

AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND  
ENTREPRENEURIAL DEVELOPMENT

EXPECTATION AND CHALLENGES OF CONTINUOUS TEACHER  
PROFESSIONAL DEVELOPMENT: A CASE STUDY OF ENYAN ABAASA  
TECHNICAL INSTITUTE IN AJUMAKO DISTRICT.



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Studies, Akonten Appiah-Menka University of Skills Training and  
Entrepreneurial Development, Kumasi, in partial fulfilment of the requirements  
for the award of Master in Arts (Educational Leadership) degree**

## DECLARATION

### STUDENT'S DECLARATION

I, EMMANUEL BAIDOO, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my original work and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE: .....

DATE: .....

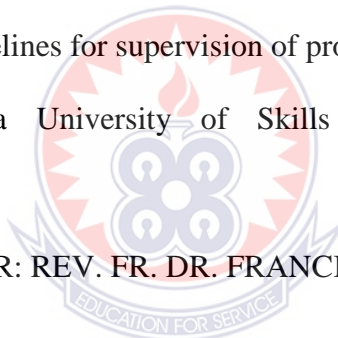
### SUPERVISORS' DECLARATION

I, hereby declare that the preparation and permission of this work were supervised in accordance with the guidelines for supervision of project report, as laid down by the Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development, Kumasi.

NAME OF SUPERVISOR: REV. FR. DR. FRANCIS K. SAM

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## **DEDICATION**

To my mother madam Victoria Mensah, my lovely wife Juliana Ami Zilevu and my son Dgidudu Zilevu Baidoo.



## TABLE OF CONTENT

| CONTENT  | PAGE |
|--|------|
| TITLE PAGE   |      |
| DECLARATION  | iii  |
| ACKNOWLEDGMENT   | iv   |
| TABLE OF CONTENT                                       | vi   |
| LIST OF TABLES   | x    |
| ABSTRACT   | xi   |
| CHAPTER ONE: INTRODUCTION                              | 1    |
| 1.1 Background to the Study                            | 1    |
| 1.2 Statement of the Problem                           | 4    |
| 1.3 Purpose of the Study                               | 6    |
| 1.4 Objectives of the Study                            | 6    |
| 1.5 Research Questions                                 | 6    |
| 1.6 Significance of the Study                          | 7    |
| 1.7 Delimitations of the Study                         | 7    |
| 1.8 Organisation of the Study                          | 8    |
| CHAPTER TWO: LITERATURE REVIEW                         | 9    |
| 2.1. Introduction                                      | 9    |
| 2.2 Theoretical framework of the study                 | 9    |
| 2.2.1 Age and Stage Theory                             | 10   |
| 2.2.1.1 Age Theory                                     | 10   |
| 2.2.1.2. Stage Theory                                  | 11   |
| 2. 2.2. Theory of adult learning                       | 13   |
| 2.3 The Concept of Continuous Professional Development | 14   |
| 2.2.1 Types of CPD Activities                          | 18   |



|   |           |
|---|-----------|
| 2.3 Benefits of CPD   | 21        |
| 2.4. Teachers' Professional Development                               | 26        |
| 2.5. Functions of Teachers' Professional Development                  | 28        |
| 2.5.1. Improvement of Learning and Teaching                           | 28        |
| 2.5.2. Catering for the needs of teachers and schools                 | 29        |
| 2.5.3. Adaptation to educational change                               | 30        |
| 2.5.4. Formation of learning communities                              | 31        |
| 2.6 Facilitators and Inhibitors of Teachers' Professional Development | 31        |
| 2.7 Teachers' Perceptions of Effective Professional Development       | 34        |
| 2.8 Expectations of Teachers' Professional Development Activities     | 36        |
| 2.9 Challenges of Teachers' Professional Development                  | 38        |
| <b>CHAPTER THREE: METHODOLOGY</b>                                     | <b>43</b> |
| 3.0 Introduction  | 43        |
| 3.1 Research paradigm   | 43        |
| 3.2 Research Approach   | 44        |
| 3.3 Research Design   | 45        |
| 3.4 Population of the Study   | 46        |
| 3.5 Sample and Sampling Procedure                                     | 46        |
| 3.6 Data Collection Tools   | 46        |
| 3.6.1 Questionnaire   | 46        |
| 3.6.2 Semi-structured Interview Guide                                 | 47        |
| 3.7 Reliability and Validity of the Questionnaire                     | 48        |
| 3.8 Pre-Testing of Instrument   | 48        |
| 3.9 Data Collection Procedures  | 49        |
| 3.10 Data Analysis Procedure  | 49        |
| 3.11 Ethical Considerations   | 50        |



