

Teacher Motivation and Implementation of Continuing Professional Development Programmes in Malawi

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ABSTRACT The study explored the factors that impact negatively on teacher motivation as regards the implementation of what they learn at Continuing Professional Development (CPD) programmes. The research was conducted in Zomba Rural Education District in Malawi and focussed on primary school teachers. The study used a qualitative research design and collected data through focus group discussions, interviews and document reviews. The results show that poor allowances that teachers receive during CPD training and poor conditions of service such as salaries, promotions and accommodation for teachers, have contributed to lack of motivation of teachers to effectively implement at classroom level, what they learn at CPD training. This calls for the government and stakeholders in education to seriously look into factors that are de-motivating teachers to implement what they learn from CPD programmes if gains in CPD programmes are to be realized.