

UNIVERSITY OF EDUCATION, WINNEBA

**Perspectives and Practices of teachers of early childhood centres about their
continuous professional development in Effutu Municipality**

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**A Thesis in the Department of Early Childhood Education,
Faculty of Educational Studies,**

**Submitted to the School of Graduate Studies,
in Partial Fulfilment of the Requirements for Award of
Master of Philosophy
(Early Childhood Education) Degree**

SEPTEMBER, 2025

DECLARATION

STUDENT'S DECLARATION

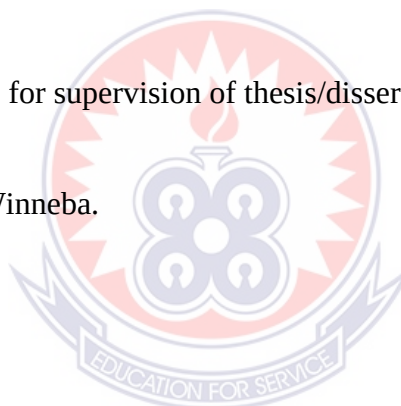
I, **JENNIFER FENSI**, hereby declare that this thesis, with the quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature:

Date:

Supervisor's Declaration

I hereby declare that the preparation and presentation of this thesis has done in accordance with the guidelines for supervision of thesis/dissertation as laid down by the University of Education, Winneba.



Name of Supervisor: Professor Hans Kweku Wiabo Baffoe (Ph.D.)

Signature:

Date:

DEDICATION

I dedicate this work to my brother Dr. Evans Kyeremeh



ACKNOWLEDGEMENTS

If it is not the Lord let the people of Israel say: My deeper thanks go to the Almighty God for his abundance grace and favour which has propelled me this far. May I seize the opportunity

to express my sincerest and heartfelt gratitude to my supervisor Professor Hans Kweku Wiabo Baffoe. Who did not only offer assistance in terms of planning and directing this work but also went through with his grammatical tooth comb to correct all blunders made. My utmost thanks also go to the HOD and lecturers in the Department of Early Childhood Education of the University of Education, Winneba for their numerous contributions made towards the writing of this thesis. My profound appreciation goes to my family for their encouragement. I am most grateful to the headteachers and all staff of all the sampled schools who took time to respond to the questionnaires. Finally, to all friends whose generous criticisms this manuscript has benefited; may the good Lord replenish your effort.



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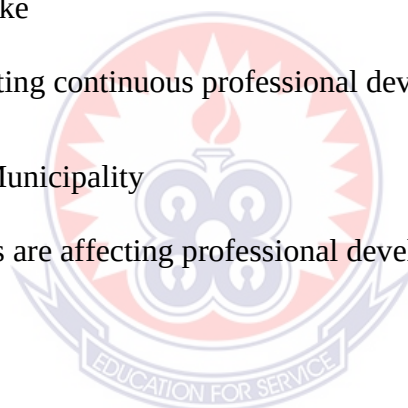
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ABSTRACT

The purpose of this study was to explore the perspectives and practices of teachers of Early Childhood Centers about their Continuous Professional Development (CPD) in Effutu Municipality. From the target population, a sample size of 156 teachers and five Head teachers were selected for the study. The study employed concurrent triangulation design and purposive sampling technique. Questionnaires and interviews were used to collect data. The data from the questionnaire were analyzed using percentage, frequency and mean score while the interview data were analyzed in theme. The study revealed that teachers perceive Continuous Professional Development as activities designed to meet the rising expectations of teachers and to improve their knowledge, skills, and abilities and stay up to date. Again, Continuous Professional Development is the improvement and broadening of teachers' knowledge and skills, throughout their working life. The study also revealed that the types of Continuous Professional Development activities early childhood teachers in Effutu Municipality undertake were mainly further studies, workshops, mentoring inadequate coaching. The study also found that inadequate time for teachers to implement the Continuous Professional Development actions, inadequate trained Continuous Professional Development facilitators and lack of awareness of Continuous Professional Development opportunities were challenges confronting Continuous Professional Development practices of early childhood teachers in Effutu Municipality. The study concluded that these challenges affect teaching and learning. The researcher recommended that the Regional and District Directorate of GES should organize more Continuous Professional Development workshops for teachers in Effutu Municipality to enhance their Continuous Professional Development. Teachers should explore more Continuous Professional Development opportunities to improve their knowledge and skills and also improve teaching and learning in schools within the Effutu Municipality. Teachers should be given adequate time for their Continuous Professional Development practices. The Effutu Municipal Education Directorate should train more Continuous Professional Development facilitators and motivate them as well as teachers.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is a pre-requisite for the development of a country. It is a well-established fact that it is mainly through education that people can be made to develop an in-depth awareness, favorable attitudes, values, participate in effective decision making and develop capabilities which help to contribute the societal welfare (Charupan & Leksuksri, 2018). The teacher is the pillar of the education system of every nation. The progress of any educational system depends upon the quality of its teachers (Srinivasacharlu, 2019). Teachers and the quality of their teaching are much significant because of the effects they have on students' learning outcomes. Opfer and Pedder (2015) indicated that student performance will not improve if the quality of teachers' instruction is not improved. That is to say that the quality of instruction in schools cannot be significantly improved without improving the quality of teachers. This implies that teachers who have opportunities to learn and to grow can teach effectively.

Therefore, understanding the teachers' continuous professional development is important because to improve the quality of teachers and the quality of their teaching. The continuous professional development (CPD) of teachers is important because of the key role it plays in attaining the general goal of education in the country and the associated reward that it brings which may result in the improvement of teachers' personal livelihood and career development. Continuous professional development is an ongoing process of any kind of education, training, learning and support activities engaged in by teachers or any other person in any profession (Hervie & Winful, 2018). Continuous professional development enhance teacher knowledge and skills and enables them consider their attitudes and approaches to the education of children and to improve the quality of learning and teaching. In short, teachers' CPD focuses on

fostering individual competence to enhance practice and facilitate dynamic changes in education.

Dampson, Antor and Eshun (2018) maintain that CPD occurs when the beliefs and assumptions about the profession change which further result in changes in professional practices. Continuous professional development can be made available for teachers, head teachers and school improvement support officers through courses, workshops or formal qualification programs, collaboration between schools or among teachers of the same school (Dampson, Antor, & Eshun, 2018). In furtherance, CPD occurs through coaching/mentoring, collaborative planning and teaching, and the sharing of good practices. The CPD of teachers and other stakeholders in education is important because it provides the opportunity for these stakeholders to update their knowledge, skills, attitudes and approaches with respect to the implementation of a particular curriculum. Educators may further apply changes to the curriculum and other teaching practices in the school as a direct result of their engagement in CPD programs. Despite the benefits associated with professional development for teachers and other stakeholders in the school, extant literature suggests that the need for CPD varies from one nation to another.

Sagır's (2014) study found that teachers needed continuous professional development in extracurricular and classroom activities, instructional programs and evaluation, teacher student relationships and organization of instructional environments.

According to Ovens (2006), the concept of continuous professional development is the knowledge, skills, abilities and necessary conditions for teacher learning on the job. This has been one of the most important factors in improving education efforts. Continuous professional development is a term employed to explain all the interventions in which teachers involve themselves during the course of their careers. Continuous professional development includes all practices which are needed to impact the classroom. The purpose of CPD is to enhance the

work performance of educators in the classroom and increase learners' academic achievement. Hussin and Abri (2015) suggest that CPD of teachers is a necessity for better teaching and better schools. Therefore, to improve the quality of teaching, teachers should be given opportunities to grow and develop professionally. Ovens (2009) also asserts that the surest way to improved instruction is a formal system of teachers helping teachers. Ovens (2009) further states that every recent evaluation of the growing number of mentor teacher programs underscores the usefulness of having teachers help other teachers and further emphasized that effective instruction requires systematic school-wide programs in which all teachers help all teachers.

Continuous professional development of teachers refers to “activities that develop teachers’ skills, knowledge, expertise and other characteristics as a teacher” (OECD, 2009, p.49). Levin (2014) maintains that these days more appropriate alternate term for professional development is professional learning, which is “ongoing, often intensive, and always focused on improving student learning” (Levin, 2014). The issue of teacher CPD has been addressed to a limited degree in Ghana (Agyemany, 2015; Brown, 2017; Nkrumah, 2017; Yankey, 2020/2018). Up to now, the focus was more on the pre-service training of teachers, with little emphasis on In-Service Training (INSET). Whenever there has been a complaint about the quality of education, remedies have been directed toward the educational programs at teacher colleges and universities. Waters (2016) emphasized the need for and significance of teacher CPD. However, what needs to be done is usually not clear because teachers' opinions and needs are not described well. Little attention has been devoted to teachers' continuous professional development while they are in a teaching/learning setting. Moreover, of major concern are teachers' perceptions and practices of their continuous professional development opportunities, and their awareness of the sources they have even in their own schools. Therefore, this study

sought to investigate perspective and practices of teachers about Continuous Professional Development of Early Childhood Centers in Effutu Municipality

1.2 Statement of the Problem

The reliance on teachers to provide and maintain effective educational programmes cannot be treated lightly. Teachers are the heart and soul of education (Yiğit & Altun, 2011). Quality educational programmes should necessarily be implemented by competent personnel. In the absence of credible CPD programmes and professionally-trained teachers, school improvement cannot be successfully achieved. The purpose of teachers' CPD is to enhance potential so that every teacher can achieve a higher standard of attainment, success and excellence. Teachers should continuously expand their knowledge and skills, be aware of new challenges and be encouraged to solve problems, especially teaching-learning and teacher-student achievement problems collectively and professional development is widely seen as holding the most promise in addressing these problems. It is, therefore, necessary for teachers to expand and deepen their frontiers by acquiring knowledge in pedagogy and specific subject contents so that they can be of utmost benefit to their learners and students.

Education in Ghana is basically largely state sponsored as most of the schools are managed by the Municipal Directorate of the Ghana Education Service. Teachers of Ghana Education Service are required to be oriented and provided in-service training, which is a pre-condition for awards and promotions (Hervie & Winful, 2018). The researcher has taught in Effutu municipality for 12 years and has heard several concerns about ineffective methods of teaching together with multiple concerns associated with quality of teachers due to poor performance of students in WAEC examinations. Ghana is a developing country and, like many developing countries, between 80% and 90% of the Ministry of Education budget is expended on salaries and other allowances (GhanaWeb, 2019).

For instance, in November 2020, the government of Ghana implemented CPD allowance policy as part of teachers working condition after several agitations from all the teacher unions in Ghana. The policy spells out that teachers across the country are to receive 1200 Ghana cedis annually as their CPD allowance. This amount is considered woefully inadequate by teachers considering the current harsh prevailing economic condition. Some teachers have raised concerns about the timing for the release of funds by government for the payment of the allowance for the program. A few of them that the researcher interacted with indicated that the allowance is paid in November just a month to Christmas festivities. This makes some of them spend the money during the Christmas festivities and not for the intended purpose. Other teachers also expressed that they expect the allowance to be paid preferably at the beginning of the academic year of the universities to enable those who gain admission to pay their fees. There have been numerous calls on the Ministry of Education to make more investment in teacher continuous professional development for teachers to be on top of their work because there are still manifestations of low academic performance in the Effutu municipality. For instance, in the past 3 years (2019, 2020 and 2021), the Effutu municipality recorded 48.4%, 52.4% and 46.2% pass rate in the BECE despite the fact that the municipality has one of the highest percentages of professionally trained teachers who undertake CPD programs. Besides, from my years of personal teaching experience, it appears that, most of the teachers seem to devote their time to routine classroom teaching and learning activities and show little or no interest in their continuous professional development activities. It is instructive to note that the CPD allowance policy makes it mandatory for teachers to score a minimum of 34 points every year on various CPD programs they have undertaken to qualify for promotion. This new development has been criticized by some teachers in the Effutu Municipality, because in the past teachers only needed to complete an appraisal form and endorsed by their heads and attend interview for promotion. The attitude of some teachers since the introduction of the policy

leaves much to be desired, because some of them now perceive that they are being forced to engage in CPD activities. Furthermore, in November 2021, the government deducted 509 Ghana cedis from teachers CPD allowance to purchase laptop for teachers to aid their CPD. The action of the government was heavily criticized by some teachers in the Country. In response, the National Association of Graduate Teachers, (NAGRAT) and the Ghana National Association of Teachers (GNAT) initiated court processes to retrieve the money from government for teachers. These attitudes, perceptions and actions of teachers seem awkward. The fundamental questions are? How often are CPD programs organized in the municipality? Are teachers willing to attend CPD programs? What do teachers benefit or loss if they attend or do not attend the program? Comments from some teachers during CPD workshops organized in Effutu Municipality suggest that early childhood teachers do not necessarily need much CPD program because they think the children they are teaching are very young and so do not need so much knowledge at that level hence some of them feel reluctant to engage in CPD program. It is also observed from literature that since the implementation of the CPD allowance policy in Ghana no study have focused on perspective and practices of teachers about Continuous Professional Development of Early Childhood Centers in Effutu Municipality. The researcher sought to fill this gap hence the motivation for this study.

1.3 Purpose of the Study

The purpose of this study was to explore the perspectives and practices of teachers of Early Childhood Centers about their Continuous Professional Development in Effutu Municipality.

1.4 Objectives of the Study

The study sought to:

1. explore the understanding of early childhood teachers about the concepts of CPD in Effutu Municipality.

2. identify the types of CPD that early childhood teachers in Effutu Municipality undertake
3. find out the challenges early childhood teachers in the Effutu Municipality face in their CPD practice.
4. explore how the challenges confronting professional development are affecting the CPD practices of early childhood teachers in Effutu Municipality.

1.5 Research Questions

The following research questions were formulated to guide the study:

1. How do early childhood teachers in Effutu Municipality understand the concept continuous professional development?
2. What types of continuous professional development activities do early childhood teachers in Effutu Municipality undertake?
3. What are the challenges confronting continuous professional development practices of early childhood teachers in Effutu Municipality?

How are the challenges confronting professional development affecting the CPD practices of early childhood teachers in Effutu Municipality?

1.6 Significance of the Study

A study of this nature is significant for a number of reasons:

This study would contribute to educational authorities' understanding of teachers' perceptions of continuous professional development, which leads to increased student achievement so that opportunities may be targeted towards teacher needs with planned professional development. Findings of the study would provide valuable information for practitioners to recognize teachers' continuous professional development needs so that professional development leaders may evaluate and revise their respective professional development programmes.

Administrators, continuous professional development facilitators, and teachers would be able to glean the effective attributes of continuous professional development in relation to positively impacting teachers' self-efficacies for successful teaching.

It is also hoped that this study would be useful in guiding professional development coordinators to improve the current professional practice and make further development in the planning and management of professional development in Effutu Municipality.

1.7 Delimitations of the Study

According to Simon and Goes (2013), the delimitations of a study are those characteristics that arise from limitations in the scope of the study defining the boundaries of the study and by the conscious exclusionary and inclusionary decisions made during the development of the study plan. Examples of these exclusionary and inclusionary decisions are the choice of objectives and research question(s), variables of interest, the choice of theoretical perspectives that would be used, the methodology, and the choice of participants.

Geographically, the study was confined to selected public pre-schools in Effutu Municipality in the Central Region of Ghana. Conceptually, the study focused mainly on perspective and practices of teachers about Continuous Professional Development of Early Childhood Centers in Effutu Municipality. The types of CPD that early childhood teachers in Effutu Municipality undertake the challenges early childhood teachers in the Effutu Municipality face in their CPD practice. How the challenges confronting professional development are affecting the CPD practices of early childhood teachers in Effutu Municipality

1.8 Organization of the study

The study was organized into five chapters: Chapters One comprises background to the study, statement of the problem, purpose and objectives of the study, research questions, significance

of the study, delimitations of the study, limitations of the study and organization of the study. Chapter Two looks at review of literature, where various ideas from different authors relating to the study were reviewed. Chapter Three consisted of the methodology, which includes research paradigm, research approach, research design, population, sample and sampling techniques, research instruments, validity of research instrument, reliability of research instrument, trustworthiness of the study, data collection procedures, data analysis procedures and ethical considerations. The Chapter Four covers the data analysis and discussions. Lastly, the fifth chapter consists of summary, conclusion and recommendations and suggested areas for further research.



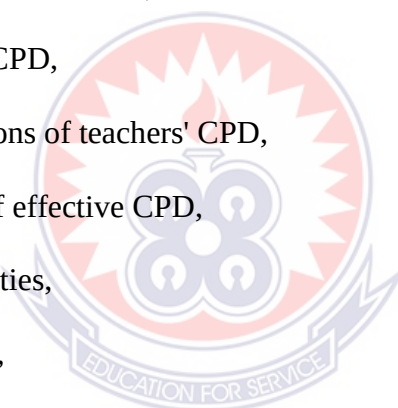
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This section of the study devotes itself to presenting literatures in the arena of teachers' Continuous Professional Development (CPD). The researcher discussed the theory of Constructivism. Also, the researcher reviewed various related literature in the areas of the CPD which includes:

- a. Concept of CPD
- b. Functions of teachers' CPD,
- c. Features of effective teachers' CPD,
- d. Rationale for teachers' CPD,
- e. Facilitators and inhibitions of teachers' CPD,
- f. Teachers' perceptions of effective CPD,
- g. Prospects of CPD activities,
- h. Needs of teachers' CPD,
- i. Management CPD and
- j. Challenges of teachers' CPD.



2.2 Theoretical framework of the study

It is important to state that although research contributes significantly to the exploratory power of theory, to be able to increase or build knowledge effectively, theoretical framework is used to develop the research process (Saunders, Lewis & Thornhill, 2017). In this research, three theoretical frameworks have been used to offer an understanding about the relationship between the literature review and the empirical study. The theoretical frameworks used in this study is theory of Constructivism

2.2.1 Constructivism

Constructivism is ‘an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner’ (Elliott et al., 2000, p. 256). In elaborating constructivists’ ideas Arends (1998) states that constructivism believes in personal construction of meaning by the learner through experience, and that meaning is influenced by the interaction of prior knowledge and new events.

Constructivism's central idea is that human learning is constructed, that learners build new knowledge upon the foundation of previous learning. This prior knowledge influences what new or modified knowledge an individual will construct from new learning experiences (Phillips, 1995). Constructivism is an important learning theory that educators use to help their students learn. Constructivism is based on the idea that people actively construct or make their own knowledge, and that reality is determined by your experiences as a learner. Basically, learners use their previous knowledge as a foundation and build on it with new things that they learn. So, everyone's individual experiences make their learning unique to them.

Constructivism is crucial to understand as an educator because it influences the way all of your students learn. Teachers and instructors that understand the constructivist learning theory understand that their students bring their own unique experiences to the classroom every day. Their background and previous knowledge impacts how they are able to learn. Educators are able to use constructivist learning theory to help their students understand their previous knowledge. The second notion is that learning is an active rather than a passive process. The passive view of teaching views the learner as ‘an empty vessel’ to be filled with knowledge, whereas constructivism states that learners construct meaning only through active engagement with the world (such as experiments or real-world problem solving).

Information may be passively received, but understanding cannot be, for it must come from making meaningful connections between prior knowledge, new knowledge, and the processes involved in learning. Learning is a social activity - it is something we do together, in interaction with each other, rather than an abstract concept (Dewey, 1938).

For example, Vygotsky (1978), believed that community plays a central role in the process of "making meaning." For Vygotsky, the environment in which children grow up will influence how they think and what they think about. Thus, all teaching and learning is a matter of sharing and negotiating socially constituted knowledge. For example, Vygotsky (1978) states cognitive development stems from social interactions from guided learning within the zone of proximal development as children and their partner's co-construct knowledge. Each individual learner has a distinctive point of view, based on existing knowledge and values. This means that same lesson, teaching or activity may result in different learning by each pupil, as their subjective interpretations differ. This principle appears to contradict the view the knowledge is socially constructed.