|   |           |
|---|-----------|
| 3.11.1 Informed Consent   | 50        |
| 3.11.2. Anonymity   | 51        |
| 3.11.3. Confidentiality   | 51        |
| 3.11.4. Data Security   | 52        |
| 3.11.5 Autonomy   | 52        |
| 3.11.6 Scientific Integrity of the Researcher   | 52        |
| <b>CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION<br/>OF FINDINGS</b>   | <b>53</b> |
| 4.1 Introduction.   | 53        |
| 4.2. Response Rate  | 53        |
| 4.3. SECTION A – Demographic Characteristics of Teachers  | 53        |
| 4.3.1 Age Distribution of Respondents   | 53        |
| 4.3.2 Sex Distribution of Respondents   | 54        |
| 4.3.3 Educational Status of Respondents   | 54        |
| 4.3.4 Working experience of respondents   | 55        |
| 4.4. SECTION B – Analysis and Discussions of Research Questions   | 56        |
| 4.4.1. Research Question One – How do teachers in Enyan Abaasa Technical<br>institute in Ajumako District perceive continuous professional development?                         | 56        |
| 4.4.2. Research Question Two – What benefits do teachers in Enyan Abaasa<br>Technical institute gain from continuous professional development?                                  | 60        |
| 4.4.5 Research Question Three– What are the factors that inhibit continuous<br>professional development of teachers in Enyan Abaasa Technical institute in<br>Ajumako District? | 63        |
| <b>CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</b>   | <b>68</b> |
| 5.1. Introduction   | 68        |
| 5.2. Summary of the study   | 68        |



|                                     |    |
|-------------------------------------|----|
| 5.3. Conclusion                     | 69 |
| 5.4. Recommendations                | 69 |
| 5.5. Suggestion for Future Research | 70 |
| REFERENCES                          | 71 |
| APPENDICES                          | 82 |



## LIST OF TABLES

| TABLE   | PAGE |
|---|------|
| 4. 1: Age Distribution of Teachers  | 54   |
| 4. 2: Sex Distribution of Teachers  | 54   |
| 4. 3: Educational Status Distribution of Teachers   | 55   |
| 4. 4: Teachers Work Experience  | 55   |
| 4.5: Teachers in Enyan Abaasa Technical institute view on professional development                      | 56   |
| 4.6: Teachers in Enyan Abaasa Technical institute perception on the benefit of professional development | 60   |
| 4.7: Factors that inhibit professional development among teachers in Enyan Abaasa Technical institute   | 64   |



## ABSTRACT

The purpose of the study was to examine the expectations and challenges of teachers' continuous professional development in Ajumako District using Enyan Abaasa Technical institute as a case study. The objective of the study were to investigate the perceptions of teachers with regards continuous professional development. Identify benefits teachers gain from continuous professional development and investigate factors that inhibit continuous professional development of teachers. The population for this study comprised all teachers of Enyan Abaasa Technical institute in the Ajumako District. The study adopted the explanatory mixed method approach. A sample of 52 teachers were selected for the study using census sampling methods. Questionnaires and interview guide were used to gather data for the study. Frequency, percentage and the mean value were used to analyse the questionnaire. The interview data were analysed using thematic approach. The study revealed that professional development is a reflective activity designed to improve teachers attributes, knowledge, understanding and skills; learning experiences of teachers. The study also revealed that professional development courses help improves teachers' knowledge of the subject matter; professional development improves learning and teaching. Finally, the study revealed that supportive school leadership are dominant facilitator of CPD of teachers. The study recommended that the Regional and District Directorate of the Ajumako District should organize seminars and orientation on teachers' continuous professional development to make teachers aware on professional development.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

The continuous professional development 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 (Day, 1999); teachers enhance their 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' professional development focuses on fostering individual competence to enhance practice and facilitate dynamic changes in education.

