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## Educators' perceptions on the relevancy of Continuing Professional Development

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### Abstract

The study explored the perceptions of educators (Primary & secondary school teachers) on the relevancy of Continuing Professional Development. A descriptive qualitative case study was carried out with fourteen purposively selected educators who had recently attended a continuing Professional Development Conference. Ethical protocols were followed before collecting the data through online in-depth interviews. Data collected was thematically analyzed searching for similar concepts and grouping them into clusters. Findings indicate that Continuing Professional development is still very relevant to 21<sup>st</sup> Century educators. However, very few educators consistently engage in CPD for various reasons. Some of the commonly cited reasons for non-engagement are lack of support from educational administrators, financial constraints, Time constraints and low motivation among most teachers. The encouraging thing is that most of the participants indicated that all these challenges that militate against the effective implementation of CPD may be circumvented. Some of the mitigatory strategies are commitment to putting extra time and money to enroll for further studies, attending CPD programs, organizing inter-school collaborative CPD programs and a deliberate move to shift from a negative attitude to a positive attitude. Unfortunately, some of the educational administrators are reportedly turning CPD into a fault-finding spree or a fundraising venture. The study recommends that educational institutions need to widen their scope of course offerings to include diplomas and short (Certificate) courses that are relevant to the current global world. In addition, there is a need for Educational Administrators to organize Inter-school Collaboration (Bergmark., 2023) within the District, Organize refresher courses for orientation, and introduce new pedagogic approaches, where they invite subject specialists or experts to lead and coach CPD presentations (Darling-Hammond,*et al* 2017), lastly, educational administrators also need to out-source scholarship funding to compliment the teachers' efforts to attend CPD programs.

**Keywords:** Educator; Continuing Professional Development; Life-long learning; Nonformal learning; relevancy

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### 1. Introduction

Educators (school administrators and teachers) contribute a lot to shaping history as they teach and nurture the young minds of learners who pass through the corridors of their classrooms. Hence, we can say, "Educate a teacher and you educate a nation". Educate educators- Educate the world. The provision of quality education is one of the six Education for All (EFA) goals established in Dakar, Senegal in 2000 (Mahona & Shamaieva, 2023) <sup>[20]</sup>. Bearing such a responsibility implies that they should always be equipped with accurate and up-to-date information (Gu, 2023; Panthee, 2021) <sup>[25]</sup>. Hence it is very crucial that every educator continuously sharpen their professional skills. Despite the urge from the Ministry of Education to engage in CPD, most educators, especially teachers, find themselves in a vicious cycle of excuses not to engage in professional development. Such excuses include some of the following; it is too expensive.

I cannot afford it, the administration is not supportive, the timing is not yet conducive, etc. Similar excuses are repeated over and over until someone approaches retirement (Pro Bono Economics, 2022; Pokhrel & Behera, 2016; Powell & Bodur, 2019) <sup>[27, 28]</sup>. Yet, a study of the current trends reveals that working in the 21st century is no longer business as usual. Technological advancements are taking place faster than the rate at which teacher training institutions are churning out graduates. Hence, for any educator to remain on the cutting edge there is an urgent need to keep honing skills through continuing professional development.

In the field of Education, Continuing Professional Development is described as Teacher Professional Development (TPD). According to Fullan (1995) <sup>[11]</sup> TPD includes both formal and informal learning pursued and experienced by the teacher in his field so as to bring a compelling transformation and dynamic change in his/her profession. Tomlinson (1999) <sup>[33]</sup> also defines TPD as systematically designed activity for development of professional teachers through learning, Panthee (2021) <sup>[25]</sup> posits that professional development is multi-dimensional; comprising the content, the process, and the context. In this case, then content material offered for professional development should be relevant to the specific needs of the profession. In the same vein, the process of implementing continuing Professional development should be contextualized so as for it to be relevant. In this study Continuing Professional Development is used instead of limiting it to Teacher Professional Development.

Similarly, Bredeson (2002) <sup>[3]</sup> presents three interdependent dimensions of TPD as learning, engagement, and involvement. In other words, effective continuing professional development for educators is expected to engage and involve teachers in active learning opportunities, exploring new pedagogical competencies and developing new instructional techniques. This will help them refine their practice, and broaden their scope of perceiving issues (Komba & Nkumbi, 2008) <sup>[19]</sup>.

