do in which lecturers are considered as constructors of knowledge who learn actively in a self-directed way. Such kind of learning occurs when interacting with the learning context and it is strongly affected by prior knowledge of the individual learner. In other words, this kind of learning is situated and influenced by the interplay of the individual’s existing knowledge and the learning environments. Thus, teacher learning takes place when favorable learning environments are provided in which lecturers are responsible for their own learning (Bransford et al. 1999), whereas staff developers play an important role in creating favorable learning environments for teacher learning. The cognitive psychological perspective provides evidence for the actualization of learner-centered,

knowledge-centered, assessment-centered and community-centered practices by both the lecturers and students as one of the crucial components that speaks to the efficacy of CPD

Professional Development Perspective

This perspective contend that instead of emphasizing the provision of favorable learning environments for enhancing teacher learning, from professional development perspective, it stresses that lecturers have to learn how to teach for understanding where they ought to learn new conceptions of content and pedagogy and take on new roles (McLaughlin 1997). Hence, the working context is understood to be the best place for lecturers to acquire competencies that they need to fulfill their new roles through practice (Kwakman 2003). The working context for lecturers can be the daily teaching context, including classrooms, schools, school clusters, and other forms of communities such as partnership with universities, networks, etc. In other words, teacher learning occurs at the workplace in which their learning is situated and closely aligned with lecturers’ work in classrooms and schools (Huffman et al. 2003).

In general, there is consensus in the research community about what constitutes alternative approaches and models to continuing professional development (Chikoko 2008; Gulston 2010; Ono and Ferreira 2010; Pitsoe and Maila 2012; Samuel 2008; Steyn 2011). These authors are unanimous on CPD approaches that appear to positively impact the quality of teaching and learning that is aimed at bridging the achievement gaps amongst learners. The authors suggest that CPD must be constructivist-based; focus on teacher learning; ensure teacher active learning; aim at to produce self-reflective lecturers; must be teacher facilitated; and finally, CPD programmes must reflect the actual needs of lecturers within specific school and local context, in other words, alternative approach supports a needs-based model. All the above mentioned characteristics of CPD showed how imperative and germane CPD is in teaching profession. That is why the researchers saw CPD as a must for all the lecturers in this age because CPD process helps you manage your own development on an ongoing basis. Its function is to help you record, review and reflect on what you learn and teach

Factors Affecting Lecturer's Participation in Continuing Professional Development

Despite the fact that continuing professional development of lecturers has become a major focal point of most education development reforms it is obvious that many lecturers in Botswana have not fully identified with the new initiative. A study by Steyn (2010: 257) has shown that "lecturers have the most direct, sustained contact with students, as well as considerable control over what is taught and the climate of learning". Notwithstanding, studies by Samuel (2008); Steyn (2011); and Pitsoe and Maila (2012) suggest that many lecturers still lack the interest to be fully and actively involved in CPD programmes. In the light of the above, it became imperative to investigate the perceptions of lecturers on factors affecting lecturers' participation in continuing professional development (CPD). In our exploration of related literature, we found five categories of continuing professional development of lecturers that include school-led; employer-led; and qualification-orientated programmes. Others include those offered by non-governmental organizations (NGOs), lecturers' unions, community-based and faith-based programmes; as well as self-chosen activities (Steyn, 2009: 262). In addition, literature on this matter, suggests that teacher active participation in CPD may be a function of, or a combination of many factors.

For instance, Lee (2005) and Steyn (2009) contend that a very important factor that impact lecturers need to participate in professional development programmes is that lecturers see themselves as having the right to voice out their own views and to be listened to. But at what stage is this possible? Is it when PD programmes are being developed or at the implementation stage? This is where ownership is important. A sense in which lecturers can pride themselves and identify with PD programmes appear to resonate through a developmental process that involves the lecturers themselves in the planning stage of such programmes. Vemic (2007) appears to concur with this view arguing that an effective ingredient that poses some positive influence on lecturers' ability and interest in participation on CPD is the teacher commitment. Steyn (2011: 227) argues that "teacher' commitment to CPD is important for collaboration to CPD. Lecturers, are responsible for planning their pro-

fessional learning...draw up their individual professional development needs on self-evaluation, and integrate their". This understanding further rationalized the need for the study leading to this article.