Fox (2001, p. 30) argues (a) that although individuals have their own personal history of learning, nevertheless they can share in common knowledge, and (b) that although education is a social process, powerfully influenced by cultural factors, nevertheless cultures are made up of sub- cultures, even to the point of being composed of sub-cultures of one. Cultures and their knowledge-base are constantly in a process of change and the knowledge stored by individuals is not a rigid copy of some socially constructed template. In learning a culture, each child changes that culture. The constructivist theory posits that knowledge can only exist within the human mind, and that it does not have to match any real-world reality (Driscoll, 2000). Learners will be constantly trying to develop their own individual mental model of the real world from their perceptions of that world.

As they perceive each new experience, learners will continually update their own mental models to reflect the new information, and will, therefore, construct their own interpretation of reality. There are many specific elements and principles of constructivism that shape the way the theory works and applies to students. Learn about the different principles of constructivism and how they make up the whole theory. Knowledge is constructed. This is the basic principle, meaning that knowledge is built upon other knowledge. Students take pieces and put them together in their own unique way, building something different than what another student will build. The student's previous knowledge, experiences, beliefs, and insights are all important foundations for their continued learning.



People learn to learn, as they learn. Learning involves constructing meaning and systems of meaning. For example, if a student is learning the chronology of dates for a series of historical events, at the same time they are learning the meaning of chronology. If a student is writing a paper about history, they are also learning principles of grammar and writing as well. Each thing we learn gives us a better understanding of other things in the future. Learning is an active process. Learning involves sensory input to construct meaning. The learner needs to do something in order to learn, it's not a passive activity. Learners need to engage in the world so they are actively involved in their own learning and development. You can't just sit and expect to be told things and learn, you need to engage in discussions, reading, and activities.

Learning is a social activity. Learning is directly associated to our connection with other people. Our teachers, our family, or peers, and our acquaintances impact our learning. Educators are more likely to be successful as they understand that peer involvement is key in learning. Isolating learnings isn't the best way to help students learn and grow together. Progressive education recognizes that social interaction is key to learning and they use conversation,

interaction, and group applications to help students retain their knowledge. Learning is contextual. Students don't learn isolated facts and theories separate from the rest of our lives. We learn in ways connected to things we already know, what we believe, and more. The things we learn and the points we tend to remember are connected to the things going on around us. Knowledge is personal. Because constructivism is based on your own experiences and beliefs, knowledge becomes a personal affair. Each person will have their own prior knowledge and experiences to bring to the table. So the way and things people learn and gain from education will all be very different.

Learning exists in the mind. Hands-on experiences and physical actions are necessary for learning, but those elements aren't enough. Engaging the mind is key to successful learning. Learning needs to involve activities for the minds, not just our hands. Mental experiences are needed for retaining knowledge. Motivation is key to learning. Students are unable to learn if they are unmotivated. Educators need to have ways to engage and motivate learners to activate their minds and help them be excited about education. Without motivation, it's difficult for learners to reach into their past experience and make connections for new learning.

Typically, this continuum is divided into three broad categories: Cognitive constructivism based on the work of Jean Piaget, social constructivism based on the work of Lev Vygotsky, and radical constructivism. According to the GSI Teaching and Resource Center (2015, p.5): Cognitive constructivism states knowledge is something that is actively constructed by learners based on their existing cognitive structures. Therefore, learning is relative to their stage of cognitive development. Cognitivist teaching methods aim to assist students in assimilating new information to existing knowledge, and enabling them to make the appropriate modifications to their existing intellectual framework to accommodate that information.

According to social constructivism learning is a collaborative process, and knowledge develops from individuals' interactions with their culture and society. Social constructivism was developed by Lev Vygotsky (1978, p. 57) who suggested that, every function in the child's cultural development appears twice: first, on the social level and, later on, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). The notion of radical constructivism was developed by Ernst von Glasersfeld (1974) and states that all knowledge is constructed rather than perceived through senses. Learners construct new knowledge on the foundations of their existing knowledge. However, radical constructivism states that the knowledge individuals create tells us nothing about reality, and only helps us to function in your environment. Thus, knowledge is invented not discovered. The humanly constructed reality is all the time being modified and interacting to fit ontological reality, although it can never give a 'true picture' of it (Ernest, 1994, p. 8).

Constructivist learning theory underpins a variety of student-centred teaching methods and techniques which contrast with traditional education, whereby knowledge is simply passively transmitted by teachers to students. The primary responsibility of the teacher is to create a collaborative problem-solving environment where students become active participants in their own learning. From this perspective, a teacher acts as a facilitator of learning rather than an instructor. The teacher makes sure he/she understands the students' pre-existing conceptions, and guides the activity to address them and then build on them (Oliver, 2000).

Teachers will commit to CPD programmes that touch base with what they do in the classroom, and also if what they learn have prospects for immediate application in the classroom. There are challenges which teachers encounter in school. These include student's indiscipline, lack of resources, overcrowded classrooms, and high teaching load.

Therefore, CPD programmes that do not seem to help teachers to address these problems attract teachers' minimum interest. This critical assumption challenges education managers to come up with teacher development programmes that are realistic, that is programmes that offer solutions to practical challenges teachers encounter in classrooms. Secondly, adults have a deep need to be self-directing or self-concept. Adults want to take more responsibility for their learning and the direction it takes. This assumption of the adult learning theory challenges education managers to desist from imposing programmes which they think will aid teachers to grow professionally without their input. The self-directing assumption signals to education managers that teachers are adults they are in the know of what CPD programmes will best enhance their professional development.

The role of education managers is to facilitate the process of CPD activities. Thirdly, teachers have an accumulation of life experience which is a resource for learning. When teachers are teaching, they accumulate knowledge through experience. The knowledge which they gather through experience provides a base that can be used in CPD programmes. Teachers want this knowledge utilized. Therefore, those charged with the responsibility of facilitating CPD programmes should recognize teacher's experiential knowledge.

In essence, CPD programmes demand teachers be effective and efficient in their delivery of service and therefore, it is important to design CPD programmes that can help them achieve the ever-demanding school environments.

2.3. The Concept of Professional Development

The definition of professional development is rather confusing and complicated. From the literature, there is no unique definition of teachers' professional development as the definitions are varied from different educational traditions and contexts. Waters (2016) initially identified two aspects of the professional development of teachers, which were: staff

development and further professional study. Staff development was regarded as rooted in the needs of the institution while further professional study was referred to being orientated to the needs of individual teachers (Waters,). Briggs (2018), however, gave a more useful definition about professional development where he stated that professional development 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.

Briggs' (2018) definition is more holistic in the sense that professional development covers all aspects of learning experiences, both planned and unplanned and from individuals to institutional levels to achieve the core aim of education. Hence, the concept of professional development is often left ill-defined being in many cases conflated with the related concepts of in-service training and on the job learning. According to Briggs, both in-service training and on the job learning are more limited than professional development, as professional development can encompass a wide variety of approaches and teaching and learning styles in a variety of settings (inside or outside of the workplace). This is distinguishable from the broader concept of lifelong learning, which can include all sorts of learning. According to Bush (2015), this is seen primarily as being related to people's professional identities and roles and the goals of the organization they are working for.

Interestingly, the term professional development is more commonly found in the recent literature and has been widely used for ongoing education and training for the professions (Bolden, 2007). Waters (2006) further explained that professional development is the development that can occur when teachers are construed first and foremost as people, and is predicted on the premise that people are always much more than the roles they play. Similar to Briggs' (2012) definition, Bolge (2014) generally described teachers' professional development

as a process embracing all activities that enhance professional career growth or as formal and informal experiences throughout the teacher's career.

In his studies, Bolden (2007) identified the following three principles of professional development, which include:

- i. Learning is fundamentally situated in the context of authentic experiences;
- ii. The personal history, beliefs and dispositions of each person brings to the action learning has an influence on professional development; and
- iii. The realisation that an individual's learning almost always has an important socio cultural aspect and it is necessary to identify and recognise the nature of these social influences on the design of learning environments in professional contexts.

Professional development is generally described as undertaking formal practices such as training programmes, conferences, seminars/workshops, collaborative learning in networks/teams or training courses at a college or university; however, it is important to note that people also learn informally through debates and discussions among colleagues, independent reading, research, or peer learning (Mizell, 2010). Day and Sachs (2004) argued that "... 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..." also form part of professional development. According to a synthesis of international research conducted by Dempster, Lovett and Flückiger (2014), high quality leadership learning programmes should be philosophically and theoretically attuned to individual and system needs in leadership and professional learning; goal-oriented; informed by the weight of research evidence; time-rich; practice-centred; purpose-designed for specific career stages; peer-supported within or beyond the school; context-sensitive; partnership-powered; and committed to evaluating the effects on leaders as well as on school practices to which their learning applies (p.2).

Evidence collected by Mentz et al. (2010) reveals that Head teachers identified five valuable aspects of training programmes: experiencing relationships with students, parents, colleagues and administrators; mentor–mentee meetings; conflict resolution skills; connection with parents and the community; value-laden leadership and formal training programmes. Lingam and Lingam (2014) research on school leaders' perceptions of the leadership and management programme in Fiji recommends four areas to highlight in future management training programs: financial management, context-specific training, various strategies for programme delivery and field-based training. Davies (2006) identified the significance of formal organizational networks and personal professional networks as good sources of professional learning for Head teachers, and notes that such support networks also help in developing strategic capacity for school leadership. Professionally developed school head teachers will be ideally suited to equip their teachers in times of change. Present day leaders live in a time where even the most scrupulous ones would lean toward creating more leaders. As Barber, Whelan, & Clark (2010) articulate, good educational systems find leaders for today, whereas the best systems grow them for tomorrow; they foresee the future needs of school organization and consequently develop not only themselves, but also other school teachers to accomplish school goals. Therefore, Headteachers can function as an innovative and puissant force for effective functioning of secondary schools. To equip Headteachers with the skills and competences required to perform multiple roles, it is necessary to provide high quality initial training at the start of their job and then consistent plan for their continuous professional development to keep them up to date.

The NPDCI (2008) defines teacher professional development for early childhood education as facilitated teaching and learning experiences that are transactional and designed to support the acquisition of professional knowledge, skills, and dispositions as well as the application of this knowledge in practice. The key components of teachers' professional development include:(a)

the characteristics and contexts of the learners (that is, the “who” of professional development, including the characteristics and contexts of the learners and the children and families they serve); (b) content (that is, the “what” of professional development; what professionals should know and be able to do; generally defined by professional competencies, standards, and credentials); and (c) the organization and facilitation of learning experiences (that is, the “how” of professional development; the approaches, models, or methods used to support self-directed, experientially-oriented learning that is highly relevant to practice). Professional development refers to the development of a person in his or her professional role; and professional workshops and other formally related meetings are a part of the professional development experience (Ganzer, 2000). This perspective, in a way, is new to teaching in that professional development and in-service training simply consisted of workshops or short-term courses that offered teachers new information on specific aspects of their work (Brookfield, 2005).

Champion (2003) posited that regular opportunities and experiences for professional development over the past few years had yielded systematic growth and development in the teaching profession. Cochran-Smith and Lytle, (2001); and Walling and Lewis, (2000) have referred to this dramatic shift as a new image or a new module of teacher education for professional development. In the past 15 years, there have been standards-based movements for reform (Hord, 2004; Kedzior & Fifield, 2004; Sparks, 2002). The key component of this reform effort has been that effective professional development has created a knowledge base that has helped to transform and restructure quality schools (Willis, 2000). Marzano, (2003) cited in Quattlebaum, (2012) states that much of the available research on teachers’ professional development involves its relationship to student achievement.

2.3.5 Concept of Continuous Professional Development (CPD)

Continuing Professional Development (CPD) has become an area of growing interest internationally and there is an increasing body of research focused on various aspects of teachers and headteachers' professional development (Avalos, 2011; Kennedy, 2005). One of the hallmarks of being identified as a professional is a commitment towards self-improvement or development throughout ones' career (Bubb & Earley, 2007). Having established that Headteachers are professionals, it is expected that they engage in various forms of professional development activities to improve their skills and knowledge and remain competent in their practice. CPD has become a widely used phrase for ongoing education and it builds upon initial training of professionals. Various terminologies and interpretations are being used in different contexts to describe CPD, for example; capacity building, staff development, professional learning, continuing education and In-service training. However, CPD encompasses all formal and informal learning that enables individuals to improve their practice (Bubb & Early, 2007). Oduaran (2012) understands continuing professional development to mean all lifelong learning career development programmes designed to help different professionals acquire relevant skills and knowledge for the development of their performance. From the above definitions, one can conclude that continuing professional development is an ongoing process that leads to improved work satisfaction, the accomplishment of professional goals, positive development of individual knowledge and competence and keeping up to date with developments within the area.

According to Mekonnen (2014), the concepts of continuous professional development originated from the belief that self-reflection and collaboration are critical ingredients essential for improving teacher competence. Although CPD has been defined differently by various scholars, they express the same idea. In support, Gray (2005) opines that CPD embraces the idea that individuals aim for continuous improvement in their professional skills and

knowledge beyond the basic training initially required to carry out the job. In essence, CPD can improve the activities of the organization, as well as the professional qualification and professional practices of Headteachers. Richardson (2003) published a list of characteristics associated with effective professional development stating that such programmes would optimally be: “statewide, long term with follow-up; encourage collegiality; foster agreement among participants on goals and visions; have a supportive administration; have access to adequate funds for materials, outside speakers, and so on; encourage and develop agreement among participants; acknowledge participants existing beliefs and practices, and make use of outside facilitators/staff development. In essence, professional development programmes are formal and informal activities undertaken by Headteachers to enhance their professional practices.

Continuing Professional Development (CPD) takes a multi-dimensional approach to long-term career development. Any learning activities undertaken by professionals for the purpose of developing new skills and enhancing their current capabilities represent elements of CPD. However, Day (1999) gives a more useful definition about professional development, stating that: ‘professional development 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’ (p.4).

Day’s definition is more holistic in the way that professional development covers all kinds of learning experiences, both planned and unplanned, from individuals to institutions levels to achieve the core aim of education. Goodall et al. (2005:26) further elaborate that: ‘The concept [of CPD] is often left ill-defined being in many cases conflated with the related concepts of in-service training and on the job learning. Both are more limited than CPD, as CPD can

encompass a wide variety of approaches and teaching and learning styles in a professional development were regarded as rooted in the needs of the institution. The further professional study referred to being orientated to the needs of individual teachers. However, Day (1999) gives a more useful definition about professional development, stating that: ‘professional development 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.’ (p.4). Day’s definition is more holistic in the way that professional development covers all kinds of learning experiences, both planned and unplanned, from individuals to institutions levels to achieve the core aim of education. Goodall et al. (2005:26) further elaborate that: ‘The concept [of CPD] is often left ill-defined being in many cases conflated with the related concepts of in-service training and on the job learning. Both are more limited than CPD, as CPD can encompass a wide variety of approaches and teaching and learning styles in a variety of settings (inside or outside of the workplace). It is distinguishable from the broader concept of lifelong learning, which can include all sorts of learning. It is seen primarily as being related to people’s professional identities and roles and the goals of the organization they are working for (Galloway, 2004).

Interestingly, the term continuing professional development (CPD) is more commonly found in the recent literature after 2000. It has been widely used for ongoing education and training for the professions (Earley & Bubb, 2004). Waters (1998) further explains CPD as ‘the development that can occur when Headteachers are construed first and foremost as people and are predicted on the premise that people are always much more than the roles they play’ (p.30). Similar to Day’s definition, Headteachers’ CPD is generally described as a process embracing all activities that enhance professional career growth or as formal and informal experiences throughout the teaching career (Hargreaves & Fullan, 1992). The term ‘continuing’ has been

used to highlight the professional development as being ongoing, lifelong oriented in the process of ‘ongoing’ change process (Curtis & Cheng, 2001).

Most of the literature claims that the pace of social, economic and technological change is the source of change in which all of the people must now become lifelong learners because initial training for head teachers is not sufficient enough for them to deal with a lifetime of practice in times of dynamic change (DfEE, 1998) and head teachers as professionals must engage in CPD across different phases of professional lives to fulfil different needs and goals in their careers (Harrison, 2003; Day, et al., 2007). Three principles of professional development can be summarized in the previous literature. They include (1) learning is fundamentally situated in the context of authentic experiences (2) the personal history, beliefs and dispositions of each person bring to the action learning influences professional development (Hoban & Erickson, 2004) (3) the realization that an individual’s learning almost always has an important sociocultural aspect and it is necessary to identify and recognize the nature of these social influences on the design of learning environments in professional contexts. What are the functions of head teachers’ CPD? Improvement of learning and teaching and their professional practices.

Bolam (1993) defines CPD as ‘any professional development activities engaged in by teachers which enhance their knowledge and skills and enable them to consider their attitudes and approaches to the education of children, to improve the quality of the teaching and learning process’. Gordon (2004) has similar views about the functions of CPD. He also outlines three core functions of CPD, which are:

1. Improvement of teaching and learning, in terms of curriculum development, restructuring and instructional development
2. Improvement of student assessment; and

3. Improvement of school-parent collaboration.

Despite the literature that does ‘reveal several nuances and slight differences for the different concepts used’ in defining CPD (Earley & Bubb, 2004: 4), CPD can have a positive impact on curriculum, pedagogy, as well as head teachers’ sense of commitment and their relationships with teachers and students (Talbert and McLaughlin, 1994, cited in Goodall et al., 2005: 24). Catering for the needs of head teachers and schools CPD serves for the personal needs of individual head teachers and institutional needs of the school where CPD activities can be content-driven and skills-based. CPD is essential to help teachers acquire and update knowledge and skills to deal with educational change (Anderson, 2001: 1).

CPD is supposed to develop professional attitudes towards education and it is intended to enhance the betterment of the quality of education (Day & Sachs, 2004). CPD activities are planned to give support to head teachers by equipping them with suitable knowledge and teaching methodology regarding the identified needs and context. It is claimed that CPD activities can be successful in obtaining the best results when they are structurally and formally planned and conducted with the enhancement of personal and professional growth by broadening knowledge, skills and positive attitudes and reflections (Collinson, 2000; Anderson, 2011) and developing personal and professional effectiveness and increasing job satisfaction (Madden & Mitchell, 2018; Gordon, 2018).

Adapting to educational change in response to globalization, as well as higher accountability demands, there have been changing expectations upon head teachers’ roles from the public. Higher demands on CPD are due to changing trends and roles of head teachers as a result of changing requirements and expectations from the communities. Much literature claimed that successful implementation of new educational policies, reforms or innovations depends on whether head teachers are adequately prepared and equipped utilizing initial retraining and if

they realize the importance of improving their practice using CPD (Coetzer, 2003:89; Earley & Bubb, 2007).

2.4. Model of Teachers' Professional Development

Teacher's professional development is a dynamic area of constant change. Cardno (2015) suggested that "teacher's professional learning can be seen as the processes that result in specific changes in the professional knowledge, skills, attitudes, beliefs or action of teachers". According to Cardno, teachers' professional learning opportunities comprise two dimensions: formal-informal and planned-incidental. Formal opportunities are those explicitly established by an agent other than the teacher, for example taught courses. Whereas informal opportunities are sought and established by the teacher, for example, networking (Cardno, 2015). On the other axis, planned opportunities may be formal or informal, but are characteristically pre-arranged, for example collaborative planning. Whereas incidental opportunities are spontaneous and unpredictable, for example, teacher exchanges over coffee (Cardno, 2015). These descriptions represent polarised positions that encompass the range of learning opportunities encountered by teachers.

In the views of Dalton (2010), teachers' professional development can be regarded as the planned acquisition of knowledge, experience and skills and the development of personal qualities necessary for the execution of professional and technical duties throughout a constructional professional life, which encompasses both technical and non-technical matters. Dalton went ahead and outlined nine models of teacher professional development as follows:

1. **The training model:** This model is universally recognizable, and supports a skills-based, technocratic view of teaching whereby, professional development provides teachers with the opportunity to update their skills in order to be able to demonstrate their competence. It is generally "delivered" to the teacher by an "expert", with the agenda determined by the deliverer, and the participant placed in a passive role.