Continuing Professional development should be an ongoing process, not a once-off event. Ideally, every educator should be a lifelong learner. As it is every professional educator's responsibility, effective educators seek opportunities to be continuously learning, they do not wait to be cranked or for a push start. This is quite contrary to the traditional view that it is always the employing organization's responsibility to ensure that their employees are engaged in continuing professional development. While it is true that employing organizations should be proactive in planning and organizing continuing professional development activities for their employees (Hargreaves & Fullan, 2012) <sup>[16]</sup>, the onus rests with each employee to be proactively engaged in activities that promote professional development to remain on the cutting edge. This can be enhanced through networking and collaboration among educational administrators and teachers, and inter-school collaborations (Guskey, 2002; Bergmark, 2023; Darling-Hammond, *et al*, 2017) <sup>[14, 2, 9]</sup>.

There is a wide range of formal and informal approaches for the professional development of educators, some of these include coaching (Guskey, 2002) <sup>[14]</sup> workshops, seminars, symposiums, consultation, reflective self-study, supervision, conferences, etc. (Pascha & Shamaieva, 2023). These strategies for professional development usually take place after understanding or developing the purposes that are intended to be achieved. However, it is vital to understand

that there are many approaches to choose from, based on one's interest and area of discipline. This ranges from workshops, seminars, conferences, short courses, and Diploma or Undergraduate and postgraduate Degree studies. A workshop is a type of interactive learning whereby the team will first provide the participants with theoretical skills the workshop aims at equipping the participants with hands-on experience (Harris, 2015) <sup>[17]</sup>. Educators benefit a lot from some Professional organizations that offer training tailored according to the expectations of the industry. They follow guidelines to best serve the public. These professional organizations may offer certification for participation or award certificates after the participant completes professional learning programs and demonstrates their skills, competencies, knowledge, and attitudes as reflected in tests given by the organizing. Most of these focus on improving pedagogical practices and research skills by providing opportunities for honing these skills through different activities such as leadership training, curriculum development, mentorship, and coaching (Guskey, 2002; Gougou and Paschal, 2013) <sup>[14, 20]</sup>.

## 2. Benefits of Continuing Professional Development

Studies indicate that there is a strong link between continuing professional development and quality pedagogy, which in turn leads to better learning outcomes (Timperley, 2008. Shrestha, 2012)) <sup>[32, 30]</sup>. Engaging and training teachers in effective pedagogy, informed by observations of how they teach and how pupils learn in the classroom, is central to raising achievement. Kenya has been able to get more children into school (Wamalwa, 2023) <sup>[36]</sup>. When properly implemented, effective CPD is associated with improved pedagogical practices and innovative teaching methods. Educate a teacher and you educate a nation and educate the world. Studies seem to continually emphasize the relevancy of Continuing Professional Development. However. The confounding paradox is that despite these quantitative successes associated with the implementation of CPD, some educators still seem disinterested in engaging in Continuing Professional Development. (Fullan, 2001; Mhando, 2012; Shrestha, 2012; Dachi. 2018) <sup>[10, 8]</sup>. The following benefits are usually associated with effective CPD.

1. It enhances better Thus, professional development for teachers ensures better students' academic achievement as teachers learn better approaches to teach their students (Timperley, 2008) <sup>[32]</sup>
2. As educators implement new teaching approaches that they acquire through professional development CPD, they become innovative to improve their critical thinking and instructional skills. In addition, CPD helps educators expand their body of knowledge, thus enhancing the quality of pedagogical practices and subsequently improving students' academic achievements (Bolam, 2007; Dachi, 2021; Mhando, 2012) <sup>[8]</sup>.
3. Continuing Professional Development is pivotal to the sustainable professionalism of every educator. As with any profession, teachers need regular staff development to keep up with the trends and remain on the cutting edge. Living in this dynamic world means that an educator cannot afford to remain stagnant drinking and teaching from the archaic pools. As new societal problems and aspirations of the society keep changing, there is a great need for educators to be continually learning rearming, adopting new skills, and adapting

them to their dynamic contexts to remain relevant. Studies indicate that professional development propels educators to be positioned where they positively and eagerly venture into new territories to attain new knowledge, values, skills, and attitudes, in an innovative way (Komba & Nkumbi, 2008) <sup>[19]</sup>.

4. Continuing professional development exposes teachers to current, global, comprehensive and systematic pedagogic and administrative skills. In addition, Continuing professional development gives educators a sense of belonging as they interact and network with others in the same profession. Further, as educators interact and network with others from similar professions this encourages them as well as boosts their motivation to continue soldiering on even in the face of problems.