Studies also suggest that staff expectations on the usefulness of particular CPD programmes are another factor in their effective participation (Pitsoe and Maila, 2012; Steyn 2011). What are the expectations of lecturers that guarantee effective CPD? Such programmes must meet the learners' needs in terms of programme relevance (Earley and Bubb 2004; Steyn 2011). CPD programmes that will ensure effective participation of lecturers must be context-specific (Mewborn and Huberty 2004; Vemic 2007). Such programmes have to be localized within the geographical boundaries in which the lecturers themselves operate and line with the peculiarities of such lecturers is effective participation is to be guaranteed. That appears to be what Ono and Ferreira (2010: 62) meant when they argued that CPD must be "perceived as a process that takes place within a particular context [and] very different in diverse settings". Thus a need-based context-specific CPD model is thought to impact teacher participation in such programmes.

An interesting factor in teacher participation in CPD that appears in many literatures (see for instance, Hustle et al. 2003; Barter 2008; Steyn 2008; Burton and Johnson 2010; Wan and Lam 2010; Pitsoe and Maila 2012) is the effect on a top-down approach to CPD development and implementation. Many lecturers appear to detest this approach and may fail to identify with any programmes emanating from such process. Steyn (2009: 126) argues that "a top-down approach that does not recognize lecturers' professionalism may hinder the effectiveness of PD". This view appears to be in line with what du Perez and Roux (2008: 77) meant when they opined that "one reason for lecturers' negative reaction to professional development is that programme developers are not always able to clearly conceptualise the methodological underpinnings of professional programme development or its conceptual paradigms" having distanced themselves completely from the lecturers who should implement such programmes. It is therefore suggestive that lecturers would be more favourably disposed to embracing PD programmes that emanate from bottom-up approaches in which their experiences as lecturers are engaged in processes leading to programmes development. Such approach would ensure that

resulting programmes would invariably target the needs of the lecturers themselves.

The adequacy of teacher preparatory and skills acquisition training has been cited as a factor that impact on how lecturers respond to particular CPD programmes. For instance, de Witt and Lessing (2007) study of primary school lecturers' perceptions of the value of CPD in South Africa revealed that lecturers who took part in the study had negative attitude toward most of the presentations. The lecturers in that study:

felt that they had not gained enough applicable knowledge and skills for application in their classrooms [and] a negative attitude towards in-service training as a form of CPD as they felt they had not acquired sufficient knowledge and skills to address the diversity in their classrooms (de Witt and Lessing, 2007: 54).

the researchers therefore contend that the teacher's sense of CPD programmes relevance to his/her everyday practices in and out of the school context could be a crucial factor that resonates in the teacher's readiness towards particular CPD programmes. It is quite obvious that lecturers know the value of CPD programmes to be able to determine when such programmes are specifically addressing their specific needs. Quite rightly so, de Witt and Lessing (2007) argue that a rationale for engaging in continuing professional development programmes "should be to both enable and support lecturers, wherever they teach or whatever their professional background is and to provide the best possible instruction so that they become excellent by gaining... a sense of the joy of teaching". Or else, a situation may arise when lecturers will completely turn their backs against CPD programmes because in the words of Mogari et al. (2009: 6) such programmes are ineffective "intellectually superficial, disconnected from deep issues of curriculum and learning, fragmented, and non-cumulative". Thus, the lecturers' sense of worth and their understanding of programme effectiveness towards their personal and career development appear to be imperative towards their willingness to participate in CPD activities. More so, because as further evidence indicates, "lecturers are more likely to change their instructional practices and gain... improves skills when their professional development is directly linked to their daily experiences, as well as aligned with standards and assessments" (Pitsoe and Maila 2012: 319).