2. **The award-bearing model:** An award-bearing model is one that relies on, or emphasizes, the completion of award-bearing programs of study — usually, but not exclusively, validated by universities. This external validation can be viewed as a mark of quality assurance, but equally can be viewed as the exercise of control by the validating and/or funding bodies.
3. **The deficit model:** Professional development under this model can be designed specifically to address a perceived deficit in teachers' performance.
4. **The cascade model:** The cascade model involves individual teachers attending “training events” and then cascading, or disseminating, the information to colleagues. It is commonly used in situations where resources are limited.
5. **The standards-based model:** This model belittles the notion of teaching as a complex, context-specific political and moral endeavor; rather it represents a desire to create a system of teaching, and teacher education, that can generate and empirically validate connections between teacher effectiveness and student learning.
6. **The coaching/mentoring model:** The defining characteristic of this model is the importance of the one-to-one relationship, generally between two teachers, which is designed to support professional development.
7. **The community of practice model:** The essential difference between this model and the coaching/mentoring model is that a community of practice generally involves more than two people, and would not necessarily rely on confidentiality. This model depends on a clear relationship between communities of practice.
8. **The action research model:** Action research as a model of professional development has been acknowledged as being successful in allowing teachers to ask critical questions of their practice.

9. **The transformative model:** The central characteristic of this model is the combination of practices and conditions which support a transformative agenda. In this sense, it could be argued that the transformative model is not a clearly definable model in itself; rather it recognizes the range of different conditions required for transformative practice.

2.5 Types of Continuous Professional Development (CPD) Activities

There are three main steps, of CPD that Headteachers can engage in. A lot of CPD involves Head teacher being proactive and taking steps to equip himself with the relevant knowledge that the administration requires.

a. **Reflective/Passive CPD**

Learning CPD in this format doesn't require any sort of participation and is a much more one-directional method of learning CPD. This could involve reading relevant CPD articles, engaging in podcasts, and keeping up to date with educational/administrative news.

b. **Unstructured/self-directed CPD**

Unstructured or self-directed CPD involves all activities that Headteachers would do on your own. These include reading articles and publications, keeping up to date with Educational/leadership and administrative journals and magazines, and monitoring work by leading experts in your field.

c. **Structured/Active CPD**

This form of CPD learning involves interactive study, along with participation, and is usually very proactive. Learning CPD in this format could involve attending training courses, conferences, workshops and seminars, or even taking part in an online course to help you focus on the essential skills for your career development.

Different types of CPD tend to incorporate a combination of dialogues, conversations and interactions concepts (Avalos, 2011). CPD activities can be structured and organised in different ways for different reasons and in different contexts. Eurat (2002) argues that the context through which professional development is acquired is important and helps one to understand the nature of the knowledge being acquired. Contexts considered in this study include; the Headteachers professional practices (e.g. workshops, seminars, mentoring, research and collaborative activities), academic institution (higher education courses or programmes) and other sources outside school (workshops, conferences).

Within the different contexts, CPD activities can be award bearing which is often long programs leading to an award by an institution or non-award bearing, often activities organised within or outside the school to improve and develop teachers' knowledge and skills (Garuba, 2007). The types of CPD activities considered in this study include; Workshops –these are non-award bearing interactive practical activities in small or large groups where participants are involved in the learning process. Workshops are coordinated by resource persons from within or outside the school and are aimed at refreshing teachers' knowledge, skills and innovations in teaching (Garuba, 2007; Villegas–Remiers, 2003).

According to Bush and Middlewood (2005), mentoring produces significant benefits for mentees, mentors and the school system. For the mentees it enables them to gain confidence and learn about their new role, whereas for the mentors it encourages reflection and learning partnership and for the school, it ensures a culture of collegiality. Garuba (2007) asserts that through mentoring knowledge is shared between mentee and, mentor which promotes effectiveness in teaching and learning. Collaborative activities involve promoting interaction amongst teachers and other related professionals for professional development which yields positive outcomes. Examples include; school partnerships, teacher to teacher collaboration, and

coaching, joint preparation of materials, lesson planning and team building. In England, this is recognised as an important type of professional development in schools. One of the former TDA's priorities for professional development was to increase coherence and collaboration among schools.

School partnerships can facilitate sharing of innovative practice and provision of professional support within a self-sustaining system, which would lead to the development of more strategic approaches to professional development planning and opportunities.

Action Research is a process of investigation, reflection and action which deliberately aims to improve or make an impact on the quality of the real situation which forms the focus of the investigation. It involves critical awareness and contributes to the existing knowledge of the educational community and it leads to deliberate and planned actions to improve conditions of teaching and learning (Villegas-Remiers, 2003).

Action research is gaining acceptance in classrooms in many developed countries and is now perceived as a model for Headteachers professional development (Cordingley et al, 2003; Parke, 1997; Elliot, 1993). Headteachers who are involved in research are concerned with ways to improve practice by investigating their worlds, and understanding their practices within the larger society which leads to improvement of teaching and learning (Villegas-Remiers, 2003; Hollingsworth, 1997; Elliot, 1993). Conferences are forums for presenting research findings and exchanging ideas and debating issues amongst academics and practitioners. They are mostly organised externally in a different venue from the school. It involves a discussion of works of researchers which provide a channel for discussion. They are a means of disseminating and generating ideas and developments which will enhance professional practice and for networking (Goodall et al., 2005; Garuba, 2002).

Higher education courses/programs-An important form of CPD which requires the development of skills and knowledge in a higher education institution. This could be graduate or postgraduate programmes during the process of upgrading or often award bearing. It may also include opportunities for assuming other forms of managerial pastoral or leadership roles for career development and pursuit of diverse professional roles (Bolam, 1993). Examples include; PGDE, MTL (Masters in Teaching and Learning) in England, CPD leadership training, mentors training or career trajectory into management positions i.e; NPQH (National Professional Qualification for Headship) for aspiring headteachers. The sources of the above CPD activities include; within the school, external sources and school networks. Individual self-development is Other External Sources also considered as a source of professional development.

2.5.1 Workshops

The teachers to be able live up to task and abreast with the currently trends changes education and enhance and keeping maintain knowledge and skills to function effectively by performing their professional practice then, they must go beyond the textbook and workshops. To do this, he or she must continue their education. There are conferences, workshops, and other forms of continuing education that could give the Headteachers that extra help in knowledge, skills and technology for their students. Today, in addition to onsite workshops, there are online workshops that teachers could attend to improve their effectiveness and professionalism (Hill, 2012). In general, a workshop is a single, short (although short may mean anything from 45 minutes to two full days) educational programme designed to teach or introduce to participant's practical skills, techniques, or ideas which they can then use in their work or their daily lives (Community Tool Box, 2016). Most workshops have several features in common:

- i. They are generally small, usually from 6 to 15 participants, allowing everyone some personal attention and the chance to be heard. Where there are a large number of participants, they are often split into smaller groups to facilitate effective discussions.
- ii. They are often designed for people who are working together, or working in the same field.
- iii. They are conducted by people who have real experience in the subject under discussion (Community Tool Box, 2016).

2.5.2 In-service training

In-service training is a planned process whereby the effectiveness of teachers collectively or individually is enhanced in response to new knowledge, new ideas and changing circumstances to improve, directly or indirectly the quality of pupils' education (Shanmugavelu, 2020). It promotes the professional growth of individuals through a process of staff development to improve the performance of an incumbent holding a position with assigned job responsibilities (Halim & Ali, 1988). In-service training is a problem-centred, learner-oriented, and time-bound series of activities that provide the opportunity to develop a sense of purpose, broaden the perception of the clientele, and increase capacity to gain knowledge and mastery of techniques (Olujide, 2017). The need for in-service training in schools is getting more attention for teachers to equip with new knowledge and skills for them to face new challenges and reformation in education (Omar, 2014).

Developing teacher qualifications and giving them a professional identity can not only be through a pre-service teacher education programme but also through the integration of the pre-service teacher education and in-service training programme (Saban, 2000). "In-service training can enhance the professionalism of Headteachers who can contribute to the organization to achieve its goals. In-service training is a professional and personal educational

activity for Headteachers to improve their efficiency, ability, knowledge and motivation in their professional work. In-service training offers one of the most promising roads to the improvement of instruction. It includes goal and content, the training process and the context” (Omar, 2014; p. 2). Ombati and Okibo (2015) note that in-service training is the totality of educational and personal experiences that contribute toward an individual being more competent and satisfied in an assigned professional role.

The primary purpose of in-service training is to enable Headteachers to acquire new understanding and instructional skills. In this aspect, in-service training for Headteachers is the driving force behind much change that has occurred in the area of teaching and learning. Headteachers must keep up to date on the most current concepts, thinking and research in their field and also promote professional growth among teachers to promote excellent and effective teaching and learning environment for students. In-service training is a fundamental aspect for the enhancement of Headteacher’s professionalism related to the Headteachers’ vision to improve the quality of their work. Through in-service training, Headteachers can identify and evaluate critically the culture of the school which can bring changes to the working culture (Omar, 2014) method and evaluation.

Besides, in-service training also provides Headteachers with ample opportunities to learn new concepts, methods and approaches through professional development. In-service training is a deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and of the institution for supporting its academic work and plans, and the implementation of programmes of staff activities designed for the harmonious satisfaction of these needs (Omar, 2014). In-service training can also change the attitude and skills of Headteachers and further increase the performance of students. It also can help to change the procedures, approaches and

practices, the way students learn and would also help to create an excellent school culture in schools (Omar, 2014).

According to Frederick and Stephen (2010), during the in-service training, Headteachers will learn school management skills, evaluation techniques and master wider content areas of their subjects. For this reason, Headteachers and educational experts should increase their effort in fostering and implementing in-service training in schools to improve the effectiveness of development in schools. In-service training has undergone considerable change in recent years. As a practice, “result-driven in-service training is concerned with changing behaviour and/or attitudes of teachers, administrators and staff members rather than being concerned with the number of participants in such programmes”, (Ronald, 2004:169). It is impossible today for any individual to take on a job or enter a profession and remain in it without any changes. Therefore “in-service training is not only desirable but also an activity to which each school system must commit human and fiscal resources if it is to maintain a skilled and knowledgeable staff” (Ronald, 2004:170). “The importance of in-service training should be looked at in various perspectives. It promotes a very flexible environment and allows Headteachers to adapt to the working situation and it is also one form of motivation for employees or employers and it will continue to increase creativity in the teaching and learning process. It also enables Headteachers to acquire new understanding and instructional skills to develop their effectiveness in the classroom”, (Omar, 2014; p.3).

2.5.3 Distance education/learning

In recent years, it has been recognized that for teacher training to become more effective in producing real changes in classroom practices, it ought to promote continuous, professional development opportunities that are cumulative and sustained over the career of a teacher (Joubert & Surtherland, 2009 in Meletiou-Mavrotheris & Paparistodemou, 2010). The financial

and logistic difficulties of engaging teachers in face-to-face professional development opportunities, as well as the need for professional development which can fit with teachers' busy schedules and can draw on powerful resources often not available locally, have encouraged the creation of distance teacher professional development programmes (Dede et al., 2006 in Meletiou-Mavrotheris & Paparistodemou, 2010). UNESCO (2008) cited in Muffer (2013) estimated that some 10 million teachers must be recruited and trained in less than a decade to achieve universal primary education in Sub-Saharan Africa. This figure is alarming so much that if nothing is done urgently, many countries will continue to face teacher training and qualification problems.

Looking at the precarious situation from a keener point of view, Danaher and Umar (2010) think that because of the colossal number of teachers, even if various countries succeed in recruiting, it will certainly not be possible to train them using the traditional methods of institutional pre-service education. Open and distance learning must be harnessed to the task since several research reports have indicated that it offers training of consistent quality to large numbers at a low cost (Danaher & Umar, 2010). "Distance learning is a contributing force to social and economic development. It is fast becoming an essential part of the mainstream educational systems in both developed and developing countries. The globalization of distance learning provides many opportunities for countries the realization of their education system-wide goals. The growing needs for continual skills upgrading and retraining and technological advances have led to an explosion of interest in distance learning", (Bušelić, 2012; p. 25). Distance learning is a field of education that focuses on teaching methods and technology to deliver teaching, often on an individual basis, to students who are not physically present in a traditional educational setting such as a classroom (Bušelić, 2012). It has been described as a process to create and provide access to learning when the source of information and the learners are separated by time and distance, or both. The basic definition of distance learning considers

that the teacher and the students are separate in the spatial dimension and that this distance is filled by using technological resources (Casarotti et al., 2002).

Distance learning can be summarized as teaching and learning involving the implementation of various technological applications. This term also reflects the fact that all or most of the teaching is conducted by someone removed in time and space from the learner (Buselic, 2012). Currently, the literature available on distance education seems to centre around information technology and it could give the impression that if one is engaged with distance education, then you must be enthusiastic about intricate technological hardware and software or conversely, if one is not engaged with the emerging technologies then one must be doing something that is not authentic or worthy of recognition and certainly obsolete. This begs the question - what is distance education about? Is it about:

- a. distance - geographical, conceptual cultural, virtual;
- b. education (curriculum and pedagogy);
- c. knowledge;
- d. technological advances;
- e. business strategy; or
- f. a combination of all or some of the above (Prummer, 2005).

The term "distance education" really originated with the Germans and their words "fernstudium" and 'fernunterricht' which translate into the English words 'distance education' and 'distance teaching' respectively (Armstrong, 2000). It was only after 1983 when the work of German Scholars like Otto Peters had been published in English and through the efforts of authors such as Desmond Keegan (1986) cited in Armstrong 2002) (2003) that the term became widespread and popularized. 'Distance learning is the preferred choice of individuals who are either working or cannot be physically present to attend classes. Education is offered here on a

virtual basis, where time and distance do not matter and the learner can access information at his/her convenience.

Various modes are covered under distance education such as evening classes provided by the universities or correspondence education where attending classes is not compulsory. Online classes via the Internet, educational DVDs and study material, including books and other reference material, also form a part of the educational content. This flexible system of education is considered to be less expensive, yet effective, and without any geographical constraints. Students still have access to their mentors/ teachers in some or another way. For example, they have different forums for their questions, feedback or suggestions. They might also have teacher-student interaction periodically in certain correspondence classes. At times, the interaction can also be had on emails. Distance learning was first introduced in London in 1858 and the University of London was the first provider of external education. The degrees given were based on the same model. Today, distance learning is considered to be as good as regular education and it has spread globally with a large number of institutions in various countries.

Many institutes in India and abroad are imparting education to students via distance mode and a large number of industry professionals are enhancing their qualifications through correspondence. Distance education has many benefits. The primary benefit is that students can work and study at the same time and their own pace and convenience. Students who opt for this mode of learning is assessed utilizing online or offline examinations.

Distance learning is not just about studying part-time at one's convenience. Any distance education programme must cultivate in teachers the skills, knowledge, and dispositions necessary to succeed in a world that increasingly demands creative workers, collaborative problem solvers and critical thinkers. Without this understanding, and without professional learning opportunities and instruction that are grounded in best practices associated with high-

quality professional development, distance learning programmes and distance learners themselves risk failure (Commonwealth of Learning, 2008; National Staff Development Council, 2007; Dede et al., 2005a; Sparks, 2002 in Meletiou-Mavrotheris & Paparistodemou, 2010). After years of research (National Staff Development Council, 2007; Kleiman, 2004; Sparks, 2002 in Meletiou-Mavrotheris & Paparistodemou, 2010) to identify its characteristics, we now know a lot about what constitutes high-quality professional development. Professional development should:

- i. Be competency-based—focused on helping teachers develop the knowledge, skills, attitudes, and dispositions that are demonstrably shown to improve teaching
- ii. Be based on an understanding of teachers’ needs and of their work environments. Focus on deepening teachers’ content knowledge and pedagogical skills
- iii. Model the exact behaviours teachers are supposed to employ in their classrooms
- iv. Include opportunities for practice, research, and reflection
- v. Use information related to student learning for teacher development
- vi. Be embedded in educators’ workplaces and take place during the school day
- vii. Be sustained over time
- viii. Be grounded in a sense of collegiality and collaboration among teachers and between teachers and principals to solve important problems related to teaching and learning
- ix. Build professional learning communities (technical and social support provided by professional learning communities helps to overcome the inertia of the status quo and helps teachers make complex changes)
- x. Build teacher leadership and distributed leadership
- xi. Focus on a small number of student learning goals
- xii. Match adult learning processes to intended outcomes

The number of higher education institutions around the world offering distance education programmes has increased significantly in the last two decades, and most countries have seen a growth in distance education enrolments. The literature reviewing distance education trends, the evolving methods of delivery, and emerging distance technologies are extensive. Even still, the rapid growth of technology in this field of education has outpaced research on practice, design, and models (Hanover Research, 2011). One established distance education researcher noted that “Because technologies as delivery systems have been so crucial to the growth of distance education, research has reflected rather than driven practice” (Gunawardena and McIsaac, 2004. p.2). She goes on to explain that this form of teaching has evolved from a specialized form of education to “an important concept in mainstream education” (Gunawardena & McIsaac, 2004. p.2).

One of the reasons that distance education has become and remained so prevalent, in particular for higher education, is that various studies have validated its practice –revealing no significant differences in learning outcomes between traditional and distance students. A recent study, published in 2005, found this to be the case when comparing students who were delivered the same content via one of three setups: in a traditional classroom, via online course management software, and through a CD-ROM, respectively. The authors measured no significant change in overall student satisfaction between the three groups (Skylar et al., 2005). A twenty-year meta-analysis, released in 2009 went so far as to argue that in 70 percent of cases students taking courses by distance education outperformed their student counterparts in traditionally instructed courses (Shacar & Nuemann, 2010). Distance education is here to stay as a form of instruction and its proliferation continues to change the landscape of higher education.

2.5.4 Mentoring

According to Bladford (2000), mentoring can be defined as a process (assistance) offered by experienced staff to another practitioner who needs to acquire the professional skill. The experienced practitioner is appointed as a mentor to assist beginning or inexperienced teacher to adapt to the demands of a complex job of teaching. Mentoring recognizes that growth in teaching is a process that takes time. A mentor focuses on learning rather than teaching and engages in co enquiry to encourage reflection on teaching as a process. A mentor provides a newcomer with support, problem-solving, guidance and a network of staff who shares resources, insight, practices and materials. For mentoring to be successful, it should be free from compulsion and external pressures. Mentees are free to choose their mentors. Mentoring activities are fruitful if they help newly qualified teachers to develop; if relationships are cohesive and efforts are collaborative. Group achievements are celebrated more than individual efforts.

2.5.5 Induction

Research indicates that induction is a critical skill that assists newly appointed head teachers to adapt to their new environment of managing schools as organisations (Oburu et al., 2014). The term induction as defined by Redman and Wilkinson (2002) is derived from a Latin word ‘induct us’ which means ‘led in’, guide, especially into something demanding. Induction may also mean introduction, orientation, initiation, training and support (Gorton, 1983). In any organisation, induction is a key factor for workers in different occupational fields and professions because it assists newly appointed employees to adapt quickly to their new environments. Oburuet al. (2014) concur that induction is a process designed to acquaint newly employed individuals with the knowledge and skills necessary to adapt and to become successful in carrying out the assigned tasks. Induction is a process that is comprehensive, coherent, and sustained professional development. This approach has been usually organized

by a school district in the United Kingdom (UK) to train, support, and retains new teachers (Wong, 2005).

The definitions above suggest that the induction activities are designed to promote the teachers' professional growth and integrate them more effectively into the schools. Similarly, the new teachers also need to be integrated more effectively in their new environments to adjust with less disruption. Although various definitions of induction have been given, what is common in all the definitions is that induction aims to develop amongst new head teachers' knowledge, skills, attitudes and values essential in fulfilling their roles effectively. Bloom (2000) corroborates this. Dube (2008) contends that the best way of developing new head teachers is to have a clear understanding of their problems and then adopt a constructive induction programme that contains and sustain them in their roles.