The significance of continuing professional development to educators cannot be underestimated. It is the lifeblood of every educator, for without continuing professional development the educator experiences burnout and subsequently professional death (Chilumika, 2013; Dachi, 2018; Mizel, 2010; Hardman, 2017) <sup>[22, 6, 15]</sup>. Educational institutions should invest in encouraging their teachers and staff to engage in CPD (Hargreaves, & Fullan, 2012) <sup>[16]</sup>.

### 2.1. Challenges in continuing professional development

Despite all the benefits associated with CPD, some challenges seem to militate against the effective implementation of CPD among educators. The challenges repeatedly raised by different scholars concerning implementing sustainable CPD include the lack of an explicit policy and framework for the effective implementation of CPD (Wamalwa, 2023) <sup>[36]</sup> in educational institutions, limited support from educational administrators, financial challenges, and lack of motivation among most of educators (Ghimire, 2019; Komba & Mwakabenga, 2019; Pascha & Shamaieva, 2023) <sup>[12, 19, 20]</sup>. However, despite the host of setbacks, educators need to be resilient and deliberate about their Continuing Professional development to thrive in these hostile environments (Beltman, 2019) <sup>[1]</sup>.

### 2.2. Theoretical Framework

The lifelong learning theory underpins this study. The concept of lifelong learning has been theorized extensively by many scholars, such as John Dewey (1966; Wain, 2004) <sup>[10, 35]</sup> who felt concerned about the exaggerated emphasis placed on learning at school and yet too little emphasis is placed on other extracurricular learning that occurs in other places and at other times. These proponents of lifelong learning advocate for it as they believe that lifelong learning primarily equips people with the skills needed to compete in a globalized and supposedly ever-changing series of workplaces. Lifelong learning involves both formal and informal learning, school and post-school institutions within which the learners and educators.

In Zimbabwe, the Ministry of Primary and Secondary Education (MoPSE) regularly takes the initiative to promote Continuing Professional Development. For instance, the past decade has exposed the country to two major disasters, a cyclone and the COVID-19 pandemic. As a way of preparing for similar disasters, MoPSE has seen the negative effects of natural disasters effects hence, the need for Disaster Risk Management preparedness. Thus, they have developed a

Teacher Profession Development (TPD) guide to assist the teacher with curriculum planning and effective pedagogy, child protection, and education policy useful in times of emergencies. The objective of the TPD guide is to strengthen the capacity of teachers to effectively respond to disasters and ensure education continuity in emergencies (MoPSE Handbook of Educational Leadership 2021).

According to Kaplan (2016) <sup>[18]</sup>, the concept of lifelong learning was first proposed by Basil Yeaxlee in 1929. In brief, lifelong learning encompasses all life processes from birth to death while ensuring the provision of equal opportunities to all for the development of skills and talents of individuals regardless of location, time, age, socio-economic status (Kaplan, 2016) <sup>[18]</sup>. The rapid technological advancements in the past decades stressed the relevancy of lifelong learning as imperative, especially to Twenty-First Century educators. Hürsen (2011) in Kaplan, (2016) <sup>[18]</sup> further describes lifelong learning from the following perspective of six competencies:

- a. Self-management competencies: This is the ability to make own decisions for occupational development and to make collaborative research; motivate oneself for occupational development and new learning; take individual responsibilities in teamwork; study continuously to learn a new skill or new subject.
- b. Learning to learn competencies: This involves the ability to identify available opportunities for professional occupational development and use language effectively in the learning process; and develop empathy.
- c. Initiative and entrepreneurship competencies: This involves the ability to make decisions about any subject and to produce creative solution suggestions for problems.
- d. Information acquisition competency: This is the ability to communicate effectively in the process of acquiring information.
- e. Digital competencies: This is the ability to use a computer for storing information; use the internet and other communication tools
- f. Making decisions competency: This entails the ability to evaluate to what degree one can resolve all problems that prevent occupational career development/

The concept of lifelong learning is highly advocated by the United Nations Educational, Scientific and Cultural Organization (UNESCO) as it is believed to be the organizing principle for education systems worldwide (UNESCO, 2020) <sup>[34]</sup>.

### 2.3 Research Questions

This study seeks to find answers to the following questions.

1. What are the educators' perceptions about the relevancy of Continuing Professional Development?
2. What challenges do educators face in engaging in CPD?
3. What are the best strategies for effective CPD?