Yet, the importance of research on lecturers such as the one that has influenced the current article, has also been mentioned in some literature as a crucial factor affecting lecturers' participation in continuing professional development (Steyn and van Niekerk 2005; Vemic 2007; Samuel 2008; Kriek and Grayson 2009; Mogari et al. 2009; Steyn 2010). Notably, although research has correlated educational effectiveness with teacher quality and their professional development (Steyn 2010) however, it would appear that with regards to CPD programmes development the involvement of lecturers through the process has been on the periphery. We therefore contend that a situation in which programmes are developed without adequate involvement of lecturers would result in the formulation of CPD policies that emanate through excessive speculative and external abstractions. If CPD programmes are to work effectively well and if the cooperation of lecturers is to be guaranteed, it is commonsense to suggest that these lecturers must partake in every step leading to the development of such programmes. However, as noted by Steyn and van Niekerk (2005: 126) it would appear common practice to see "many reform initiatives ignore the people involved and concentrate primarily on the systems in which they work". This last point may most probably account for why there has been so much researched and published on teacher professional development, yet, little or nothing has changed in terms of teacher quality and the learner achievement gaps (Department of Education 2005; Steyn 2008; Gulston 2010; Pitsoe and Maila 2012).

Other factors that may impact lecturers' level of participation in continuing professional development activities may include absence of, or existence of, school specific CPD teacher participation policy framework (Vemic 2007; Steyn 2011), and the lecturers' level of commitment. For instance, Steyn (2009: 266) has argued that "PD programmes will be futile without the lecturers' whole-hearted commitment, even if such programmes are well designed". More so, school leadership and the collaborative willingness of particular school lecturers (Mewborn and Huberty 2004; Hirsh 2005; Lee 2005; Steyn 2009) are equally important factors in active teacher participation in CPD activities. The level of teacher preparedness for change has also been cited by de Witt and Lessing (2007) as important

factor towards their participation in CPD activities. According to the authors, “the successful implementation of new policies will only be effective if lecturers are adequately prepared and equipped by means of initial retraining and they realise the importance of improving their practice by means of CPD”.

It is important to note that our discussion in this subsection is neither exhaustive nor is it in any particular order of importance. Space limitation has also impacted the extent that we would have preferred to push our discussions of this particular subject matter. However, given the above situation, it was thoughtful but also imperative, to investigate college lecturers’ perceptions on factors affecting lecturers’ participation in continuing professional development (CPD). We argue that by so doing, evidenced based empirical data that may influence current discussions on ways of improving the classroom lecturers’ willingness to participate in CPD activities emerged.

The Research Context

BA ISAGO University College is a citizen owned private university college with branches in Gaborone and Francistown in Botswana. The College has identified itself with the Government of Botswana’s Commission on the Revised National Policy on Education (RNPE), which supported the establishment of a partnership between the Government of Botswana and the private sector, in the provision of tertiary education with the considered aim to create greater access to higher education for its citizens. BA ISAGO’s programmes are accredited by two quality assurance bodies regulating tertiary education in Botswana. Both the Botswana Training Authority (BOTA) and Tertiary Education Council (TEC) have recognized BA ISAGO as an institution offering quality and relevant programmes in support of the country’s needs. The College strives to offer excellent facilities with dedicated academic and administrative staff that are ready to facilitate learning, training and research. The University currently operates four faculties namely: Commerce; Law and Para-legal studies; Built Environment, Arts and Sciences; and Education.

BA ISAGO has embraced and subscribed to the ideals of strategic partnership in education and training through its collaboration with internationally renowned institutions such as the University of South Africa (UNISA), the National

University of Science and Technology (NUST) in Zimbabwe, and Boston City Campus and Business College in South Africa. BA ISAGO also continues to develop strong collaborative institutional partnerships with other highly reputable universities in the region and around the world.

The College is pursuing programmes that promote South-to-South cooperation, and at the same time maximizing prospects and opportunities for further and higher education in Botswana. The institution has positioned itself to play a critical role in the SADC region and more widely in Africa and the rest of the world. The College is vigorously exploring prospects, possibilities, opportunities and strategies designed to provide study opportunities to students from outside the borders of Botswana. These efforts further give concrete meaning to the realization of the principles and ideals of the African Union’s New Partnership for Africa’s Development (NEPAD) initiatives.

