

## **Primary School Teachers' Preferences on the Implementation of Continuing Professional Development Programmes in Malawi**

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**ABSTRACT** The study is an analysis of views of Primary School teachers in Zomba Rural Education District in Malawi on their preferences as regards the implementation of Continuing Professional Development (CPD) programmes. The concern of the study was that despite the Government of Malawi putting in place structures to facilitate the implementation of Continuing Professional Development for primary school teachers, teachers have not improved their classroom practices. This study used a mixed method design that collected both quantitative and qualitative data through questionnaires, focus group discussions and interviews. In total, 798 teachers, representing 47% of teachers in the district, responded to the questionnaire. The researchers conducted 34 focus group discussions with teachers from various schools and held interviews with 34 head teachers. The study focussed on aspects of CPD implementation such as mode, venue, duration, time of the year, organization, form of recognition, and nature of the CPD programmes. Quantitative data were analysed using a software package known as Statistical Package for Social Scientists (SPSS) while the analysis of the qualitative data involved clustering common themes and writing stories and ranking the responses. The results show a gap between preferences of teachers and the way CPD programmes are implemented in the district. This calls for collaboration between CPD programme organizers and teachers.