### 3. Methodology

The study follows a qualitative approach using a descriptive case study. Qualitative case studies are guided by concepts, models, and theories. A case study involves describing, analysing a specific case, and interpreting data in detail (Creswell, 2012) <sup>[7]</sup>. According to Yin (2014) <sup>[37]</sup>, the case study design has basic components such as research question(s), propositions, units of analysis, a determination

of how the data are linked to the propositions, and criteria to interpret the findings. A descriptive case study involves a detailed examination of a particular person, event, or community (Creswell, 2016, Maxwell, 2020). The data for the case study is obtained through diverse methods including interviews and telephone calls. A case study is the most suitable method for gaining total in-depth knowledge of a particular issue (Bryman, 2020) [4]. In a descriptive and interpretive case study, the researcher analyses and interprets theories about the phenomenon against the backdrop of a theoretical framework. Qualitative case studies in education are often framed with concepts, models, and theories. In this case, the guiding framework is the Lifelong learning theory. Educators who attended an educators' continuing professional development conference were purposefully sampled. Participation was voluntary. So, from the 45 individuals approached only 14 consented to participate and respond. Online and telephonic in-depth interviews were carried out after the conference. Data collected was thematically analysed searching for similar concepts and grouping them into clusters. Data was collected until the saturation point. Hence data was collected from 14 educators purposively selected. Ethical protocols were observed to ensure that participants had informed consent, participation was voluntary and anonymity was observed. The data collected was cleaned, coded, and transcribed. The researcher used inductive data analysis to search for recurring themes.

### 3.1. Findings

The findings of the study are presented as guided by the research questions and reported verbatim by the participants.

#### Research Questions

1. What does CPD mean to you? How relevant is it to you and the education profession? (What are the educators' perceptions about the relevancy of Continuing Professional Development?)
2. What are the best strategies for effective CPD?
3. What challenges do educators face in engaging in CPD?

#### Research Question one

##### 1. What does CPD mean to you? How relevant is it to you and the education profession? What are the educators' perceptions about the relevancy of Continuing Professional Development?

Most of the participants seemed to have a similarity in the way they defined Continuing professional development (CPD) as illustrated in the following statements; *"Its a way of developing my professional skills over time. As time changes the world adapts to new things so my profession should also adapt and be relevant at that time"* (CP1). According to Participant 2 *"CPD means upgrading yourself in terms of professional qualifications"* Continuing Professional Development (CPD) is an ongoing process of learning and development (CP 10). Another participant made the following comprehensive definition of CPD: *"To me, it means finding ways to make sure the information you have and techniques you use in your field are up to date. It also means continuing to practice in many ways so that your skills remain sharp"* (CP 7). Another participant added. *It is crucial for teachers to keep their skills, knowledge, and expertise up to date* (CP 10).

As a follow up of this was the question of the relevance or significance of CPD. *How relevant is CPD to you and the*

*education profession?*

In response to this, almost all the participants (Educators) were very emphatic about the relevance of CPD. The majority of them confirmed that CPD is very relevant. This is evident from the following statements from some of the participants. *"As a trained teacher I am developed through training, but I need to keep developing to avoid stagnation or burnout. This helps us to move with the times and remain on the cutting edge"* (CP5) Then Participant CP 1 added that *"CPD helps us to adapt to new changes in my profession, we should also adapt and be relevant at that time as as professionals"* (CP1). *It helps you and me to develop and improve our professional practice. As a result we will be building up our strengths as well as develop our capability gaps, we will be helped to surmount barriers or challenges to learning. CPD helps to ensure continuity, boost confidence and competencies particularly in ever ever-changing environment* (CP 4, CP6). In addition, CPD is important for. *"Enhancing Knowledge and Skills: CPD helps teachers to improve their knowledge and skills, enabling them to provide better learning experiences to their students so that they do not lag behind with current times. It works a plus for the organisation since it tries to eliminate the risk of redundant employees"* (CP 11). Furthermore, *"CPD helps teachers in gaining new insights, techniques, and approaches, and help them to improve their teaching practices and abilities to meet the changing needs of the students, curriculum, and the educational system* (CP10). *It is also crucial for teachers to keep their skills, knowledge, and expertise up to date* (CP 12). In brief the importance and relevancy of CPD was greatly applauded by most research participants.