Bush and Oduro (2006) agree that teachers need well-structured induction strategies that will make them effective and efficient educational managers. The above arguments show that there is an increasing recognition among re-searchers and scholars in the field of educational management and leadership that to be appointed to the headship one requires both knowledge and skills. Then these school leaders can become effective if they have been trained and inducted (Aldaihaini, 2017). The argument is that if both knowledge and skills are absent new headteachers will experience frustration and professional isolation due to incompetency in managerial skills.

Studies from some developed countries revealed that induction of newly appointed head teachers has been made compulsory because it grounds new head teachers in practical skills in management (Weindling & Dimmock, 2006). Lovely (2004) argues that new school leaders need both internal and external structural support. Aldaihaini (2017) posit that school leaders are usually expected to provide structural support to students and teachers but headteachers too

need to be provided with structural support such as being visited by their supervisors from the Ministry to give them advice. Ibrahim (2011) agrees that through the induction programme, aspiring school leaders would be prepared for school leadership before the appointment and they should be continuously developed after appointment to enhance the performance of their duties. Scheckel (2014) concludes that induction is very important for all employees in all organisations at all levels even though it is not given priority by some organisations and inductees.

Furthermore, Shields' (2008) study revealed that newly appointed headteachers face problems in establishing conducive working relationships with their teachers. Based on the findings of this study it is assumed that head teachers who are not inducted might suffer from isolation during such a time. These realities show that during training and practical teaching experiences, new head teachers had developed psychological and emotional intelligence on how to supervise different students with different intelligent quotient (IQ) including their different patterns of behaviour. But their elevation to the supervision of adults unnerved them because they were not psychologically and emotionally prepared for such a task. This is corroborated by Bloom (2000) who asserted that new head teachers need to develop appropriate skills attitudes and values that will assist them to be grounded in relating and supervising adults. The other issue that new head teachers deal with is budgeting and monitoring of money allocated to schools. Njeru's (2004) findings show that managing school finances and making financial decisions are difficult for most headteachers because they lack sufficient financial management skills. These findings further show that if the head teachers have these skills, they will have the capacity to budget and supervise their deputy heads who deal with PTA funds. This is consistent with Mwinjuma and Baki's (2012) study who recommended that to have effective head teachers with financial management skills they need to be effectively trained in this area.

Tyler (2016) points out that indeed effective communication with all stakeholders is important as it might have a positive impact on students' outcomes. This is necessary for headteachers to use good acceptable words which would encourage teachers, students and parents to do as requested. These findings mean that good interpersonal skills could be used as a strategy by new head teachers to solicit teachers' support. This is in line with Zachariah (2013) that teachers regard a head teacher with good communication skill to be an effective leader. On the other hand, Tumwebaze (2016) cited Nkurunziza who emphasized that in addition to the above, seminars are important to engage learners and school leaders to promote critical thinking which will encourage all stakeholders to be creative. Most research advocates for the school leaders to provide guidance and support to teachers and students (Aldaihaini, 2017). But this finding differs from most in that it showed that school leaders need structural support from their supervisors. Further, the findings showed that such support was not available hence new head teachers have no strong base. This is in line with Lovely (2004) who argued that structural support was paramount.

In Botswana since independence in 1966, education has been given the highest priority in public policy under the mandate of nation-building, improving productivity and global competitiveness (Eacott & Asuga 2014). Most importantly, one needs to understand that head teachers in Botswana used to be appointed based on their teaching experience and leadership at deputy-headship level (Shields 2008). Phoko (2008) then noted that the practice seems not to take into consideration that the head teachers' role has changed from instructional leader to include leadership and management tasks.

According to the Ministry of Education and Skills Development (2014) recruitment requirements of head teachers have the following criteria: a bachelor's degree in primary education or its equivalent, a minimum of ten years' experience of which two years must have

been served as deputy- school head. This criterion does not indicate that induction is important for someone to assume the role of school leadership. Though the significance of effective leadership and management for successful schools and students' outcome is being recognized globally. Botswana seems to be lagging in the development and induction of school leaders hence this study. Therefore, to find out if induction is necessary to reduce the number of challenges new head teachers might face, this study included some of the new head teachers who were appointed based on the above criteria. The aim was, to gain their actual experiences of leading school without induction.

2.5.6 Informing practice through action learning

Another function of CPD is to keep the practice informed by the use of evidence and so look for better learning and teaching methods or improve the academic achievements and so on. Teachers learn new knowledge and skills from their working context, and they are expected to participate in on-the-job activities, for example, leading curriculum change, establishing and participating in professional networks, and have reflection through their actions (Cranston, 2000). CPD and in-service education. The concept of CPD is always confused with in-service education or training. Both of them carry the meaning of life-long learning. In-service education has a narrower view about the career development of individuals. CPD is an extensive concept. It carries the meaning of life-long learning. It covers all kinds of systematic and non-systematic activities that lead to the personal and professional growth of individuals.

Chan and Lee (2008) thoroughly discussed the differences between CPD and in-service education. It is worthwhile to note that CPD covers a holistic view of development as engaging in CPD activities addresses both personal and organizational needs. However, in-service education is only limited to job-related development that mainly fulfils organizational needs

rather than personal needs and it is ‘normally implemented about job requirements and nature’ (Chan & Lee, 2008:74).

2.5.7 Peer coaching

Coaching is a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research, or solve problems in the workplace. The main purpose of coaching is to improve practical skills. It takes place at the workplace when workers seek advice, explanations or demonstrations. Major coaching opportunities are research, participation in study groups, problem-solving teams, observation on performance of their colleagues, writing journals, participating in improvement endeavours. In class, coaching may take different forms depending on the purposes and goals for coaching, i.e. technical coaching –involves the transfer of teaching methods, introduced in workshops, to the classroom (Moon et al 2001). The expert coach utilizes specially trained Headteachers with expertise using particular methods. They observe, support, and provide feedback to the other Headteachers. In general, coaching requires human interpersonal relationships, a collegial atmosphere, and collaboration. Skillful, knowledgeable, and committed teachers are required to play a coaching role. Selecting appropriate coaching is essential. If this process is successfully implemented in schools, the education system will benefit a lot.

2.5.8 Action research

One of the major CPD activities for teachers is action research. It is an important practice in developing the educational profession in the educational system. To appreciate its importance, we have to answer these questions: What is action research? How it is useful for the development of the teaching profession and the educational system? Different scholars viewed action research from different perspectives. According to Gay and Airasian (2000), action

research is a form of collective self-reflective enquiry undertaken by participants in social situations to improve the rationality and justice of their own social or educational practices as well as their understanding of the practices and the situations in which the practices are carried out in a small-scale intervention in the function of the real world and close examination of the effects of such intervention. This entails that it is the process by which the researcher involves in the function of the real world to understand the function of the real world. What makes action research different from pure research is that the former is directed to increase the quality of the practical application. It is International and practical. It follows phases of problem identification, systematic data collection, reflection, analysis, data-driven action and problem redefinition. It is then improving action through systematic studies (Gay & Airasian, 2000).

According to McBride (1996), there are three basic reasons why action research is good for teachers' professional development as it is enquiry based and allows teachers to investigate their own words; it is aimed at the improvement of teaching and learning in schools, it leads to deliberate and planned action to improve conditions for teaching and learning. Research is then useful to generate knowledge, disseminate it, improve practice and win public esteem to Headteachers and their profession. That is why school Headteachers and concerned educational authorities have to undertake exemplary action research, allocate fund, furnish libraries with current education journals and related materials in research activities to improve their professional practices.

2.6. Functions of Teachers' Professional Development

Gleaned from the various literature, the functions of teachers' professional development has been captioned as follows: improvement of learning and teaching; catering for the needs of teachers and schools; adapting to educational change; forming learning communities; and features of effective professional development.

2.6.1. Improvement of Learning and Teaching

Teachers' professional development is generally viewed as a way for the improvement of learning and teaching. Bolden (2017) defined professional development as any professional development activities engaged in by teachers which enhance their knowledge and skills and enable them to consider their attitudes and approaches to the education of children, with a view to improve the quality of the teaching and learning process. Day (2011) has similar views about the functions of professional development. He also outlines three core functions of professional development, which are:

- improvement of teaching and learning, in terms of curriculum development, restructuring and instructional development;
- improvement of student assessment; and
- improvement of school-parent collaboration.

In spite of the literature that reveal the functions of professional development, a number of nuances and slight differences for the concepts are used in defining professional development (Earley & Jones, 2019). According to Crown (2016), professional development can have a positive impact on curriculum, pedagogy, as well as teachers' sense of commitment and their relationships with students.

2.6.2. Catering for the needs of teachers and schools

Professional development serves for personal needs of individuals, teachers and institutional needs of the schools. According to Eraut (2014), professional development activities can either be content-driven or skills based. Professional development is essential to help teachers acquire and update knowledge and skills to deal with educational change. Duignan (2004) corroborated this view and added that professional development activities are provided to teachers for enhancing their knowledge, skills and competencies in the relevant

areas by means of support and training. Professional development is, therefore, supposed to develop professional attitudes of teachers towards education and it is intended to enhance the betterment of the quality of education (Gronn, 2012). This means that professional development activities are planned to give support to teachers by equipping them with suitable knowledge and teaching methodology with reference to the identified needs and context (Eraut, ; Duignan, ; Gronn,). It is, therefore, claimed that professional development activities can be successful in obtaining the best results when they are structurally and formally planned and conducted with the enhancement of personal and professional growth by broadening knowledge, skills and positive attitudes and reflections and developing personal and professional effectiveness and increasing job satisfaction (Eraut, ; Duignan, ; Gronn,).

2.6.3. Adaptation to educational change

In response to globalization, as well as higher accountability demands, there have been changing expectations upon teachers' roles from the public. Higher demands on professional development are due to changing roles of teachers as a result of changing requirements and expectations from the communities. Hence, with the rise of knowledge-based economy, there has been a paradigm shift of teachers from being transmitters of knowledge to facilitators of knowledge from traditional 'followership' to 'leadership' roles in dealing with rapid educational changes. Much literature claimed that successful implementation of new educational policies, reforms or innovations depend on whether teachers are adequately prepared and equipped by means of initial retraining and if they realize the importance of improving their practice by means of professional development (Fullan, 2011; Dalton, 2010). This proves that professional development is an essential component of successful school level change and development (Fullan, 2011; Day, 2001).

2.6.4. Formation of learning communities

There is urgent call for ongoing and dynamic professional development of teachers, with a view that the school is regarded as a learning community where professional development and growth of teachers is well associated with school development and improvement (Fullan, 2011). To, therefore, facilitate the formation of learning communities, teachers are expected to take a wider perspective towards their teaching context and the school community by taking a ‘my-school’ approach rather than a ‘my-class’ approach (Fullan, ; Henning & McIver, 2008). Henning and McIver added that if teachers are involved in improving their whole schools, and not just their own classrooms, teacher development in its broadest sense can be seen to take place where teachers become part of a learning community. The learning community in ‘my-school’ approach allows teachers in the school organization to constantly evolve and make use of their skills and talents to their greatest benefits (Earley & Jones, 2011; Henning & McIver). Hence, teachers are expected to learn, to build, to exchange good practices, to be open to change and new ideas, and to experiment and learn from mistakes, which aims to bring about effective change in the school (Earley & Jones, 2011; McCulla, 2011).

2.7. Features of Effective Teachers' Professional Development

In their study, Pask and Joy (2017) have identified the features of effective teachers' professional development, which focused more on the outcomes of students as a key indicator of effectiveness. Pask and Joy added that the measurement of effectiveness includes a consideration of the engagement of teachers, as well as their changes in practice, because without this engagement, it is unlikely that this will result in any improved students' outcomes. In his study, McCulla (2011) opined that there is no one model or set of features that suit every context of effective teachers' professional development, but must be adapted for a particular situation or environment. As schools are required to implement their own improvement

agendas, the onus is on them to encourage teachers to engage with these changes. McCulla added that while some may engage independently, some require persuasion to engage and some may resist any proposed changes.

The willingness to engage with teachers' professional development must be considered if there is to be a real and measurable positive impact in the way teachers change their practice (McCulla, 2011; Mezirow, 2003). Mezirow (2013) added that teachers' attitude towards professional development may be more positive if it is referred to as professional learning. Teachers' professional development, therefore, evokes images of what someone does to someone else in order to develop him or her. Mezirow went on to recommend a series of teacher professional learning opportunities, which include: goal setting; mentoring; analysis of data; planning; and collaboration. Patterson and Patterson (2014) also suggested the importance of teachers' professional learning as conversations, peer observation and collaborative reflection to contribute towards the professional development of teachers. In his study, Schein (2014) stated that in the core of any learning programme, people need to have four core capacities, which are: personal vision building; inquiry; mastery; and collaboration. It is important to state that there is a ceiling effect on how much we learn if we keep to ourselves (Schein, 2014).

According to Day (2011), the necessity of collaborative learning in a supportive environment is where teachers are encouraged to take risks, evaluate and reflect. If teachers plan, deliver, assess, evaluate and reflect together, this may result in changes in their practice. In his study, Servage (2018) states that the ideal or supportive environment in which this occurs is one where mentoring or coaching has taken place over a period of time, and where there has been ongoing collaboration and support, and teachers have had time to reflect on their practice.

Positive change can, therefore, result from a mentoring approach based on modelling, observation and the opportunity for teachers to practice, reflect, take risks and modify their approach (Servage, 2018; Day, 2011). In his study, Bladford (2014) identifies five most

common features across the breadth of research that teachers' professional development programmes should follow. These are:

- i. Be contextual and relevant and based around teaching and pedagogy that allow for collaboration;
- ii. Ensure that teachers are engaged in the process, including those who may initially be reluctant (volunteering is not considered as engagement because this excludes those teachers who may not engage willingly);
- iii. Be based on theory and research showing its positive impact and outcomes; and
- iv. Provide follow-up and ongoing support either from peers, leaders or external experts.

2.8. Rationale for Teachers' Professional Development

Constant changes in the working conditions of teachers together with an increased impact of information and communication technologies lead to the need for teachers to engage in professional development activities. Teachers, therefore, in the process of change in schools generally, and in classrooms specifically play very important roles (Evans, 2011). Hence, teachers should participate in training and development programs to become ready to accept changes and implement appropriate methods in schools and classrooms (Bottery, 2014).

Bottery and Wright (2015) stressed that teachers are under immense pressure to undertake specific development courses for improved quality teaching and learning. Teachers' professional development must, therefore, bear significance not only for the teachers involved but also for the learners, the institutions and subsequently for society at large. Knight (2012) corroborated this view and adds that teachers' professional development is at the core of school improvement. In his study, O'Donoghue (2013) states that there was evidence to suggest that attending professional development programmes build collaborative teaching staff and help to meet student needs.

Rao (2011) stated that another reason for the need for professional development of teachers is that teachers are often not fully or properly trained in the teacher training colleges. However, contemporary schools are facing complex and dynamic changes and challenges (Gordon, 2014; Rao, 2011). Hence, professional development is important to teacher's personal lives and career development and focuses on fostering individual competence to enhance practice and facilitate dynamic changes in education (Gordon , Lawlor, 2010). Teachers can, therefore, play a key role in making a difference in the quality of education. According to Dajer (2011), investing in a teacher's development may have more positive effects than investing in other physical resources. Fullan (2016) emphasized that professional development for all teachers is the cornerstone for meaning, improvement, and reforms. Therefore, professional development and school development are inextricably linked and there was no single strategy that can contribute more to meaning and improvement than ongoing professional development (Fullan ,Dajer).

According to Fullan (2016), several factors may affect professional development of teachers and these include lack of professional skills, ill preparations and information on the part of teachers and lack of resources for effective development programmes. These deficits are largely due to the inefficiencies of teacher education at teachers colleges during the professional training . Dajer (2011) added that teachers' training colleges still teach students in traditional ways, as they have not kept pace with modern technology for preparing new teachers. Hence, there is a clear disparity between what is taught in the training colleges and the reality of education in the field (Fullan, 2016; Dajer, 2011). From the professional development view, Desalegn (2010) argued that current educational reform recommends a shift towards students-centered paradigm. This paradigm entails a substantial departure in teacher's approaches, from a traditional transmission of knowledge to a cognitive and social construction of knowledge (Desalegn, 2010).

Desalegn opined that in order to keep pace with globalization and technology, technology has been introduced in schools and universities in the Saudi Arabia. However, many teachers still lack sufficient preparations regarding the use of the computer and the internet facilities in these schools and universities (Dajer, 2001). Therefore, professional development activities can also influence teacher satisfaction and subsequent plans to remain in the field of teaching (Dajer, Bolge, 2000). Furthermore, professional development activities are acknowledged to be centrally important in maintaining and enhancing the quality of teaching and learning in schools. This is because, they help teachers to be more confident, capable, and fulfilled (Desalegn, Dajer, Bottery, 2014).

2.9. How challenges of CPD affect CPD practices of Teachers

In reviewing the current literature, several researchers mentioned barriers to providing effective professional development programmes to teachers. In their studies, Schein (2004); Lieberman and Friedrich (2010); and Desalegn (2010) focused on a lack of funding for staff development needs. Harris and Wise (2001) argued that standardized teachers' professional development programmes do not take into account teachers' existing knowledge, experiences, and their needs.

According to Balon (2013), along with a lack of autonomy, there is also recurrent mention of the lack of release time to pursue professional development after work hours, inadequate resources, inadequate financial support, excessive workloads, unsupportive working conditions at school, and a lack of provision of relevant professional development courses. Many school-based staff development activities, therefore, do not assist teachers in enhancing their ability to improve student learning especially since principals may lack the skills required to facilitate adult learning (Schein, 2004; Balon).

Teachers tend to teach in the way that they are taught (Casccio, 2005), so if teachers do not receive professional development opportunities, they will continue to teach the same as

they have always taught, without questioning their practices (Charupan, 2002). According to Charupan (2002), several factors are associated with institutional leadership that can lead to successful professional development for teachers within the institution. These factors include: belief in the overall purpose of professional development; ensuring that school policies support new teaching strategies; and creating an atmosphere that encourages innovation/experimentation.

Some researchers also mention of providing teachers with time and opportunities to meet and share ideas, not overloading them with work and ensuring sufficient availability of resources. Together, these factors build the school environment and culture (Casccio, 2005; Charupan, 2002). Effective professional development should, therefore, help to address the specific needs of teachers (Charupan, & Leksuksri, 2000). It is important to state that professional growth in teachers occurs when a professional development program acknowledges teacher's needs (Cheetham & Chivers, 2005). According to Bottery (2014), professional development will only have a positive impact when it is carefully designed to meet the contextual needs of the teachers involved and contains built-in monitoring and sustainable components through examination of their needs and perceptions.

In his study, Evans (2011) also noted that once one of the main aim of teachers' professional development is to change the professional thinking, knowing, feeling and doing of teachers, factors that facilitate are related to the following three main inter-related categories: behavioural component; attitudinal component; and intellectual component. Unless attitudes and ways of thinking are changed - that is, hearts and minds won over - the desired change in, behaviour may not happen.

According to Ingersoll (2013), teacher training colleges are not able to provide the extensive range of learning experiences necessary for graduates to become effective public school educators. Once students graduate, meet their certification requirements, and are

employed by the education service, they then learn through experience. However, the complexity of teaching is so great that so many teachers leave the profession out of frustration. Even experienced teachers confront great challenges each year, including changes in subject content, new instructional methods, advances in technology, changed laws and procedures, and student learning needs . Hence, educators who do not experience effective professional development do not improve their skills, and, therefore, students learning under his/her suffer (Ingersoll, 2013).

On the other hand, Cheetham and Chivers (2015) also examined the most commonly cited factors inhibiting effective teachers' professional development, which include: insufficient resources to implement learning programmes; and schools not supportive of teacher professional development programmes.