Research Objectives

The research objectives of this study are:

1. To investigate the perceived factors that facilitates lecturers’ participation in continuing professional development (CPD).
2. To find out the perceived factors inhibiting the participation of lecturers in Continuing Professional Development (CPD).

Research Questions

The following research questions were formulated to guide the investigation of the college lecturers’ perceptions on factors affecting lecturers’ participation in continuing professional development (CPD). The research questions were:

1. What are the perceived factors that facilitate lecturers’ participation in continuing professional development (CPD)?
2. What are the perceived factors inhibiting the participation of lecturers in Continuing Professional Development (CPD)?

RESEARCH METHODS

Research Design

The study adopted descriptive survey research design to elicit information from the participants about the factors affecting lecturers’

participation in CPD. This approach is suitable because the researchers cannot not influence or manipulate the variables. Descriptive research is an innovative tool for researchers. It presents an opportunity to fuse both quantitative and qualitative data as a means to reconstruct the "what is" of a topic and also to find data and characteristics about the population or phenomenon that is being studied. Descriptive survey research design used in this study is suitable because the data collected by the researchers presents a number of advantages as it provides a very multifaceted approach. That is why the researchers used mixed methods approach.

Population/Sample and Sampling Techniques

The population for this study comprises of all the lecturers in BA ISAGO University College. The samples are made of forty lecturers randomly selected from four faculties. That is ten lecturers from each faculty.

Research Instrument/Data Analysis

The researchers made use of Focus Group Discussion (FGD) to find out the indicators that can promote or hinders CPD among lecturers at BA ISAGO University College. The FGD comprises of four lecturers (one from each faculty, purposively selected) met in a round table discussion with the researchers. During discussion, questions about their perceived factors that promote and inhibit participation in CPD were asked and answers were given indiscriminately by the respondents. Their answers were transcribed and descriptively analyzed with the responses from the questionnaire. This multiple approach with the use of mixed methods was used in the study for the purpose of obtaining a more accurate and holistic representation of the lecturers' perceptions concerning CPD at BA ISAGO University College. Qualitative and quantitative methods were thus used to explore the perceptions of the lecturers about the factors affecting their participation in CPD in this study. Thus, the two research methods that were applied in this study include an open-ended questionnaire (quantitative) and focus group interviews (qualitative) with lecturers to elicit information about the lecturers' perspective. Data was analysed using descriptive statistics of percentage to answer the research questions posed in the study.

Validity and Reliability of Instrument

The structured questionnaire was validated by giving it to expert in the faculty of education and management sciences. Cronbach alpha was used to measure the reliability. The coefficient value was 0.85. The FGD questions like (semi structured interview)'s reliability was done through trustworthiness.

Ethical Considerations

The researchers were aware of the ethical implications involved in the study leading to this paper for the participants and for the researchers both during the process of the research. First, the researchers obtained approval from the university management to embark on the study leading to this article. All elements of the research were fully disclosed and explained to the participants in the study. Participants were fully informed about the purpose of the research and about what will happen to the material collected. The participants were assured of confidentiality and anonymity should any information obtained were to be published. In the end all participants completed the consent forms. In addition, the researchers endeavoured to ensure that the research team has the necessary professional expertise and support. We also endeavoured to ensure that the research process does not involve any unwarranted material gain or loss from the participants. Moreover, we endeavoured to ensure factual accuracy and avoid falsification, fabrication, suppression or misinterpretation of data by assigning an independent colleague to verify content validity.

FINDINGS

The analyses of data revealed the following findings: i) college lecturers were more likely to participate in CPD if they interpreted the content of such programmes as relevant and realistic; and, ii) if such programmes offered college lecturers the opportunity to share their ideas. Results also showed that, iii) college lecturers were more likely to participate in CPD if they think such programmes were relevant to the self-identified needs of the lecturers themselves; iv) the availability of school-based hands-on activities also appeared contributory to college lec-

turers' active participation in CPD. On the other hand, findings also showed that, v) college lecturers thought that insufficient resources to implement learning and insufficient money to pay for courses were among the factors inhibiting their participation in CPD. Findings also revealed that, vi) CPD programme content not well focused and structured hindered the college lecturers' ability to participate in CPD; and finally, vii) lecturers' workload also featured as a serious impediment to their participation in CPD.