#### Research Questions Two

##### What strategies do you personally use to ensure you continue to develop professionally?

After receiving convincing responses about the relevancy of CPD, the second question solicited participants to share the different strategies they usually engage in, in a way this confirmed the way participants linked their knowledge to practices. Responses to this research question were varied. Some participants attend and participate in seminars, workshops, and retreats. Others indicated that they read, researched, and wrote articles, Few indicated that they engaged in further studies such as a degree or *enrolling in short courses, such as diplomas/ certificates, make progressive changes in their way of solving problems* (CP 9). It means *"I get involved in attending workshops, seminars, and conferences that provide new approaches to the practices of teaching through different sources such as books and the Internet and enrolling in short courses that are related to my profession that upgrade my professional status and skills* (CP 13). Participant CP3 indicated that in addition to engaging in further studies *" I look for opportunities for professional advancement in job advertisements and apply for new posts"*. (CP3). Another participant indicated that *"watching programs on television is another strategy for Continuing professional development"* (CP 2).

#### Research Question three

##### What are some challenges you face in making progress with CPD?

Findings from several participants seem to indicate that several challenges militate against the effective implementation of CPD. Among these challenges, lack of

support seems to be the most repeated challenge. Participants indicated that for CPD to be effective there is a need to have financial support, leadership support and peer support as stated by one participant here; *The major challenge is lack of support by administrators eg, no provision of materials to use during CPD and money for food and refreshments, instead of requesting the each attendee to contribute towards this.* (CP8). Several participants repeatedly hinted at the need for financial support as in indicated in the following statements:

*Major limitation are financial constraints and limited resources make it difficult especially if the distance to the venue is far,* (CP 1: CP2: CP6: CP7). Participant CP3 also pointed out the following; *“Some of the professional development courses are quite expensive and sometimes it’s hard to find the ones that would be relevant to the African context. If some courses could be offered through online platforms like Coursera, that would be helpful* (CP3).

According to one participant who feared facing *“Discouragements from colleagues and family members, therefore it not wise to share your dreams* “(CP2).

The second major challenge that was raised were limited time since most educators are usually assigned heavy teaching loads and the class sizes are relatively large. Time constrains- *“Teachers have heavy teaching loads, no time to research”* (CP 13).

As a result *“some attend CPD meetings for few minutes and leave the meeting to attend to other commitments”* (CP5).

*Another challenge related to time constraint is failure to balance the different roles. A major challenge is failure to balance school and work, because I have to excel in both lest I lose them all; I tend to drop off once I feel it's getting hard* (C14).

Practically in schools organized by the District and Provincial level, *“but somehow there are always selected few such as School Heads, Deputy heads and chairpersons”* (CP5).

The fourth major challenge raised was lack of motivation. This low motivation seem to be emanating from the following issues raised.

There is no specific structure followed for how CPD is supposed to be implemented in schools. Each school follows their system. Hence if one transfers from one institution to another, they face a new system altogether.

There seems to be no definite rewarding system for those who commit themselves to CPD. As one participant puts it, *“lack of systematic and comprehensive training needs analysis* (C6). Hence most educators develop a negative attitude or some seem to *“lack of self- motivation feeling that this topic is irrelevant”* (CP8) *CPD makes me feel lazy especially that marks are not awarded accordingly* (CP4); or *lack of teacher motivation or lack of interest in CPD programs* (CP 9).

Lastly, the exclusivity of meetings and *“unclear criteria for eligibility make it difficult for novices in education. This is in some ways related to poor coordination, some educators do not get to know the availability of such opportunities, it is not announced publicly, Participants are usually handpicked”* (CP14).

#### Research Question 4

##### Strategies to mitigate the challenges

From the foregoing discussion, it see seems there are many challenges that militate against effective implementation of CPD. However, where there is a will there is a way. Those educators who are determined have come up proposed solutions to the challenges observed. Some of these suggestion s are summarized here:

- Manage Obstacles and Distractions that can prevent you from advancing in your studies. Collaborate with Other who are advancing professionally. Find Your Own Learning Style.... eg myself I enjoy Distance Learning. Get access to flexible learning style e.g flexible online learning such as studying with Universities like ZOU in my case (CP10)
- Make Learning a Habit and be willing to take on roles to gain experience, whether that be volunteering or corporate charity work (CP14).
- Educators need to encourage each other instead of discouraging each other (CP4).
- Be ready to sacrifice, spending money attending professional training seminars/conferences (CP 6)
- Create Time - create time e.g for me I opted to do my school work during the night as I will be busy during the day. Remove the attitudinal barrier – self-motivate yourself (CP 11). Be willing to put in extra hours of dedication and commitment, putting an extra effort to ensure that what you start has to finish (CP5).
- Encourage educational institutions to widen their scope with courses or diplomas that are relevant to the current global world. (CP1).
- Educational Administrators need to be encouraged to organize Inter-school Collaboration within the District, Organize refresher courses for orientation and introduces new pedagogic approaches, Invite subject specialists to lead out CPD presentation, Outsource scholarship funding for the teachers. (CP2).