Teachers like workers in any other institution, are expected to be competent, knowledgeable in the contents of the subjects of the school curriculum, maintain high professional standards, teach all types of students or pupils through applying varied teaching strategies, and evaluate each student's academic progress (Yiğit & Altun, 2011). Society places tremendous expectations upon its teachers. Schools are entrusted by the community with the challenge to educate the masses of children. These children bring with them a variety of socio-economic backgrounds, different family structures and cultural beliefs. It is the teachers' daily obligation to teach the students to the best of their ability.

Dampson, Antor and Eshun, (2018) maintain that continuous professional development 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 Circuit Supervisors

through courses, workshops or formal qualification programmes, collaboration between schools or among teachers of the same school (Dampson, Antor, & Eshun, 2018). In furtherance, continuous professional development occurs through coaching/mentoring, collaborative planning and teaching, and the sharing of good practices. The continuous professional development 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 professional development programmes. Despite the benefits associated with professional development for teachers and other stakeholders in the school, extant literature suggests that the need for continuous professional development varies from one nation to another.

Sagır's (2014) study found that teachers needed continuous professional development in extracurricular and classroom activities, instructional programmes and evaluation, teacher student relationships and organisation of instructional environments. In Malaysia, Hussin and Abri (2015) established that the school principals needed professional development in setting goals and determining outcomes, designing, implementing and evaluating curriculum, building teacher professionalism and instructional skills, problem solving, understanding evaluation of school performance and understanding students' development and learning. Other areas that the school principals needed professional development were building shared decision making, research knowledge skills, ICT utilisation, defining the core values and beliefs of education, creating a learning organisation, communicating effectively,

building team commitment, team working skills and resolving conflicts (building consensus and negotiating leadership capacity)

Teachers and the quality of their teaching are much in the news today and are likely to keep their significance in the near future. Opfer and Pedder (2010) indicated that student performance will not improve if the quality of instruction is not improved. This implies that the quality of instruction in schools cannot be significantly improved without improving the quality of teachers. This signifies that teachers who have opportunities to learn and to grow can teach effectively. Therefore, understanding the teachers' professional development is important to improve the quality of teachers and the quality of their teaching.

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. Joyce and Showers (1980) suggest that continuous professional development 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. An oven (2006) 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 programmes 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.

The issue of continuous teacher professional development has been addressed to a limited degree in Ghana. 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 programmes at teacher colleges and universities. Waters (2006) emphasized the need for and significance of continuous teacher professional development. 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' professional development while they are in a teaching/learning setting. Teachers have not been asked about their needs, problems, and concerns. Moreover, teachers' perceptions of their professional development opportunities, and whether they are aware of the sources they have in their own schools are not known. Therefore, this study sought to investigate teachers' perceptions and facilitations of their continuous professional development practices in Enyan Abaasa Technical Institute.

## **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 (Yigit & Altun, 2011). Quality educational programmes must necessarily be implemented by competent personnel. In the absence of credible professional development programmes and professionally trained teachers, school improvement cannot be successfully achieved.

The purpose of teachers' continuous professional development is to enhance human potential so that every teacher can achieve a higher standard of attainment, success and excellence. Teachers must 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 not only in pedagogy and specific subject contents but on general issues

such as economy, politics, religion and culture so that they can be of utmost benefit not only to their pupils and students but the communities in which they practice their profession. This will remove barriers to effective education delivery.

Ajumako District is one of the twenty-three (23) districts in the Central Region. Education in the district basically is largely state sponsored as most of the schools are managed by the District Directorate of the Ghana Education Service. Teachers in the district as part of their appointment go through laid down recruitment process and part of their conditions of service is study leave. Teachers of Ghana Education Service are required to be oriented and provided in-service training, which is a pre-condition for awards and promotions. The teacher is to be assessed in all aspects, in curricula and co-curriculum as well as their persona. However, most of these policies and plan structures have fallen short for the intent of which they were implemented (Hervie & Winful, 2018). The researcher hails and teaches in the study area 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 NABPTEX examinations.