2.10. Teachers' Understanding of Effective Professional Development

Dilworth (2011) identified the following as the characteristics of effective teacher professional development:

- Treat every teacher as a potentially valuable contributor.
- Teach other teachers.
- Share, discuss, and critique in public forums.
- Turn ownership of learning over to the learners.
- Situate learning in practice and relationships.
- Provide multiple entry points into learning communities.
- Reflect on teaching by reflecting on learning.
- Share leadership.
- Adopt a stance of inquiry.
- Rethink professional identity and link it to the professional community (p.69)

Dilworth (2011) went on and examined the features of good practices in professional development, which include:

1. Opportunities for sharing of ideas, strategies and current developments with other teachers. This is the most recognized feature of good practice in professional development.
2. Good practice in professional development was regarded as relevant as the content;
3. Opportunities for hands-on practical experience; and
4. Good practices such as well planned sessions, relevant and realistic content were all examined as the most important factors contributing to effective professional development. On the other hand, according to Dilworth (2001), the least important factor examined was presenter with recent experience and based on practice.

Teachers recognized professional development as effective when it is tailored towards the individual teacher's growth and development (Cheetham & Chivers, 2015). According to Dilworth (2011), teachers' perception of effective professional development is when funding is readily available for professional development programmes like conferences, meetings and workshops and it is on regular basis. Hence, for effective participation of teachers in any development programme, teachers' needs and collaborative learning opportunities through sharing should be taken into consideration in planning any professional development activities. Resources needed to support these activities are also key factors affecting the perception of teachers in any effectiveness professional development activity (Cheetham & Chivers, Dilworth).

Mitchell (2013) and Hattie (2009) opined that teachers perceive the concept of a school as a learning organization as good for professional development and is gaining popularity in education. Therefore, teachers who use more of this diverse teaching practices and who

participate more actively in professional learning communities also report higher levels of self-efficacy, receive more feedback and appraisal on their instruction .

2.11. Prospects of Teachers' Professional Development Activities

Craft (2000) studied about traditional modes of professional development activities and new models of professional development, including induction (i.e. support for teachers) and ongoing professional development. From the studies, the examples of new models of professional development include mentoring for beginners and veterans, peer observation and coaching, local study groups and networks for developing teaching within specific subject matter areas, and school-university partnerships that sponsor collaborative research (Craft, 2010). Traditional forms of professional development activities are widely criticized as being ineffective in providing teachers with sufficient time, activities, and content necessary for increasing teacher's knowledge and fostering meaningful changes in their classroom practice (Craft, 2010). Even though there is a growing interest in new professional development models, this study may overlook the suitability of these models in different school contexts in which each school has its own cultures and administrative practice and different starting points of professional development cultures (Charupan, 2002). Hence it is worthwhile to explore the relationship between teachers' perceptions and experiences of professional development activities in the real school context.

Serpell and Bozeman (2009) noted that in public schools, effective teachers' professional development affects students. Student learning and achievement, therefore, increase when educators engage in effective professional development focused on the skills educators need in order to address students' major learning challenges. However, people often use other names for professional development, including staff development, in-service training, professional learning, or continuing education. Whatever the term, the purpose is the same - to improve learning for educators and students.

In their views, Strong et al (2004) stated that professional development is the way out and is most effective when it occurs in the context of educators' daily work. When learning is part of the school day, all educators are engaged in growth rather than learning being limited to those who volunteer to participate on their own . It is important to state that school-based professional development helps educators analyze student achievement data during the school year to immediately identify learning problems, develop solutions, and promptly apply those solutions to address students' needs . However, according to Ingersoll (2003), the effectiveness of professional development depends on how carefully educators conceive, plan, and implement it. Unfortunately, many educators responsible for organizing professional development have had no formal education in how to do so as the learning experiences they create for others are similar to their own experiences (Ingersoll, 2003).

Strong et al. (2004) opined that professional development yields three levels of results, which are: educators learn new knowledge and skills because of their participation; educators use what they learn to improve teaching and leadership; and students' learning and achievement increase because educators use what they learned in professional development. However, most of those responsible for organizing professional development often do so in ways that alienate rather than energize and assist teachers. They may not be clear about specific improvements in educator and student performance that should result, or may not carefully determine what steps will lead to the desired performance levels. In addition, educators often complain that they are required to participate in professional development that does not address the real challenges they face in their schools and classrooms (Jacobs & Lefgren, 2012). They resent to one-size-fits-all approach to professional development that targets large numbers of educators from very different schools and classrooms who have students with different needs (Jacobs & Lefgren, 2012).

Availability of CPD opportunities is a necessary condition, however, it is not sufficient as teachers' willingness and interest in participation are essential. According to Bennell (2004), motivation to work refers to the psychological processes that influence individual behaviour concerning the attainment of workplace goals and task. He argues that environmental and organisational conditions may affect teachers' motivation and commitment to both works and towards participation in professional development activities. Commitment and interest are important points to consider in staff motivation. It is widely asserted that low teacher motivation is reflected in low standards of professional conduct, especially in developing countries. Poor working conditions invariably affect their enthusiasm towards professional development (Bennell & Akyeampong, 2007; Bennell, 2004).

Research suggests that many low-income African countries face a crisis of teacher motivation (Mkposakosa & Ndarahutse, 2008; Bennell, 2004; Johnson et al, 2000; Jessop & Penny, 1998). Several studies provide insights into what motivates teachers to participate in CPD. Brown et al (2001) suggest that ethos and a culture of professional development in schools are critical to encouraging participation in CPD activities. A study of early career teachers in Scotland found that school cultures and management support are an important source of motivation towards CPD (Kennedy & McKay, 2011)

2.12. Needs of Teachers' Professional Development

Yip (1998) found that teachers generally perceived professional development to be important and acknowledged that they owned their individual professional development process. Hence, experienced teachers reported a stronger sense of importance for professional development. However, from the literature, majority of teachers pointed out that there were a lack of systematic needs identification process in the schools, which neglected teachers' personal needs and did not, therefore, give sufficient guidance for teachers' self-assessment.

Furthermore, most teachers felt that there was inadequate teacher participation in the planning of professional development activities and that priority was not clearly communicated to them. Generally, teachers perceived that resources in terms of time, relief manpower and funding to support professional development were insufficient. Hence, the lack of time, poor timing of professional development programmes and lack of relevant programmes were seen as the significant barriers to their professional development (Casccio, 2005; Yip, 2018).

According to Casccio (2015), specifically, business education teachers were most interested in technology-driven subject matter, technology integration into classroom learning, and general economic awareness and career awareness of international and technological occupations. Hence, all areas of methodology, professional competencies and content area competencies should be integrated into professional development activities to prepare teachers to effectively disseminate the content to ensure student learning. Also, professional development activities should be relevant to teachers' needs and should be based on classroom practice.

Charupan (2002) assessed the professional development needs and preferences of primary teachers and concluded that the teachers were keen to be engaged in professional development and they had their preferred topics for the professional development programmes. The teachers mostly preferred classroom based topics for professional development and also preferred professional development programmes to be held in their own schools. Also, most of the teachers preferred professional development to be held during school time .

Clarke and Hollingsworth (2012) indicated that teachers valued professional development that are directly relevant to their practice and tended to look for experts outside their workplace to fill their professional development needs but were always disappointed with the results. They emphasized that teachers tended to believe in the transmission model of professional development. Teachers did not perceive themselves as experts and they were not

willing to inquire and develop their practical knowledge through action study or action research in their schools and classrooms . This study suggested that there was a need for developing an inquiry based model of professional development for teachers' professional learning.

Ejieh (2013) brought out the significance of identifying teachers' professional development needs through teacher participation in the planning of professional development activities and identified the problems that teachers encountered in professional development processes. Fullan and Steigebauer (2001) also focused on teachers' professional development needs in specific subjects, that is, business education and Mathematics. Their studies indicated that teachers preferred classroom-based professional development.

Gray (2000) asserted that current professional development is rooted in the teachers' belief of the transmission model which is not effective and inadequate to meet teachers' professional development needs. Therefore, classroom-based practice can be an entry point for teachers' professional development using an alternative approach that allows teachers to inquire, share and reflect on their practice in schools and classrooms. Gray (2000) ,therefore, brought out an important idea that studying teachers' professional development needs and perceived factors affecting their participation in professional development is a useful way to formulate an appropriate professional development planning in relation to the school context where teachers are working in.

2.13. Management of Professional Development

Management of professional development is instrumental for giving managers the necessary skills and perspectives that they need to be successful. This is to guide and encourage individuals in their personal growth and development. By this, they help individuals to promote learning and provide them with the knowledge and portfolio of transferable skills that will help them to progress in their careers.

According to Mumford (2015), three elements have to be combined to produce an effective management of professional development system, which he stated as:

1. Self-development - a recognition that individuals can learn but are unlikely to be taught, and that the initiative for development often rests with the individual;
2. Organisational-derived development - the development of the systems of formal development known by personnel and management development specialists; and
3. Boss-driven development - those actions undertaken by a senior manager with others, most frequently around real problems at work.

Mumford (2015, p.42) also opined that managers think in terms of activities, not learning opportunities and, therefore, "our main concern must be to facilitate learning through our understanding of real work in the manager's world, rather than attempting to impose separate professional development management process". Mumford suggested that formal professional development management processes do not always function as effectively as we would like because, "we have put too much emphasis on planning ahead, and not enough on enabling managers to use, understand and then build on their past experiences as expected" (p.43).

According to Mumford (2015), professional development management should, therefore, be regarded as a range of related activities rather than an all embracing programme. These activities depend on the organisation's technology, its environment, its philosophy and manager's preparedness to learn. This shows that professional development management is, therefore, very important if teachers' professional development activities are to be sustained.

According DeSimone and Harris (2012), there are many professional development management training activities, but the most commonly used are the leadership training and the behavioural modeling training. Leadership training approach is widely used and is termed the Leader Match Training. This approach is based on a theory about what leadership is and

how it can be acquired. This approach is to improve leadership effectiveness and according to DeSimone and Harris, this theory is based on the notion that effective leadership occurs when there is a match between the leader's style and the situation he or she faces. This theory proposes that each person has a particular leadership style, based on his or her needs, that dictates how he or she will act. Because this style is based on the leader's needs, it is very difficult for the leader to change it. It is, therefore, the leader's task to diagnose the situation and either place himself in a situation favourable to the style or modify the situation so that it becomes favourable to his or her style (DeSimone & Harris).

The other leadership training approach is the Transformational Leadership Training. According to DeSimone and Harris (2012), the main elements of transformational leadership training include: charisma (offering a vision and raising the self-expectations of followers); intellectual stimulation (helping followers change their assumptions and focus on rational solutions). This type of leadership training seems to fit most people's idea of a "real leader", especially when they are leading organisational change efforts. In this regard, most organisations have developed transformational leadership training approach as the process of its professional development management training.

Behaviour Modeling Training is a popular training technique that has been used primarily to train people to perform manual, interpersonal and cognitive skills. According to DeSimone and Harris, this technique is based on Bandura's Social Learning Theory, which was applied to supervisory training. The underlying rationale for this form of training is that people can learn by observing other people (models) perform a task, provided they are shown clearly what the components of the behaviour are, remember what the behaviour is, actually perform the behaviour, and are motivated to use what they have learned. According to DeSimone and Harris (2012), this technique, involves five steps, which are: modeling (showing of film or tape); retention (trainees perform activities to enhance their memory); rehearsal (each trainee

role plays the desired behaviour); feedback (trainee receives feedback on his or her performance); and transfer of training (trainees are encouraged to practice the newly learned behaviour on the job). In behaviour modeling programmes, trainees group later to discuss problems and successes in using their newly learned skills.

According to Cole (2016), professional development management activities must embrace all managers in the organisation and must aim at challenging all to growth and self-development. This technique is very important in professional development management activities because, it will help to ensure the success and sustainability of all training programmes. In support of this view, Gilley and Egglund (2018) opined that when managerial malpractice is allowed to flourish, the organisation's performance, quality productivity and effectiveness suffer greatly. One way of overcoming managerial malpractice is by creating professional development management initiatives throughout the organisation. This will help to ensure the improvement and effectiveness of the organisational performance capacity and development of work climate conducive to improved performance.

2.14. Challenges of Teachers' Professional Development

There are different challenges or obstacles facing the attainment of goals of teachers' professional development. These challenges or obstacles need efforts and strength of mind to solve in order for the existing problems to become successful. According to Gordon (2014), the major challenges identified at the national level to practice professional development programmes are: lack of trained facilitators; time constraints on the part of teachers; teachers are not provided with the awareness about the background of professional development programmes; lack of professional development books; absence of coordination between the stakeholders; teachers are not motivated to solve the ongoing problems; and less commitment on the part of the stakeholders.

Guskey (2014) opined that lack of uniformity of the professional development programme formats and the absence of guidelines about what should be included in the formats, confuse teachers. In addition, head teachers or mentors are not performing their responsibilities of providing clear feedback for teachers on the portfolio of professional development. This absence of feedback on the portfolio of professional development compels teachers to repeatedly copy the already existing portfolio documents. This is because, most teachers have no knowledge about the purpose of the portfolio. Hence, teachers see the feedback on the teachers portfolio as time wasting paper work rather than a means of professional development activity. Guskey added that many teachers are filling in the format not knowing why and what the outcome of the task could be. This, therefore, creates less commitment and resistance against the implementation of the professional development practices suggested on the feedback.

Hustler (2013) opined that leadership and supervision for professional development of teachers is distributed among teachers, principals and other administrators. Hence, school-based continuous professional development is most effective when there are strong leadership and supervisory assistance. This means that any defects in the leaders recognition of the value of high quality professional development discourages and undermines teacher participation and communication about the benefits of professional development to stake holders (Guskey, 2014; Hustler).

Another challenge is limited resources, which hinder the effective implementation of teachers' professional development programmes. It is, therefore, important to state that almost all teachers' professional development programmes need a certain amount of monetary and material inputs to run. It does not matter whether it is on-school or off-school site based professional development. Without financial resources, teacher professional development programmes cannot run because, these programmes need financial resources for logistical

purposes. These resources may include transportation, buying of materials to use during and after the training, paying allowances to resource persons and participants and paying for accommodation of participants if the training is an off-school site based professional development program. Governments also need to commit themselves to teacher professional development programmes budgets and ensure that they are used for the intended purpose. Cost effective ways of running effective teacher professional development programs, therefore, need to be explored so that the programs do not suffer much due to limited funding (Guskey, 2014; Hustler, 2013).

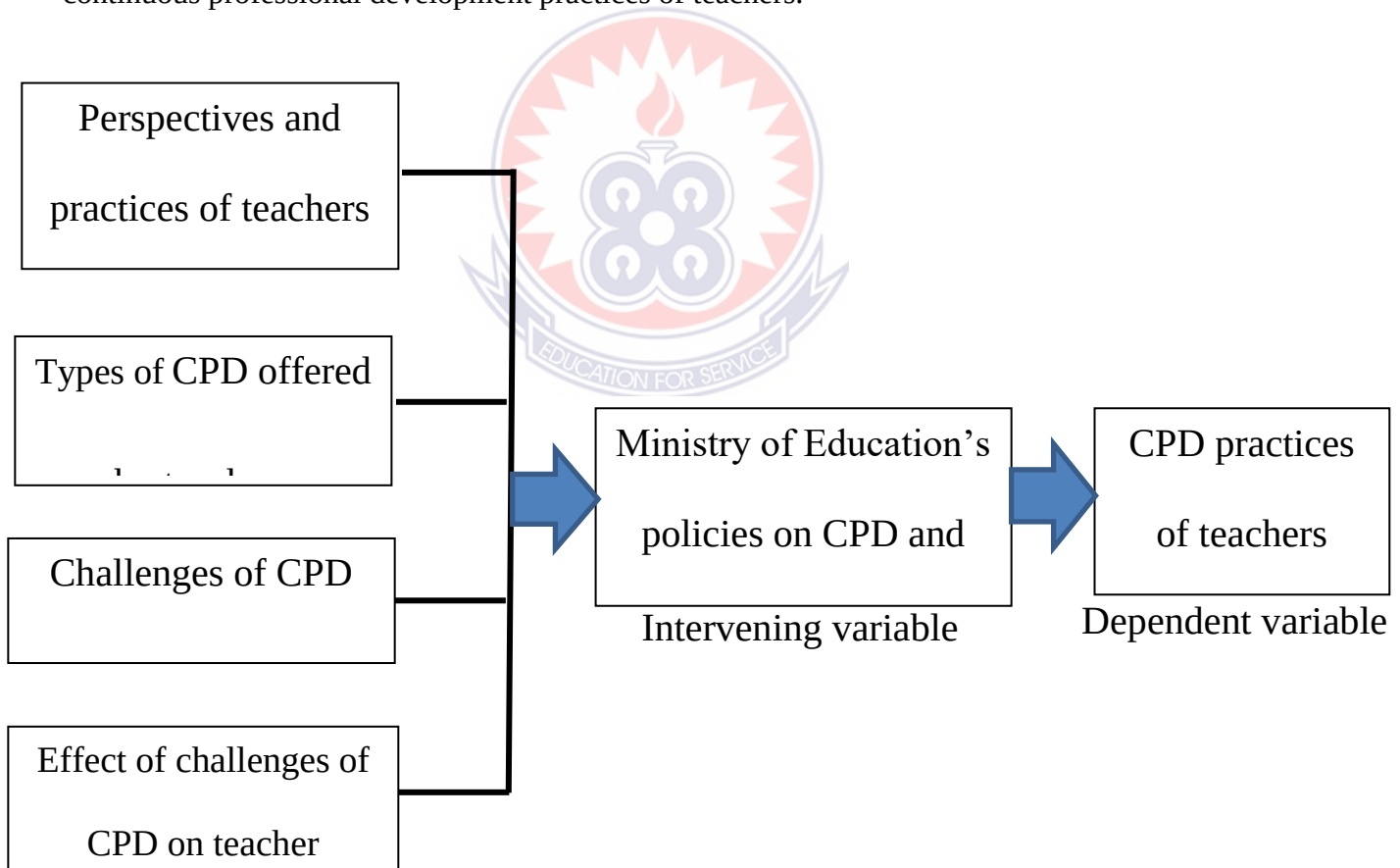
Another challenge of teachers' professional development apart from the duration and time is the determining factor for the effective implementation of teacher professional development. Hustler (2003) pointed out that a common criticism of professional development activities designed for teachers is that they are too short and offer limited follow-up of teachers once they begin to teach. This results in teachers either assimilating teaching strategies into their current repertoires with little substantive change or rejecting the suggested changes altogether. In his study, Kennedy (2015) corroborated this view and adds that professional development that is of longer duration and time span is more likely to contain the kinds of learning opportunities necessary for teachers to integrate new knowledge into practice. In his view on this, Knight (2012), stated that in most cases teachers are poorly experienced to implement reforms in subject matter of teachings that end with the absence of the integration of the contents with students opportunity to learn. Hence, the magnitude of professional development task frustrates teachers and discourages them to dilemmas. Moreover, less committed leaders damage the coordination of professional development program.

Generally, it has been observed that the main challenges that can hinder teachers from active involvement in the process of school based professional development are lack of skill, less commitment and teachers' resistance, low level of understanding about the significance of

professional development, scarcity of need based trainings, lack of uniformity on how to use the portfolio modules, and absence of consolidated collaborative school system.

2.15 Conceptual framework

Figure 1: summaries the relationship between the independent variable (perception of teachers about CPD, types of CPD offered by teachers, challenges of CPD and effects of challenges of CPD on teacher practices). The intervening variable (Ministry of Education's policies on CPD and stakeholders support) and dependent variable (CPD practices of teachers). It is undoubtedly clear that the CPD practices of teachers is paramount for teachers professional development and school performance but Ministry of Education's policies on CPD may also affect continuous professional development practices of teachers.



Source: Researcher's construct, (2023).