Demographic Distributions of Participants

The response rate was high with 100% (N=40). This response rate reflected that lecturers of different faculties may have varying views or responses towards CPD. A majority of the sample was female (65.5%) with 35.5% being male. 40% of the respondents were between the age brackets of 36-40 years while 20% were in the age brackets of 31-35 and 51-55 years respectively. More so, 10% were in the age brackets of 41-45 and 46-50 years respectively. It is important to note that this study did not obtain data on the effect of these demographic age differentials on the participants' participation in CPD. The implication of this demographic revelation has been dealt with in the subsection on recommendation of this paper.

Presentation of Findings from the Research Questions

Research Question 1:

What are the factors that facilitate lecturers' participation in Continuing Professional Development (CPD)?

Table 1: Frequency of responses to perceived factors facilitating CPD

<i>CPD Factors</i>	<i>No. of responses</i>
Relevant/Realistic content	18 (45%)
Opportunity to share ideas	17 (43%)
Relevant to needs identified by lecturers themselves	14 (35%)
Hand on activities	14 (35%)
Sufficient resources	12 (30%)
Good delivery	11 (28%)
Focused content	10 (25%)
Participant commitment	9 (23%)
School supportive of CPD	8 (20%)

Table 1 shows that 45% of the respondents believe that the relevancy and realistic factor can facilitate CPD followed by opportunity to share ideas (43%), while the relevant to the needs identified by the lecturers and hands-on activities took the 35%. This followed by sufficient resources 30% and good delivery 28%, while the least among them all is focused content 25%.

Research Question 2

What are the perceived factors inhibiting the participation of lecturers in Continuing Professional Development (CPD)?

Table 2: Frequency of responses to perceived factors inhibiting CPD

<i>CPD Factors</i>	<i>No. of responses</i>
Insufficient resources to implement learning	12 (30%)
Insufficient money to pay for courses	11 (28%)
Teacher workload preventing from taking up CPD	10 (25%)
Content not well focused/structured	10 (25%)
School factor	8 (20%)
Personal factor	6 (15%)
Time	5 (12.5%)

In Table 2, insufficient resources to implement learning made the highest contribution to factors inhibiting CPD with 30% followed by insufficient money to pay for courses (28%). Lecturers workload and content not well focused took the same percentage (25%), followed by school factor 20% and personal factor 15%. The least inhibiting factor is time with 12.5%.

DISCUSSION

Two themes have been developed to facilitate our discussions on the findings of this study. First, we identified perceived factors facilitating lecturers' participation in CPD and second, we also established factors inhibiting the participation of lecturers in CPD.

Perceived Factors Facilitating Lecturers' Participation in CPD

Data from this study lend support that college lecturers were well aware of the importance of continuing professional development to their career prospects. However, as indicated in the

findings, these lecturers suggested that they were more likely to be drawn into participating in CPD when the programme contents were interpreted themselves as relevant and realistic while offering them the opportunities to share their ideas in the development of such programmes. Participants in the study indicated that participations in CPD were almost likely to be guaranteed if programmes were developed out of the self-identified needs of the lecturers themselves. This would seem to mean that a need-based approach to CPD would most likely secure the participants involvement in such programmes.

The findings on Table 1 lend support to these discussions where 45%, 43% and 35% of participants respectively noted the active involvement of the voices of college lecturers in the development of programmes aimed at their own CPD for such programmes to be relevant, realistic and spot-on. Both Lee (2005) and Steyn (2009) studies, hinted on the importance of giving a listening ear to the voices of lecturers for whom a particular programme is being mounted. More so, CPD programmes being relevant and realistic meant that such programmes must target certain specific needs of lecturers within specific context for it to attract such lecturers' interests. This appears to be in agreement with the views of Earley and Bubb (2004); Mewborn and Huberty (2004); Vemic (2007); Steyn (2011); and Pitsoe and Maila (2012). Together, these authors contended that all CPD programmes must meet the lecturers' needs and to ensure effective participation of lecturers, such programmes must be context-specific. Clearly, universities must provide lecturers with the opportunities to participate in the development of CPD if these lecturers were to serve the students successfully according to Salazar (2007).