These were the major suggestion made by the 14 research participants.

#### 3.2. Discussion

Most research participants, seem to be convinced that CPD is very relevant for keeping up with the technological changes around us in the 21st Century. However the mysterious paradox is that very few educators seem to take it seriously This concurs with earlier studies in Kenya and Tanzania (Chilumika, (2013; Hardman, 2017; Dachi, 2018) that indicated that although many educators understand the relevancy of CPD, relatively few educators engage in it. Most of the research participants seem cognizant of the fact that there are challenges that militate against effective implementation and are willing to find ways to circumvent the obstacles they face. This is in line with other studies. The educators attitude significantly contributes to the way educators respond to CPD. If they adopt a positive attitude this will help motivate them to participate in more CPD program (Panthee, 2021; Choy & Chua, 2019).

However, there are two interesting new concepts that emerged from the study. These are;

- Some educational administrators abuse CPD as a witch-hunting or fault-finding mission, *where by they may want to find some teachers at fault by not implementing new skills*

taught in CPD so as to fire them or embarrass them in public (CP 13) before their fellow educators. This is quite contrary to the popular belief that CPD are designed to foster professional growth, in this case, professional growth is hindered,

b. Sad to say that some educational leaders make it a “fundraising project, whereby they call for a meeting and everyone is required to pay for attending (CP5). as a result, very few people turn up (CP5).

Unfortunately, something designed to produce positive results may end up being abused for personal aggrandizement. The other educators from the lower levels of the hierarchical system lose confidence in the leadership and become demotivated

#### 4. Conclusion

In conclusion, Continuing Professional Development (CPD) is a very potent and relevant tool for every 21<sup>st</sup> Century educator for it keeps them abreast with new pedagogic approaches and curricula strategies. However, very few educators consistently engage in CPD for various reasons. Some of the commonly cited reasons for non-engagement are lack of support, financial constraints, and low motivation among most teachers. The encouraging thing is that most of the participants indicated that all these challenges that militate against the effective implementation of CPD may be circumvented. Some of the mitigatory strategies are commitment to putting extra time and money for enrolling into further studies, attending CPD meetings (Seminars, workshops etc) inter-school collaboration, (Darling-Hammond, *et al*, 2017) <sup>[9]</sup> and a deliberate move to shift from a negative attitude to a positive attitude. To some extent, “One’s attitude determines one’s altitude” is true. Despite the host of setbacks, educators need to be resilient and deliberate about their Continuing Professional development to thrive (Beltman, 2019) <sup>[1]</sup>. The study recommends that educational institutions need to widen their scope of course offerings to include diplomas and short (Certificate) courses that are relevant to the current global world. In addition, there is a need for Educational Administrators to organize Inter-school Collaboration within the District, organize refresher courses for orientation, and introduce new pedagogic approaches, where they invite experts or subject specialists to coach and lead out CPD presentations (Darling-Hammond, *et al* 2017) <sup>[9]</sup>, lastly, educational administrators also need to out-source scholarship funding to lastly, educational administrators also need to out-source scholarship funding to compliment the teachers’ efforts to attend CPD programs.

#### 6. Recommendations

The study recommends the development of a comprehensive policy on implementing contextualized robust in-service continuous professional development programs (Swai, 2020) <sup>[21]</sup> for all educators (primary and secondary school administrators and teachers. This may be effectively implemented if the CPD programs are financially subsidized and systematically harmonized by the Ministry of Education so that the CPD programs are sustainable. This will go a long way to motivate more educators to engage in CPD programs (Komba & Mwakabenga, 2019; Namamba, & Rao, 2017) <sup>[19, 24]</sup>. Lastly, given the challenge of inconsistencies, the study also recommends regular technological monitoring and evaluation after every school term (Wamalwa, 2023) <sup>[36]</sup>.

#### 7. Limitation

This study faced some limitations such as financial constraints to move around and access the participants physically, hence the data was collected via online interviews.. In addition, despite the ethical assurances some of the participants were not keen to participate fearing victimization from their superiors.

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