Figure 1: Conceptual framework of the study

2.16 Empirical Review

A study by Hervie and Winful, (2018) in Ebenezer Senior High School in Accra revealed that the continuous professional development (CPD) of teachers is important because of the key role it plays in attaining the general goal of education in the country and the associated reward that it brings which may result in the improvement of teachers' personal livelihood and career development. Continuous professional development is an ongoing process of any kind of education, training, learning and support activities engaged in by teachers or any other person in any profession Continuous professional development enhance teacher knowledge and skills and enables them consider their attitudes and approaches to the education of children and to improve the quality of learning and teaching. The study was based on a case study and quantitative research design. Simple random sampling technique was used to select the respondents (teachers) of the study. A total of 40 questionnaires were administered, data were analyzed using percentages.

Dampson,et al studied basic schools in the Central Region of Ghana (2018) also found that CPD occurs when the beliefs and assumptions about the profession change which further result in changes in professional practices. Continuous professional development can be made available for teachers, head teachers and school improvement support officers through courses, workshops or formal qualification programs, collaboration between schools or among teachers of the same school. Questionnaire and interview were used to collect data. Data were analyzed using percentages.

In furtherance, CPD occurs through coaching/mentoring, collaborative planning and teaching, and the sharing of good practices. The CPD of teachers and other stakeholders in education is important because it provides the opportunity for these stakeholders to update their knowledge, skills, attitudes and approaches with respect to the implementation of a particular curriculum.

CPD activities as described by Kosnik et al. (2015) are not mandatory and may occur individually or alongside others and include reflective practice, dialogues with professional colleagues, and/or team planning and teaching. They further explain that CPDs are “formalized and structured but not institutionally mandated” (p. 56). If one considers all three forms, formal CPD may be more easily accounted for in certification and professional development hours since they may be documented and institutionally sanctioned. Murray (2010) expounded on the idea behind formal and informal learning opportunities. She argues on the premise that much learning occurs informally among colleagues as they work with each other as opposed to formal learning which may generate qualifications from universities. Similarly, Boud and Hager (2012) found that learning for the professional should be “situated” (p. 27) that is, locating CPD in the professional’s day-to-day practice but related to their needs. They further claim that although formal CPD has great value, informal CPD enables the professional to develop within the context of the work environment through the application of knowledge and skills gained from formal CPD. CPD, engages professionals in social practice through commonly shared enterprises over time where the participants not only challenge and consolidate their learning but gain professional identity and meaning (Wenger, 1998b).

Green (2021) concluded that CPD improves pedagogical content knowledge (PCK) and teachers benefit from thinking about teaching and learning in actual practice. PCK is about selection of topics, useful forms of presentation, analogies, illustrations, examples, explanations and demonstrations. That is in line with the view of Kennedy (2018) on the problem which teachers face when it comes to portray the content to the students. However, it is probably too dependent on expert guidance and support to be realistically left to school staff (OECD, 2013). In fact when teachers have acquired a reasonable experience and skills they would be properly equipped to improve the quality of the teaching and become better teachers. Hattie’s meta-review found that in order to ensure cognitive progress, effective teachers ‘see

learning through the eyes of their students' (Hattie, 2009, p. 22). They provide clarity on learning intentions and they know when learning is correct or incorrect.

Cordingley et al. (2015) found that collaboration exists in the forms of peer or co-coaching, shared planning, peer observation and collaborative action research. For Vieluf et al. (2012), through cooperative discussion, PLCs develop a shared view on fundamental issues as the core objectives to be achieved with students, effective roles and teaching strategies teachers should acquire, and determining whether goals set are actually achieved. However, the value that PLCs will add depends on the type of the labour force. In systems with a highly qualified teacher force PLCs may have less added value. In that case teachers can learn from each other but when there are many less-competent teachers this can be a problem. Then it is up to the school leaders or providers of teacher training programmes to shape and sustain CPDL (OECD, 2016).

2.17 Summary of Literature

The study reviewed literature on Concept of CPD, Functions of teachers' CPD, Features of effective teachers' CPD, Rationale for teachers' CPD, Facilitators and inhibitions of teachers' CPD, Teachers' perceptions of effective CPD, Prospects of CPD activities, Needs of teachers' CPD, Management of CPD and Challenges of teachers' CPD. The researcher also discussed the theory of Constructivism.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology used in answering the research questions and to achieve the objectives of the study. It explains the research paradigm, research approach, research design, employed. It also discusses the population, the sampling technique and the sample size used. Since data was used to achieve the objectives, the data collection instruments, its validity, reliability and trustworthiness are thoroughly covered here. It further discusses the procedure used to collect the data, how the data was analysed and ethical considerations.

3.1 Research Paradigm

A research paradigm is a theoretical framework that guides how information is studied and understood. Goldkuhl (2012), defined paradigms as human constructions, which deal with first principles or ultimate indicating where the researcher is coming from to construct meaning embedded in data. Paradigms are thus important because they provide beliefs and dictates, which, for scholars in a particular discipline, influence what should be studied, how it should be studied, and how the results of the study should be interpreted. The choice of paradigm is very important as it sets down the intent, and provides a theoretical framework for the methodologies employed in research (Bhattacharjee, 2012). A paradigm can either be positivist, constructivist, interpretive, transformative or pragmatic.

In this study, pragmatism paradigm was used to select the choice of research designs and the research methodology. According to Creswell (2014), pragmatism is a research tradition that blends both the positivists and the interpretivists views in research studies. Pioneered by Pierre Bourdieu, Mead, and Dewey, pragmatism is a “philosophical” research paradigm that advocates on the adoption of appropriate research methods and techniques based on the research purpose, and not just based on the nature and type of research study (Creswell, 2014).

According to the pragmatists, the social world is not an absolute unit with absolute reality as postulated by the positivists, but rather, the social world is characterized by multiple realities as maintained by the interpretivists. In this regard, the pragmatists maintain that researchers must be given the “free” will to adopt appropriate “methods, techniques and procedures that best meet their needs and purposes” (Creswell, 2014:12).

The pragmatists therefore recommend the mixed method (quantitative and qualitative) approaches to conducting research. According to Creswell (2014:13), the main thrust of pragmatism as a research paradigm is to deal with the “what and how” of a research. Thus, the concern of pragmatists is “what works” well in a given research study based on the given situation or context. Also, the pragmatists recognize the role of the researcher and the research participants in knowledge construction. The research participants – both the researcher and the researched – acquire active roles in this knowledge construction. By promoting both methodological and epistemological pluralism, researchers are able to conduct research more effectively (DeVellis, 2016). This is based on the argument that a pragmatist approach to mixed methods research allowed the researcher to be flexible in her choice of methods to answer the research questions for this study.

3.2 Research Approach

According to Boateng (2014), researchers are free to choose between qualitative, quantitative and mixed methods for their study. This indicates that there are three different kinds of research methods available for a researcher to choose for a problem under study. Undoubtedly, the selected method should be appropriate for the design of the study. The current study, therefore, employed mixed methods approach. This approach is most appropriate and suitable for the study since questionnaire and interview is the major instruments used for collection of data. Tashakkori, et al, (2021) posited that researchers who are new to this approach most often think of it as just a combination of quantitative and qualitative data. Though this might be true to

some extent, they added that in the concurrent triangulation mixed methods design, a researcher separately collects quantitative and qualitative data, analyzes them separately, and then compares the results to see if it agrees with each other with respect to a given phenomenon.

Using mixed methods research approach for a study provides strengths that offset the weakness of both quantitative and qualitative research approaches and provides more comprehensive evidence for studying a research problem than either quantitative or a qualitative research approach alone (Tashakkori, et al, 2021).

3.3 Research Design

The study employed concurrent triangulation design. The purpose of this design was to obtain different but complementary data on the same topic (Fetters, 2020) to best analyze the research problem. The rationale behind this design is that the researcher values equally the two forms of data and treats them as such. Data is thereby merged, and the results of analyses are used simultaneously to understand the research questions through the comparison of findings from the quantitative and qualitative analysis. Creswell and Creswell (2017) stated that during interpretation, this design helps the researcher “to directly compare and contrast quantitative statistical results with qualitative findings” in order to elaborate valid and well-substantiated conclusions about the problem under study. Again, quantitative and qualitative data are collected concurrently and later compared with the aim of determining convergence, differences and combinations.

3.4 Study Area

The study was conducted in Winneba, the capital of the Effutu Municipal District in the Central Region of Ghana. The community has a population of 65,542 (2020, Housing and population Census). Winneba is a historic fishing port Ghana, lying on the South Coast. The main occupation of the indigenes is fishing, although many others are engaged in petty trading. Winneba is the site of Ghana’s prestigious University of Education, Winneba

3.5 Population

Population has been captured and defined similarly by scholars using different words. Babbie, (2010) described population as all the elements that meet the criteria for inclusion in a study. Population is the aggregate of all the elements showing some common set of characteristics that comprises the universe for the purpose of the problem under study (Cropley, 2019). The target population was all the public-school teachers at the early childhood level in Effutu Municipality. The accessible population is 156 early childhood teachers.

3.6 Sample Size and Sampling Techniques

Creswell and Creswell (2018) referred to sample as the population that is selected for the investigation. According to Lyimo (2013), sampling is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. This study employed a purposive sampling technique to select 156 at the early childhood level in Effutu Municipality. The purposive sampling technique was justified in this study because the research specifically targeted teachers who met the set inclusion criteria: (i) those currently teaching at the early childhood level in the Effutu Municipality, and (ii) those with relevant teaching experience in the field. Creswell and Creswell (2018) note that a sample represents a segment of the population selected for investigation, and for studies focusing on a specialized group, purposive sampling ensures that the participants are directly aligned with the research objectives.. Cropley (2019) described purposive sampling as “a method of sampling where the researcher deliberately chooses who to include in the study based on their ability to provide necessary data”.

3.7 Research Instruments

Research instruments are tools used to collect data to answer the research questions (Hammond & Wellington, 2013). These data collection instruments were by the use of structured

questionnaire and a semi-structured interview guide. The use of more than one data collection instrument permitted the researcher to combine the strengths of the two instruments while correcting some of the deficiencies as to increase the validity of data that were generated (Pandey & Pandey, 2015), Pandey and Pandey opined that: *“No single method adequately solves the problem of rival causal factors..... because each technique reveals different aspects of empirical reality..... multiple methods must be employed(p. 28).*

3.7.1 Structured questionnaire

McCombes (2019) was of the view that questionnaire helps to avoid interview biases and allows the respondents to reflect upon questions before providing answers. As such, interviewer influence on respondents is reduced to obtain accurate and in-depth responses. Moreover, Saunders, et al (2012) confirmed questionnaires as less expensive way to obtain information from large number of people. The structured questionnaires were administered to the teachers since they can efficiently read and respond effectively to the questions.

The questionnaire had five sections: Sections A, B, C, D and E. Section A focused on the demographic information of the participants. This section was made up of closed-ended statements, such as, gender, age, professional and academic qualifications and teaching experience. Also, the Section B part was used to collect data on the views of the early childhood teachers about continuous professional development policy in Effutu Municipality. Questions asked included: What is your view of teachers’ professional development? What are your view about teachers’ professional development policy? What are the reasons for undertaking professional development? Also, Section C of the questionnaire was used to gather data on the types of continuous professional development activities that early childhood teachers in Effutu Municipality undertake. Questions asked included: What types of continuous professional development activities do you undertake? What do teachers perceived as the impact of

professional development on their teaching? What are teachers' views about professional development needs on their teaching?

Furthermore, Section D of the questionnaire was used to gather data on the challenges affecting continuous professional development practices of early childhood teachers in Effutu Municipality such as: What are the challenges confronting continuous professional development practices early childhood teachers in Effutu Municipality since the implementation of the policy? What factors account for the challenges confronting continuous professional development practices? How can the challenges confronting continuous professional development practices be solved?

Lastly, Section E of the questionnaire was used to gather data on the how the challenges confronting professional development are affecting the CPD practices of early childhood teachers in Effutu Municipality. Questions asked included: How are the challenges affecting the CPD practices of early childhood teachers in Effutu Municipality? How the challenges affecting teaching and learning? What strategies can be employed to improve continuous professional development practices? A Five point Likert scale was used for the questionnaire which was weighted as: Strongly Disagree=1, Disagree=2, Not Sure=3, Agree=4 and Strongly Agree=5.

3.7.2 Semi-structured interview guide

Qualitative interviewing is appropriately used when “studying people’s understanding of the meaning in their lived world” (Kvale, 2009, p. 105). In fact, interviewing is the best technique to use “to find out those things we cannot directly observe...feelings, thoughts, and intentions” (Merriam, 2009, p. 72). Qualitative interviews result in thick descriptions of the subject being studied (Rubin & Rubin, 2015). Interviews also allow for triangulation of information obtained from other sources (Lincoln & Guba, 1994).

A semi-structured interview guide uses predetermined set of open ended questions that enable the interviewer to prompt discussion and solicit further responses. A semi-structured interview approach is used to carry on conversations that would elicit rich data that could be used in qualitative analysis (Kvale, 2009). Semi-structured interviews give participants more room to answer in terms of what is important to them (Miles & Huberman, 2014) and to control the introduction and flow of topics (Mishler, 2016) which supports the initial assertion. The semi-structured interview guide was used to collect information that focused on questions that helped in addressing the research questions.

3.8 Pretesting of Research Instrument

The research instrument was pre-tested to determine its validity and reliability. Ekbatan, Lecnner and Schweiker (2019) stated that validity and reliability are two factors which any qualitative researcher should be concerned about while designing a study, analyzing results and judging the quality of the study. Effutu M/A A/B primary school was used to pre-test the research instrument where two of each unit that possess characteristics of the actual sample was selected. Effutu M/A A/B primary school was considered due to its similar learning environment to other schools in Effutu Municipality. The results of the pretest led to modification of the instruments where terms that seemed confusing and could have interfered with the analysis was rectified. The final validation of the research instrument was done by my supervisor and a detailed copy presented in the appendix.

3.9 Validity and Reliability of the Questionnaire

The questionnaires were taken through validity and reliability procedures.

3.9.1 Validity of the questionnaire

Validity is the extent to which a test measures what it is intended to measure (Stephanie, 2017).

The questionnaire was taken through face and content validity procedures. Face validity of the

instruments was established by giving the prepared instruments to the researcher's colleague students pursuing the same programme as the researcher. They considered the structure, layout, alignment and configuration of the instrument in relation to the research questions. Comments from them on the instrument were used to effect the necessary corrections before the instrument were administered to the teachers.

The content validity was determined by the researcher's supervisor. The supervisor examined the research questions alongside each item of the instrument in order to determine whether the instrument actually measured what it was supposed to measure. Comments from the supervisor on the instrument were used to effect the necessary corrections before the instruments were administered to teachers.

3.9.2 Reliability of the questionnaire

Reliability is the extent to which a test or measurement result is consistent (Ekbatan, et al 2019). The results of the pilot test were statistically computed by using the Statistical Package for Social Sciences, (SPSS) software Version 25.

The Cronbach's alpha model was used for the analysis. A Cronbach's alpha reliability coefficient value was 0.75 indicated that the questionnaire was reliable (Tech-Hong & Waheed, 2015). According to Tech-Hong and Waheed, reliability coefficient between 0.70–0.90 is generally found to be internally consistent. Furthermore, taking into account the suggestions from the participants to the instruments that were used, lengthy items were shortened and many unclear items were made clear. Thus, the instrument was found reliable to collect the data for the main study.

3.10 Trustworthiness of the Interviews

Lincoln and Guba (1985) were of the opinion that the words reliability and validity can be replaced with the term trustworthiness when conducting qualitative research. Morse et al., (2002) also opined that steps to ensure rigor in a qualitative study should be carried out during the research process, and outlined the following strategies, among others: ensuring methodological coherence, researcher responsiveness, ensuring appropriateness of sample, and active analytical stance. McMillan and Schumacher (2010) described validity in qualitative research as the extent to which interpretations of data collected have the same meaning for the researcher and participants.

To ensure trustworthiness in this study, the researcher adhered to the constructs proposed by Guba (1981), namely credibility, dependability, transferability and confirmability, which some authors (Guba & Lincoln, 1994; Shenton, 2004; Morrow, 2005) opined correspond to internal validity, external validity, reliability and objectivity respectively, in quantitative research. The manner of doing this is discussed next.

3.10.1 Credibility

Credibility in qualitative research deals with the extent to which the findings from the study measure reality (Morrow, 2005). According to Gasson (2004), it implied “how we ensure rigor in the research process and how we communicate to others that we have done so” (p. 95). In essence, it deals with the methods of ensuring that the researcher has analysed the data correctly. Strategies to ensure this, as proposed by Guba (1981) and buttressed by Shenton, (2004) include:

1. Prior familiarisation with participants to gain adequate understanding and build a relationship of trust

2. Ensuring honesty in the reports of participants by informing them of their right to voluntary participation and withdrawal. This ensures that only those genuinely interested are involved, thus guaranteeing accuracy of their responses
3. Member checking with participants, by returning the data to them after analysis
4. Peer checking, which involves a panel of experts or experienced colleagues reviewing or reanalysing the data
5. Regular debriefing sessions between the researcher and the supervisor. Through such discussions the researcher is kept abreast of impending flaws and notified when his/her biases begin to creep into the data.
6. The degree of congruence between findings from previous studies with similar focus and the present one.

Based on these, to ensure credibility, the researcher became familiar with the informants by building a rapport with them at the beginning of each interview session and presented to them an informed consent form which explained in detail the essence of the study and their right to voluntary participation and withdrawal. The researcher also included direct quotations from the text in the presentation of the findings, which according to Graneheim and Lundman (2004) also reflect the credibility of a study. Also, throughout the period of the study there were regular discussions between the researcher and the research supervisor, and during these sessions, we deliberated on the best approach and methodology for the study as well as the instruments for data collection. At the end of the transcription process, the data also were presented to the research supervisor for him to add his expert knowledge to it.

3.10.2 Dependability

According to Lincoln and Guba (1985), dependability “seeks means for taking into account both factors of instability and factors of phenomenal or design induced changes” (P. 299).; this means taking note of the changes in data and those made by the researcher during the process

of data analysis. In other words, it means description of the research process, to allow for replication (Morrow, 2005), even though the intent is not to generate the same results. Ensuring dependability of the study implies that the researcher would take cognisance of the extent to which necessary research ethics and practices are observed (Shenton, 2004).

To achieve dependability for the study, the researcher needs to provide detailed description of the research process vis-à-vis the design, data gathering and methods used (Marrow, 2005; Shenton, 2004). In view of this, the researcher planned in clear terms the instrument to be used for data collection, and the method and general design for the study

3.10.3 Transferability

According to Morrow (2005), this implies the extent to which the findings from a particular study can be applied to wider situations. Shenton (2004) however, contended that since qualitative studies consider only a small population, it is difficult to say that their findings can be applied to wider situations. Bassey (2017) posited that the findings can only be applied when the situations and populations are considered to be similar to those used in the study. To determine this, Firestone (2013) suggested that the researcher provided adequate information on the general design and approach of the research, so as to guide readers to make informed decisions on its transference. In line with this, Graneheim and Lundman (2004) proposed that there should be a clear description of the context, sample and sampling procedure, processes of data collection and analysis, as well as explicit and intense presentation of findings of the research, which may be done by way of inserting direct quotations from the transcribed data into the research report.

In view of this, earlier in the chapter, the researcher provided details of the context, sample, sampling technique which made it easy to decide on its transferability. Also, the researcher included direct quotes from the transcribed text, so as to add to the richness of the findings that

were presented. While the researcher stated as part of the limitations of the study that its findings may not be generalized to other situations, as suggested by Morrow (2005), the steps as proposed guided the reader to determine the transferability or otherwise of the study.

3.10.4 Confirmability

Confirmability of qualitative research means ensuring that the findings reflect the experiences of the participants and not the prejudices or bias of the researcher (Shenton, 2004). In other words, “findings should represent, as far as is (humanly) possible, the situation being researched rather than the beliefs, pet theories, or biases of the researcher” (Gasson, 2004, p. 93).

