

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.