Factors Inhibiting the Participation of Lecturers in CPD

Data from the study also lend support to three inhibiting factors to college lecturers' active participation in CPD. Table 2 has shown that insufficient resources to facilitate implementation of learning (30%) and insufficient money to pay for courses (28%) appeared to be two major challenges to the lecturers' participation in CPD. However, studies have shown that the situation of insufficient resources and lack of money may be the result of a combination of many factors within and outside of the school. For instance,

du Perez and Roux (2008); Steyn (2009); and, Pitsoe and Maila (2012) suggest that misappropriation of school funds by school leadership may impact on school leadership's ability to implement CPD programmes. In addition, the level of leadership commitment and personal beliefs to the CPD programmes in a particular school may translate to a situation where lack of congruence between the two may result in the leadership's lack of interest in lecturers' CPD. Consequently, such leadership may not be committed to making funds available for the professional development of lecturers. This suggests that more research may be needed to better understand the effects of leadership personal idiosyncrasies on the effectiveness of CPD and of the lecturers' participation thereof.

It was also noted that CPD programme content not well focused and structured, and lecturers' workload posed serious impediment to their participation in CPD. Earlier study by de Witt and Lessing (2007) on primary school lecturers' perceptions of the value of CPD in South Africa supports the finding that most CPD programmes lack focus and structure such that participating lecturers do not always see relevance in them. For instance, most of the participants who took part in de Witt and Lessing (2007) study had negative attitudes towards the programmes because they felt the programmes did not enable them to develop appropriate skills for their classroom practices. Our finding on lack of focus and structure of CPD programmes also was found by Mogari et al. (2009) who noted that teacher participants in their study confirmed to turning their backs against CPD activities because the programmes were ineffective, intellectually superficial, disconnected and non-cumulative.

CONCLUSION

Teaching as a profession in the 21st century has gone beyond rudimentary. Modern strategies of teaching, paradigm shift in pedagogy, large class management and classroom management to mention but a few are some of the phenomena in teaching profession, which necessitate that lecturers must turn to continuing professional development activities if they want to continue to be relevant. Continuing professional development is an essential process for school improvement. It also impacts the lecturers' personal growth, development and self-actualization. Effective CPD provisioning places the

teacher in a better and vantage position because it enables lecturers to strive towards becoming the expert while empowering such lecturers with the necessary skills that support their ability to cope with the dynamism of the society. More so, CPD enables teacher to keep updating their knowledge of teaching while helping them to keep abreast with the latest trends and to remain relevant. Notwithstanding these findings, the continuing professional development of lecturers (CPD) in institutions of learning such as the one reported in the present study but also the world over is an imperative. CPD plays pivotal roles in the development of any nation. Arguably, lecturers are the nation builders, and no nation can be above the quality of its lecturers. Having said that, it is imperative that lecturers constantly upgrade well enough to enable them position themselves to provide the services expected of the profession.

RECOMMENDATIONS

In view of the findings of this study, the researchers would like to make the following recommendations to the management of BA ISAGO University College and elsewhere. First, the management of the College should be conscious about the allocation of workload especially to the lecturers who are carrying out research as this will contribute to the research profile of the College. Second, there should be a clear policy on CPD to avoid conflict between the management and the lecturers. Third, the management should endeavor to meet up with the cost of CPD engaged in by the lecturers. It is equally important that money be set aside for CPD in the institution's budget. Fourth, management should encourage all forms of CPD activities and support individual efforts. Finally, we also recommend for in-house development courses relevant to the lecturers' needs and CPD should be made an integral part of lecturers' development in the College. It was also recommended that in terms of work allocation, priorities should be given to the lecturers who were involved in research and other career development activities given the contributions of such activities to the research profile of the University College.

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