This construct assumes that the strength of the research findings lies in the ability of the researcher to link together the data, process of analysis and findings in such a way that gives room for confirmation of the accuracy of findings (Morrow, 2005). Thus, in ensuring confirmability:

1. Morrow (2005) suggested the use of a variety of data collection sources, methods and perceptions (triangulation)
2. The research report should provide a justification for the chosen method, assumptions and approach used, as well as a statement of the weaknesses of such techniques (Shenton, 2004). In addition, the researcher should adopt reflexivity, by stating the assumptions that undergird the framing of the research questions and presentation of findings (Morrow, 2005)
3. The researcher should provide an audit trail by documenting and providing step-by-step details of the entire research process (Guba, 1981; Shenton, 2004).

Going by these suggestions, the researcher ensured that she puts aside her opinion in the analysis of the data by reading the transcripts over and over again, such that the researcher

became familiar with the ideas therein, which was evident in the description of the data analysis process, which was presented in the report. Also, the researcher ensured that she provided a justification for the methodology used for the study by referencing appropriate authors and gave a clear description of the manner in which the data was collected and analyzed, such that the reader finds it easy to decide on the acceptability of the findings. Furthermore, the researcher used triangulation by varying the sources of the data that was collected.

3.11 Data Collection Procedures

Creswell (2014) emphasized the need to respect the site where a research takes place. There was formal visit to the respondents' environment to enhance familiarization and gain consent of participants prior to the data collection. This respect, according to Creswell (2014), is shown by gaining permission before entering the site. As such, an introductory letter to seek permission and cooperation of respondents at the study area was obtained from Head of Department of Early Childhood Education. One week from the day of presenting the permission letter was agreed upon by the researcher and the participants for the administration of the instruments. After securing the consent of the head teacher, preparations were made to administer the instruments on the agreed date with the participants. The venue and time for the administration of the instruments was planned in advance and agreed upon by the researcher and the participants.

The participants were assured of confidentiality of their responses, and that the information they provided was used in a responsible way (academic purpose only) that cannot be traced back to the interviewee. Participants were also informed of their right to withdraw from the study at any stage should they wish to do so without prejudice. The early childhood teachers were given questionnaires for days and weeks to respond to them. The questionnaires were retrieved soon after completion. One hundred and fifty-six (156) questionnaires were

administrated and (150) questionnaires were retrieved and analyzed representing 96% response rate.

Interviews were conducted for 10 early childhood teachers. Face-to-face interviews were used and this allowed the researcher to listen empathetically to the views of the interviewees and establish rapport with them. The advantage of individual face-to-face interviews over group interviews is that in group interviews, participants may be influenced by others and may feel the need to conform. In group interviews it is not always possible to observe confidentiality or prevent the adverse effects that group participation may have on certain individuals. Permission was sought from the participants to record the interviews. This helped to maintain the original data for analysis.

3.12 Data Analysis Procedures

The quantitative and qualitative data were analyzed separately. Descriptive (frequencies, percentages, means and standard deviations) statistics were used to analyze the quantitative data. Statistical Package for Social Sciences (SPSS) version 25 was used to help in analyzing the data.

The qualitative data were analysed in themes. Qualitative data were transcribed by focusing on the key elements in the narrative that highlighted the aims of this research. Personal and identifying details were left out which ensured the anonymity of the participants. The qualitative data were coded using inductive and deductive codes.

3.13 Ethical Considerations

Fouka and Mantzorou (2011) maintained that a credible research work is not only a function of the selection of an appropriate instrument and/or research strategy, but also requires adhering to research ethics. In order to ensure that this research addresses ethical issues, the considerations outlined next were adhered to throughout the period of the study.

3.13.1 Access

It is of great importance to show respect to the location where the research takes place (Creswell, 2014). In showing such respect, the researcher gained access by obtaining permission to the study area and individuals for data collection. Request for permission to enter the schools was sought from the appropriate authorities.

3.13.2 Informed consent

At the beginning of each interview session, the informants were given an informed consent form, which detailed the research purpose and their rights to voluntary participation and withdrawal. It also sought their permission to have the interview sessions audio-taped and they appended their signature, indicating their consent.

3.13.3 Confidentiality/anonymity

As suggested by McMillan and Schumacher (2010), the researcher ensured the confidentiality and anonymity of the settings and informants for the study by making sure that they were unidentifiable. The researcher used pseudonyms (for example, Preschool teachers were coded as: PST) to represent the informants instead of their real names and titles. The researcher also ensured that the transcribed data was accessible only to the researcher and research supervisor, in keeping with the promise of confidentiality (Fouka & Mantzourou, 2011).

3.13.4 Plagiarism

Plagiarism is defined as the verbatim copying, near-verbatim copying, or paraphrasing portions of another person's published document without proper acknowledgement (Fetters, 2020). All relevant journal articles and books from which secondary information was drawn was properly cited. In respect to this, the researcher made use of in-text citations and references in the study to avoid any form of plagiarism.

3.14 Researcher's Positionality

The researcher is a teacher in Effutu Municipality where the research was conducted. Through the researcher's interaction with some of the teachers in the municipality about their practices of CPD motivated the researcher to explore more on the concept of CPD. During the study the researcher detached her ideas, feelings and emotions from the problem under study. This helped her to report the findings of the study accurately.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction.

This chapter is divided into two major sections. The first section provides the demographic characteristics of the respondents while the second section presents the answers and discussions to the research questions.

4.2 Response Rate

The researcher administered 156 questionnaires that represented 100% to the teachers, but 150 questionnaires were returned, which also represented 96% of the questionnaire administered. This implied that the analysis was based on 150 response of the respondents.

4.3 Section A – Demographic Characteristics of Teachers

This section presents data demographic characteristics of teachers. These include sex of respondents, age of respondents, highest educational level, and number of years in the teaching service.

4.3.1 Sex distribution of respondents

Table 4.1 illustrates this relationship between the gender of the respondents.

Table 4. 1: Gender Distribution of Teachers

Sex	Frequency	Percentage
Male	21	14.0
Female	129	86.0
Total	150	100.0

Source: field data, 2024

The sex distribution of the teachers indicated a huge sex difference with 21 male representing 14% and 129 female teachers representing 86%. This implies that female teachers who participated were more than the male participants.

Table 4.2 Age distribution of the respondents

Age Group	Frequency	Percentage
Less than 31	32	21.3
31 – 40	57	38.0
41 – 50	45	30.0
51+	16	10.7
Total	150	100.0

Source: field data, 2024

Data in Table 4.2 show the age group of the teachers. The dominant age group of the teachers ranged between 31-40 years with 57 respondents representing (38%), followed by age group between 41-50 years representing 45(30%) whereas the age group of 51 years and above made

up the smallest group, representing 16 (10.7%) of the teachers. This implies that majority of the teachers ranged between 31-40.

Educational status of respondents

Table 4.3 below illustrate this Educational status of the respondents.

Table 4. 1: Educational Status Distribution of Teachers

Educational Level	Frequency	Percentage
Bachelor's Degree	82	54.7
M.Ed	50	33.3
Mphil	18	12.0
Total	150	100.0

Source: field data, 2024

In terms of the respondents' educational status, data in Table 4.3 indicate that 82 of the teachers representing 54.7% were bachelor's degree holders, 50 of them representing 33.3% were M.Ed. holders while 18 of them representing 12% were MPhil holders. The implication is that the teachers teaching at that level are highly educated who could handle and understand the curriculum

Table 4. 2: presents the teaching experience of respondents

Table 4. 3: Teaching Experience of respondents

Age Group	Frequency	Percentage
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	32	21.3
1 – 5yrs.		
6 – 10yrs	38	25.3
11 – 15yrs	58	38.7
16+	22	14.7
Total	150	100.0

Source: field data, 2024

With regards to teachers working experience, data in Table 4.4 indicate that 32 of the teachers representing 21.3% reported that they have worked between the years 1 to 5, 38(25.3%) indicated that they have worked for the years between 6 to 10 years, 58(38.7%) also reported that they have worked between the years of 11 to 15 years, while 22 of them representing 14.7% indicated that they have worked for 16 years and above.

4.4. SECTION B – Analysis and discussion of the main data

4.4.1. Research Question One – How do early childhood teachers in Effutu Municipality understand the concept continuous professional development?

This research question was intended to find out from the teachers how they understand the concept continuous professional development. Their responses have been presented in Table 4.5

Table 4. 4: Teachers in Effutu Municipality understanding of the concept continuous professional development

Statements	SD(%)	D(%)	N(%)	A(%)	SA(%)	Mean
1. It is the process of tracking teachers skills and knowledge that they gain	28(18.7)	18(12)	3(2)	69(46)	32(21.3)	3.39
2. It is the activities designed to meet the rising expectations of teachers and to improve their knowledge, skills, and abilities and stay	6(4.0)	10(6.7)	3(2.0)	45(30)	86(57.3)	4.30
3. It is the improvement and broadening of teachers knowledge and skills,	17(11.3)	17(11.3)	10(6.7)	76(50.7)	30(20.0)	3.57
4. It is any activity that increases the understanding of teachers, and their	5(3.3)	6(4.0)	8(5.3)	46(30.7)	85(56.7)	4.33
5. It is reflective activity designed to improve teachers attributes, knowledge, understanding and skills	5(3.3)	9(6.0)	3(2.0)	43(28.7)	90(60.0)	4.36
6. It is learning process that complements formal education and training	26(17.3)	27(18.0)	19(12.7)	28(18.7)	50(33.3)	3.33
Mean of Means	20.506					

Mean Decision Agreed when $M \geq 3.31$

Source: field data, 2024

Data in Table 4.5 show the teachers responses on their view of professional development in Effutu Municipality. In the first place, I wanted to find out from the teachers if they perceive professional development as the process of tracking teachers' skills and knowledge that they gain both formally and informally in their work. With this statement, 28 of the teachers representing 18 (7%) strongly disagreed, 18(12%) disagreed, 3(2%) were not sure, 69(46%) agreed while 32(21.3%) strongly agreed. The mean score of 3.39 implies that averagely the teachers agreed to that statement.

Again 6(4%) strongly disagreed that professional development is activities designed to meet the rising expectations of teachers and to improve their knowledge, skills, and abilities and stay up to date, 10(6.7%) disagreed, 3(2%) were not sure, 45(30%) agreed while 86(57.3%) strongly agreed to that statement. The mean score of 4.30 fell in the category of strongly agreed. This implies that averagely, the teachers strongly agreed to that statement.

Moreover, I wanted to find out from the teachers if they perceived professional development as the improvement and broadening of teachers' knowledge and skills, throughout their working life. With this statement, 17 of the teachers representing 11.3% strongly disagreed, 17(11.3%) disagreed, 10(6.7%) were not sure, 76(50.7%) agreed while 30(20%) strongly agreed. The mean score of 3.57 implies that averagely the teachers agreed to that statement.

The researcher further wanted to find out from the teachers if they perceived professional development as activity that increases teachers understanding of teaching and their effectiveness in schools. With this statement, 5 of the teachers representing 3.3% strongly disagreed, 6(4%) disagreed, 8(5.3%) were not sure, 46(30.7%) agreed while 85(56.7%) strongly agreed. The mean score of 4.33 implies that averagely the teachers strongly agreed to that statement.

The researcher further wanted to find out from the teachers if they perceived professional development as a reflective activity designed to improve teachers' attributes, knowledge, understanding and skills. With this statement, 5 of the teachers representing 3.3% strongly disagreed, 9(6%) disagreed, 3(2%) were not sure, 43(28.7%) agreed while 90(60%) strongly agreed. The mean score of 4.36 implies that averagely the teachers strongly agreed to that statement.

Lastly, the researcher wanted to find out from the teachers if they perceived professional development as a learning process that complements formal education and training. With this statement, 26 of the teachers representing 17.3% strongly disagreed, 27(18%) disagreed, 19(12.7%) were not sure, 28(18.7%) agreed while 50(33.3%) strongly agreed. The mean score of 3.33 implies that averagely the teachers agreed to that statement.

In summary, majority of the teachers strongly agreed that professional development is a reflective activity designed to improve teachers' attributes, knowledge, understanding and skills. This finding is in line with the assessment of Fitch and Kopp (2020) who noted that professional development of any process or activity, planned or otherwise, that contributes to an increase in or the maintenance of knowledge, skills and personal qualities related to learning and teaching and broader academic practice. The finding is also in line with Day's (2016) assertion who indicated that professional development 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, which contribute to the quality of education in the classroom.

4.6. Theme one: Head teachers understanding of the concept continuous professional development

The five head teachers were asked of their understanding of professional development qualitatively and all of them noted that professional development is of learning experiences.

One of the head teachers stated that:

Professional development is generally described as a learning experiences of teachers embracing all activities that enhance teachers' professional growth (HT3)

Another head teacher stated that:

Professional development is capacity building, teachers' development, professional learning, continuing education and in-service training. (HT5)

Another head teacher stated that:

CPD is activity that enhances skills and knowledge of the teaching profession. It is very good initiatives that will help teachers get more knowledge than what they already have. It helps teachers to tackle their new challenges and enables them to take good decisions. (HT2)

Another head teacher stated that:

It is an in service training organized by the various schools every Wednesdays to address some of the issues or problems in the school. (HT1)

Another head teacher stated that:

It helps teachers to bring ideas together which they use to teach the learners. The policy helps teachers to build their confidence and broaden their knowledge. It helps teachers to know their strength and weakness, also broadening their understanding. (HT4)

This study in a way confirmed observations by Day (2016) who stated that ‘professional development 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.

4.4.2. Research Question Two – What types of continuous professional development activities do early childhood teachers in Effutu Municipality undertake?

This research question was designed to find out about the types of continuous professional development activities early childhood teachers in Effutu Municipality undertake. Their responses are presented in Table 4.6



Table 4.5: Types of continuous professional development activities early childhood teachers in Effutu Municipality undertake

Types of CPD	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean
1. I undertake Further Studies	15(10.0)	22(14.7)	20(13.3)	40(26.7)	53(35.3)	3.63
2. I attend Workshop	11(7.3)	38(25.3)	24(16.0)	43(28.7)	34(22.7)	3.34
3. I engage in Mentoring	11(7.3)	31(20.7)	33(22)	37(24.7)	38(25.3)	3.40
4. I engage in Coaching	11(7.3)	25(16.7)	19(12.7)	75(50)	20(13.3)	3.45
5. I engage in Formation of learning communities	9(6)	6(4)	4(2.7)	47(31.3)	84(56)	4.27
6. Curriculum development	24(16)	45(30)	20(13.3)	15(10)	46(30.7)	3.09
Mean of Means	18.605					

Mean Decision Agreed when $M \geq 3.31$

Source: field data, 2024

Data in Table 4.6 show the teachers responses on the types of continuous professional development activities early childhood teachers in Effutu Municipality undertake. In the first place, the study sought to find out from the teachers if they undertake Further Studies, the data shows that, 15 of the teachers representing 10% strongly disagreed, 22(14.7%) disagreed, 20(13.3%) were not sure, 40(26.7%) agreed while 53(35.3%) strongly agreed. The teachers averagely agreed they undertake Further Studies with a mean score of 3.36.

Moreover, to find out if the teachers engage in Workshops, the data shows that 11 of the teachers representing 7.3% strongly disagreed, 38(25.3%) disagreed, 24(16%) were not sure, 43(28.7%) agreed while 34(22.7%) strongly agreed. The mean score of 3.34 was attained which implies that averagely the teachers agreed they engage in Workshops.

Again, 11(7.3%) strongly disagreed that they engage in Mentoring and 31 of the teachers representing 20.7% disagreed, 33(22%) were not sure, 37(24.7%) agreed while 38(25.3%) strongly agreed. Teachers agreed they engage in Mentoring with a mean score of 3.40.

Moreover, to find out from the teachers if they engage in Coaching. 11 of the teachers representing 7.3% strongly disagreed, 25(16.7%) disagreed, 19(12.7%) were not sure, 75(50%) agreed while 20(13.3%) strongly agreed. The item generated a mean score of 3.45 indicating that the teachers agreed they engage in Coaching

The researcher further wanted to find out from the teachers if they engage in Formation of learning communities. With this, 9 of the teachers representing 6% strongly disagreed, 6(4%) disagreed, 4(2.7%) were not sure, 47(31.3%) agreed while 84(56%) strongly agreed. Per the mean score of 4.27 the teachers strongly agreed they engage in Formation of learning communities.

Lastly, I found out from the teachers if they engage in Curriculum development, the data shows that, 24 of the teachers representing 16% strongly disagreed, 45(30%) disagreed, 20(13.3%) were not sure, 15(10%) agreed while 46(30.7%) strongly agreed. The teachers were not sure they engage in Curriculum development with a mean score of 3.09.

In summary, majority of the teachers strongly agreed they engage in most of the continuous professional development activities. This finding is in line with the assertion of Guskey (2017) who noted that a key priority of professional development is to enhance professionalism in teaching and concluded that professional development in teaching enhances teachers' professional status, and makes them feel like part of a growing profession that incorporates new knowledge into its practice. . The finding also supports that of Avalos (2015) who claimed that professional development enables teachers to act collegially in order to maintain and improve the standards of their profession and concluded that professional development enables teachers to identify their own professional development needs by a process of self-evaluation to enable them to improve their professional practice.

Theme two: Types of continuous professional development activities early childhood teachers in Effutu Municipality undertake

The five head teachers were asked to come out with their opinion on the types of professional development in the Municipality qualitatively, and all of the interviewees indicated that professional development improves learning and teaching. One of them stated that:

The type of CPD organized in this Municipality are PLC, Workshop and Seminars. Professional development activities enhance teachers' knowledge and skills and enable them to consider their attitudes and approaches to the education of children, with a view to improve the quality of the teaching and learning process. (HT 1)

Another head teacher stated that:

Schools have PLC and CLUSTER based for the circuit which the Municipal coordinator brings topics to treat. It really help teachers to learn different strategies to handle topics from their colleagues. Teachers go for training to learn a new concept or sometimes the school cannot support with the materials they need. (HT 2)

Another head teacher stated that:

Cluster based is more or less peer teaching and professional learning community (PLC). It helps teachers to know how to handle difficult topics especially teaching creative arts. Teachers really participate a lot when it comes to CPD programs in the Municipality because they know it will help them in their work. Professional development is a way for the improvement of learning and teaching. (HT 3)

Another head teacher stated that:

PLC, and Cluster based and Circuit based are types I know. It help teachers to learn and teach topics and subject that they find it difficult. Sometimes, especially the circuit based, they don't focus on the subject matter. Most of the CPD programs they organize with payment, they always give short notice so there is always low participation and they keep on repeating topics. (HT 4)

This finding in a way confirms observations by Earley and Bubb (2014) who noted that professional development improves teaching and learning, in terms of curriculum development restructuring and instructional development. The findings of this study also concur with that of Collinson (2000) in that professional development have a positive impact on curriculum, pedagogy, as well as teachers' sense of commitment and their relationships with students.

4.4.3. Research Question Three – What are the challenges confronting continuous professional development practices early childhood teachers in Effutu Municipality?

This research question was designed to find out about the challenges confronting continuous professional development practices of early childhood teachers in Effutu Municipality since the implementation of the policy. Their responses are presented in Table 4.7

Table 4. 7: challenges confronting continuous professional development practices of early childhood teachers in Effutu Municipality

Statements	SD(%)	D(%)	N(%)	A(%)	SA(%)	Mean
1. Shortage of time for teachers to implement the professional development actions	7(4.7)	8(5.3)	3(2.0)	59(39.3)	73(48.7)	4.22
2. Lack of trained professional development facilitators to coordinate the action of teachers	15(10)	17(11.3)	12(8.0)	55(36.7)	51(34)	3.73
3. Lack of arranging training on professional development programs	22(14.7)	18(12.0)	25(16.7)	26(17.3)	59(39.3)	3.55
4. Absence of motivation for teachers by the concerned bodies on the development	18(12.0)	8(5.3)	13(8.7)	42(28.0)	69(46)	3.91
5. Lack of awareness of CPD opportunity	19(12.7)	3(2.0)	2(1.3)	46(30.7)	80(53.3)	4.10
Mean of Means	16.23					

Mean Decision Agreed when $M \geq 3.31$

Source: field data, 2024

Data in Table 4.7 show the teachers responses on professional development needs. In the first place, I found out from the teachers if shortage of time for teachers to implement the professional development actions was a challenge. With this statement, 7 of the teachers representing 4.7% strongly disagreed, 8(5.3%) disagreed, 3(2.0%) were not sure, 59(39.7%) agreed while 73(48.7%) strongly agreed. The statement generated a mean score of 4.22 which suggests that the teachers strongly agreed to it.

Again, 15(10%) strongly disagreed that lack of trained professional development facilitators to coordinate the actions of teachers' professional development was a challenge, 17(11.3%) disagreed, 12(8%) were not sure, 55(36.7%) agreed while 51(34%) strongly agreed to that statement. The resultant mean score of 3.73 summarizes that the teachers strongly agreed that lack of trained professional development facilitators to coordinate the actions of teachers professional development was a challenge.

Moreover, to find out from the teachers if lack of arranging training on professional development programs was a challenge. With this statement, 22 of the teachers representing 14.7% strongly disagreed, 18(12%) disagreed, 25(16.7%) were not sure, 26(17.3%) agreed while 59(39.3%) strongly agreed. The item generated a mean score of 3.55 indicating that the teachers agreed to the statement that lack of arranging training on professional development programs was a challenge

The researcher further found out from the teachers if absence of motivation for teachers by the concerned bodies on the actions of professional development was a challenge. To this statement, 18 of the teachers representing 12% strongly disagreed, 8(5.3%) disagreed, 13(8.7%) were not sure, 42(28%) agreed while 69(46%) strongly agreed. Per the mean score of 3.91, the teachers strongly agreed that absence of motivation for teachers by the concerned bodies on the actions of professional development was a challenge

Last was, to find out from the teachers if the Lack of awareness of CPD opportunities was a challenge. With this statement, 19 of the teachers representing 12.7% strongly disagreed, 3(2%) disagreed, 2(1.3%) were not sure, 46(30.7%) agreed while 80(53.3%) strongly agreed. The mean score of 4.10 indicated that averagely the teachers strongly agreed to the statement that lack of awareness of CPD opportunities was a challenge.

In summary, majority of the teachers strongly agreed that the knowledge and understanding of their subject field(s) was teachers' professional development need among

teachers in the effutu municipality. This finding is in line with that of Blandford (2019) who noted that continuous improvement in professional knowledge and skills and be exposed to a deeper understanding of teaching pedagogy. Again, the finding is in line with that of Cheung (2014) who indicated that professional development activities are helpful to teachers to get more exposure to the subject knowledge and help them to be more adequate in their subject and pedagogical knowledge.

Theme three: challenges confronting continuous professional development practices of early childhood teachers in Effutu Municipality

The five head teachers were also interviewed and asked to identify the challenges confronting continuous professional development practices of early childhood teachers in the Effutu Municipality

One of them stated that:

Teachers find it difficult to pay for workshop charges because the CPD allowance they receive, they have different purpose for it. (HT 1)

Another head teacher stated that:

Teachers find it difficult to get materials that will help them to impact the knowledge and skills after the training program. (HT 2)

Another head teacher stated that:

Some teachers just go for the workshop as formality and return to do their own old things. But they fail to implement what they learn at the workshop. Some teachers are not willing to implement what they are taught at the training program. (HT3)

Another head teacher stated that:

The time these meetings are fixed sometimes affect teachers closing time and also difficult in getting resource materials during and after the training, example laptop computer. Teachers sometimes contribute to pay the facilitators especially those that they make it free to attend. The government should come to subsidize the cost of workshop charges.(HT 4)

Another head teacher stated that:

The inadequate resource affects the number of workshops organized at the Municipality. The time meetings are organized sometimes affect teaching and learning and also inadequate funds prevent teachers from attending these workshops to gain more knowledge. The government should release more funds and most of the workshops should be done in cluster based and service providers should reduce their charges. (HT 5)

This study in a way confirmed observations by Gordon (2014) who noted that the major challenges identified at the national level to practice professional development programmes are: lack of trained facilitators; time constraints on the part of teachers; teachers are not provided with the awareness about the background of professional development programmes; lack of professional development books; absence of coordination between the stakeholders; teachers are not motivated to solve the ongoing problems; and less commitment on the part of the stakeholders.

Guskey (2014) opined that lack of uniformity of the professional development programme formats and the absence of guidelines about what should be included in the formats, confuse teachers. In addition, head teachers or mentors are not performing their responsibilities of providing clear feedback for teachers on the portfolio of professional development. This absence of feedback on the portfolio of professional development compels teachers to repeatedly copy the already existing portfolio documents. This is because, most teachers have no knowledge about the purpose of the portfolio. The findings of this study also concur with Murphy (2015) who proposes that teachers' professional development help them to analyze data to find out where their students are not succeeding and then develop professional.

Research Question Four - How are the challenges confronting professional development affecting the CPD practices of early childhood teachers in Effutu Municipality?

This research question was designed to find out how the challenges confronting professional development are affecting the CPD practices of early childhood teachers in Effutu Municipality. Their responses are presented in Table 4.8.

Table 4. 8: How the challenges are affecting professional development in Effutu Municipality

Statements	SD (%)	D (%)	N (%)	A (%)	S (%)	Mean
1. Not all teachers get access to their	3(2.0)	9(6.0)	4(2.7)	93(62.0)	41(27.3)	4.07
2. Teachers do not practice the CPD activities they learn	24(16.0)	16(10.7)	15(10)	56(37.3)	39(22.8)	3.47
3. Inadequate resource affect the number of workshops	37(24.7)	23(15.3)	9(6)	50(33.3)	31(20.7)	3.10
4. Teachers are unable to explore more CPD opportunities	11(7.3)	12(8.0)	5(3.3)	82(54.7)	40(26.7)	3.85
5. limited collaborative learning among teachers	8(5.3)	9(6.0)	4(2.7)	48(32.0)	81(54.0)	4.23
Mean of Means	15.336					

Mean Decision Agreed when $M \geq 3.31$

Source: field data, 2024

Findings in table 4.8 show the teachers responses on factors that facilitate professional development of teachers in the Effutu Municipality. In the first place, I wanted to find out from the teachers if not all teachers get access to their NTC portals. With this statement, 3 of the teachers representing 2% strongly disagreed, 9(6%) disagreed, 4(2.7%) were not sure, 93(62%) agreed while 41(27.3%) strongly disagreed. The mean score of 4.07 implies that averagely the teachers strongly agreed to the statement that not all teachers get access to their NTC portals

Moreover, to find out from the teachers if they practice the CPD activities they learn. With this statement, 24 of the teachers representing 16% strongly disagreed, 16(10.7%) disagreed, 15(10%) were not sure, 56(37.3%) agreed while 39(22.8%) strongly disagreed. The mean score of 3.47 is a resultant that averagely the teachers agreed to the statement that not all teachers practice the CPD activities they learn

Again, to find out from the teachers if inadequate resource affect the number of workshop organized for teachers With this statement, 37 of the teachers representing 24.7% strongly disagreed, 23(15.3%) disagreed, 9(6%) were not sure, 50(33.3%) agreed while 31(20.7%) strongly disagreed. The mean score of 3.10 implies that averagely the teachers agreed to the statement that inadequate resource affect the number of workshop organized for teachers

The researcher further wanted to find out from the teachers if they are unable to explore more CPD opportunities. With this statement, 11 of the teachers representing 7.3% strongly disagreed, 12(8%) disagreed, 5(3.3%) were not sure, 82(54.7%) agreed while 40(26.7%) strongly disagreed. The item generated a mean score of 3.85 indicating that the teachers agreed that they are unable to explore more CPD opportunities

Lastly, the researcher wanted to find out from the teachers if there is limited collaborative learning among teachers. With this statement, 8 of the teachers representing 5.3% strongly disagreed, 9(6%) disagreed, 4(2.7%) were not sure, 48(32.0%) agreed while

81(54.0%) strongly disagreed. The mean score of 4.23 implies that averagely the teachers strongly agreed to the statement that indeed there is limited collaborative learning among teachers

In summary, majority of the teachers strongly agreed that supportive school leadership emerged as one of the facilitator of CPD of teachers serve to facilitate professional development of teachers in Effutu Municipality. This finding was in line with Fullan (2014) who noted that heads supports teachers supported in their professional development because the school heads could sustain the culture of openness and trust, whereas they could offer new ideas and they felt stimulated by their colleagues. Again, the finding was in line with that of Frost, Durrant, Head, and Holden (2018) who indicated that school heads mostly had a vision about the school's direction and creating a positive ethos of the school by supporting teachers' professional development

Theme four: How the challenges confronting professional development are affecting the CPD practices of early childhood teachers in Effutu Municipality

The five head teachers were asked to express their views on how the challenges confronting professional development are affecting the CPD practices of early childhood teachers in Effutu Municipality and the following were their concerns.

One of them stated that:

‘The publicity is low, not all teachers get access to their NTC portals to know the interesting programs going on there to join, sometimes network problems’’ (HT 1).

Another head teacher stated that:

Some teachers attend CPD workshops just for formality to score CPD points for promotion, but in essence they fail to practice what they are taught (HT 2).

One of them stated that:

“The inadequate resources affect the number of workshops organized at the Municipality. last year for instance the municipality organized just one workshop” (HT 3).

Another head teacher stated that:

“Teachers sharing ideas stimulates their reflection and broadens their perspective but they are unable to meet regularly at CPD workshops to idea more ideas” (HT 4).

This finding was in line with Guskey (2018) who noted that teachers are necessarily at the Centre of any educational reform, for they must carry out the demands of high standards in the classroom. Kennedy (2015) also added that teacher effectiveness and efficiency is largely attributed to the lack of professional development.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents a summary of the major findings of the study, which explored the perspective and practices of teachers about Continuous Professional Development of Early Childhood Centers in Effutu Municipality. This chapter includes the summary of the research findings, conclusions from the results and finally the recommendations for further studies.

5.2. Summary of the study

The study attempted to explore the views of early childhood teachers about the implementation of the CPD policy and their participation in CPD in Effutu Municipality.

. The following research questions were, therefore, posed to guide the study:

1. How do early childhood teachers in Effutu Municipality understand the concept continuous professional development?
2. What types of continuous professional development activities do early childhood teachers in Effutu Municipality undertake?
3. What are the challenges confronting continuous professional development practices early childhood teachers in Effutu Municipality?

How are the challenges confronting professional development affecting the CPD practices of early childhood teachers in Effutu Municipality?

To achieve the objectives of the study, the design employed for the study was a sequential explanatory mixed-method design. To attain the objectives of the study, the target population comprised of all early childhood teachers in Effutu Municipality.

From the target population, a sample size of 154 teachers and five Head masters was selected for the study. The data collection instruments used for the study were the questionnaire and interviews. The data collected for the study were analyzed quantitatively and qualitatively using percentage, frequency and mean score.

5.3 Summary of major findings

The following findings were arrived at in the present study:

The first research question which sought to find out how early childhood teachers in Effutu Municipality understand the concept continuous professional development revealed that continuous professional development is the process of tracking teachers skills and knowledge that they gain both formally and informally in their work. Continuous professional development is activities designed to meet the rising expectations of teachers and to improve their knowledge, skills, and abilities and stay up to date. Continuous professional development is the improvement and broadening of teachers knowledge and skills, throughout their working life. Continuous professional development is any activity that increases teachers the understanding of teachers, and their effectiveness in schools. Continuous professional development is a reflective activity designed to improve teachers' attributes, knowledge, understanding and skills; learning experiences of teachers. It is also learning process that complements formal education and training

In addition, the second research question which sought to find out the types of continuous professional development activities early childhood teachers in Effutu Municipality undertake revealed that they participate in further Studies, workshop, mentoring, coaching, Formation of learning communities and curriculum development.

The third research question sought to find out the challenges confronting continuous professional development practices early childhood teachers in Effutu Municipality. It revealed

shortage of time for teachers to implement the professional development actions, lack of trained professional development facilitators to coordinate the actions of teachers' professional development, lack of arranging training on professional development programs, absence of motivation for teachers by the concerned bodies on the actions of professional development, and lack of awareness of CPD opportunities.

Finally, the last research question sought to find out how the challenges confronting professional development are affecting the CPD practices of early childhood teachers in Effutu Municipality revealed that not all teachers get access to their NTC portals, teachers do not practice the CPD activities they learn, inadequate resource affect the number of workshop organized for teachers, teachers are unable to explore more CPD opportunities and there is limited collaborative learning among teachers

The head teachers also stated that teachers find it difficult to pay for workshop charges because the CPD allowance they receive, they have different purpose for it. Teachers also find it difficult to get materials that will help them to impact the knowledge and skills after the training program whereas some teachers fail to practices what they learn at the workshop

5.4. Conclusion

Based on the findings of the study, it was possible to draw the following conclusions:

1. Firstly, continuous professional development is a reflective activity designed to improve teachers' attributes, knowledge, understanding and skills and also the learning experiences of teachers.
2. Again, types of continuous professional development activities that early childhood teachers in Effutu Municipality mostly undertake are further Studies, workshop and Formation of learning communities.

3. Shortage of time for teachers to practice the professional development actions, lack of trained professional development facilitators to coordinate the actions of teachers' professional development, lack of arranging training on professional development programs, absence of motivation for teachers by the concerned bodies on the actions of professional development, and lack of awareness of CPD opportunities were the key challenges faced by early childhood teachers in Effutu Municipality
4. Most of the teachers do not have regular access to their NTC portals and some are unable to explore more CPD opportunities, limited collaborative learning among teachers

5.4. Recommendations

Considering the major findings from the research, the following recommendations are made for consideration.

Considering the major findings from the research, the following recommendations are made for consideration.

1. The Regional and District Directorate of the Effutu Municipality should more organize seminars and orientation on teachers' continuous professional development to make teachers aware on their professional development.
2. Teachers should explore more continuous professional development opportunities to help improves teachers' knowledge of the subject matter to improve learning and teaching in schools in the Effutu Municipality
3. Teachers should be given adequate time for their continuous professional development. The Effutu Municipality should train more professional development facilitators ad motivate them as well as teachers.
4. The Effutu Municipality should support teachers to have regular access to their NTC portals and promotes the continuous professional learning of all teachers.

5.5 Suggestions for Future Research

Based on the findings, it is suggested that:

1. An investigation should be conducted on the relationships between teachers' continuous professional development and students' academic performance.
2. Exploring the practices and challenges of continuous professional development at senior high school level can be considered.
3. The relationship between personal attributes, perceptions of teachers on continuous professional development can be investigated.



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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR TEACHERS

SECTION A: TEACHERS' DEMOGRAPHIC INFORMATION

Dear respondent

My name is Jennifer Fensi, a final year graduate student at the Department of Early Childhood Education, University of Education, Winneba. I am conducting a study on continuous professional development: Perspectives and practices of early childhood teachers in Effutu Municipality. As part of the fulfilment of my Master's Degree requirements, I would be grateful if you could spend some of your time to fill out this questionnaire. It is just for academic purpose. I promise to keep the responses as confidential as possible and I respect your human dignity. Thank you for your co-operation.

Please help classify your response by supplying the following facts about yourself and your opinion on the raised issues by ticking an appropriate box. There is no right wrong answer therefore no particular response is targeted.

1. Gender: Male [☐].

Female [☐].

2. Age. Less than 31years [☐]

31– 40 [☐]

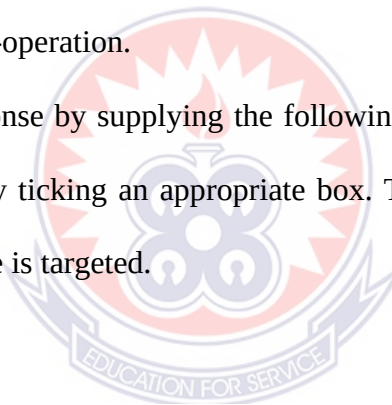
41 – 50 [☐]

51+ [☐]

3. Educational Status: SSCE[☐]

Teacher Certificate A [☐]

Diploma [☐]



First Degree []

M.Ed. []

MPhil []

4. Teaching Experience: Less than 1year

1 – 5 yrs. []

6 – 10yrs. []

11 – 15yrs. []

16yrs. + []

SECTION B: TEACHERS PROFESSIONAL DEVELOPMENT

Introduction: For each of the following statements, tick the number that best describes your zeal. The rating scale is as follow: **1 = Strongly Disagree (SD)**, **2 = Disagree (D)**, **3 = Not Sure, (NT)** **4 =Agree (A)**, **5 = Strongly Agree (SA)**

PART II – TEACHERS PROFESSIONAL DEVELOPMENT						
S/no.	Professional development...	SA	A	N/ S	D	SD
1	Is the process of tracking teachers skills and knowledge that they gain both formally and informally in their work					
2	Activities designed to meet the rising					

	expectations of teachers and to improve their knowledge, skills, and abilities and stay up to date.					
3	It is the improvement and broadening of teachers knowledge and skills, throughout their working life					
4	It is any activity that increases teachers the understanding of teachers, and their effectiveness in schools					
5	It is reflective activity designed to improve teachers attributes, knowledge, understanding and skills					
6	It is learning process that complements formal education and training					
Part III – Types of continuous professional development activities early childhood teachers in Effutu Municipality undertake						
S/no.	Types of continuous professional development activities					
1	Further Studies					
2	Workshop					
3	Mentoring					
4	Coaching					
5	Formation of learning communities					

6	Curriculum development					
PART V – Challenges of Professional Development Implementation						
S/no.	Statement					
1	Shortage of time for teachers to implement the professional development actions					
2	Lack of trained professional development facilitators to coordinate the actions of teachers professional development					
3	Lack of arranging training on professional development programs					
4	Absence of motivation for teachers by the concerned bodies on the actions of professional development					
5	Lack of awareness of CPD opportunities					
Part V – effects of challenges of CPD on teacher practices in the Effutu Municipality						
S/no.						
1	Not all teachers get access to their NTC portals					
2	Teachers do not practice the CPD activities they learn					
3	Inadequate resource affects the number of workshops organized for teachers					

4	Teachers are unable to explore more CPD opportunities					
5	Limited collaborative learning among teachers					



APPENDIX B: SEMI-STRUCTURED INTERVIEW GUIDE

Dear respondent

My name is Jennifer Fensi, a final year graduate student at the Department of Early Childhood Education, University of Education, Winneba. I am conducting a study on continuous professional development: Perspectives and practices of early childhood teachers in Effutu Municipality. As part of the fulfilment of my Master's Degree requirements, I would be grateful if you could spend some of your time to fill out this questionnaire. It is just for academic purpose. I promise to keep the responses as confidential as possible and I respect your human dignity. Thank you for your co-operation.

PART I: Understanding of early childhood teachers about the concepts of CPD policy in Effutu Municipality.

- 
- a. What is your view of teachers' professional development?
 - b. What are your views about teachers' professional development policy?
 - c. What are the reasons for undertaking professional development?

PART II: Types of CPD that early childhood teachers in Effutu Municipality undertake and how they involve themselves in the program

- c. What types of continuous professional development activities do you undertake?
- d. What do teachers perceive as the impact of professional development on their teaching?
- e. What are teachers' views about professional development needs on their teaching?

PART III: Challenges early childhood teachers in the Effutu Municipality face in their CPD practices since the implementation of the policy.

- f. What are the challenges confronting continuous professional development practices early childhood teachers in Effutu Municipality since the implementation of the policy?
- g. What factors account for the challenges confronting continuous professional development practices?
- h. How can the challenges confronting continuous professional development practices be solved?

PART IV: How the challenges are affecting the CPD practices of early childhood teachers in Effutu Municipality.

- i. How are the challenges affecting the CPD practices of early childhood teachers in Effutu Municipality?
- j. How the challenges affecting teaching and learning?
- k. What strategies can be employed to improve continuous professional development practices

Thank you for your time and participation