Ghana is a developing country and like many developing countries, between 80% and 90% of the Ministry of Education budget is expended on wages and salaries (GhanaWeb, 2019). For instance in November 2020, teachers across the country received 1200 cedis as their continuous professional development allowance. This amount was considered woefully inadequate by some teachers. Despite the fact that the Ministry of Education has made an enormous investment in teacher continuous professional development for teachers to be on top of their work, there are still manifestations in the inability of some teachers to teach some subjects in the curriculum at various educational levels. Besides, from my years of personal teaching experience, it appears that, a large number of teachers seem to devote most of their time in routine classroom teaching and learning activities after their initial training and show little or



no interest in their professional development activities. It is believed that this has accounted for students' poor performance in the district. It is also observed from the literature that no study has been carried out to establish the prospects and challenges of teachers' continuous professional development in Enyan Abaasa Technical Institute in the Ajumako District. The researcher sought to fill this gap, hence the motivation for this study

### **1.3 Purpose of the Study**

The purpose of this study is to examine the expectations and challenges of teachers' continuous professional development in Ajumako District using Enyan Abaasa Technical institute as a case study.

### **1.4 Objectives of the Study**

The study sought to:

1. Investigate the perceptions of teachers with regards continuous professional development in Enyan Abaasa Technical Institute in the Ajumako District.
2. Identify benefits teachers gain from continuous professional development in Enyan Abaasa Technical Institute in the Ajumako District.
3. Investigate factors that inhibit continuous professional development of teachers in Enyan Abaasa Technical Institute in the Ajumako District.

### **1.5 Research Questions**

The following research questions were formulated to guide the study

1. How do teachers in Enyan Abaasa Technical Institute in Ajumako District perceive continuous professional development?

2. What benefits do teachers in Enyan Abaasa Technical Institute gain from continuous professional development?
3. What are the factors that inhibit continuous professional development of teachers in Enyan Abaasa Technical Institute in Ajumako District?

### **1.6 Significance of the Study**

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

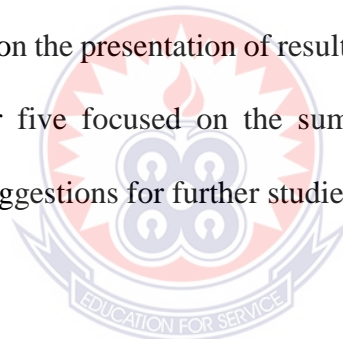
Administrators, continuous professional development facilitators, and teachers may be able to glean the effective attributes of professional development in relation to positively impacting teachers' self-efficacies for successful teaching. It is also hoped that this study is useful in guiding continuous professional development coordinators to improve the current professional practice and make further development in the planning and management of professional development in Ghana.

### **1.7 Delimitations of the Study**

Geographically, the study was confined to Enyan Abaasa Technical Institute in Ajumako District in the Central Region of Ghana. Conceptually the study focused on the expectations and challenges of teachers' continuous professional development.

## **1.8 Organisation of the Study**

This study shall be organized into five main chapters. Chapter one consist of the introductory part which shall deal with the background to the study, statement of the problem, research objectives, research questions, significance of the study, delimitations and limitations of the study, and the structure of the study. Chapter two considers the review of related literature about the problem under investigation. Chapter three presents the methods and or procedures that were employed to gather data for the study. It focuses on the research paradigm, its approach and its design. It further deal with the study population, sample and sampling techniques, research instruments, pilot testing, and the validity and reliability of the instruments. Finally, it focuses on procedures for data collection, its analysis, and ethical issues that shall be ensured. Chapter four emphasizes on the presentation of results and discussion based on the data obtained. Lastly, chapter five focused on the summary of the study, conclusions, recommendations, and suggestions for further studies.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1. Introduction

Review of literature is a broad, comprehensive in depth, systematic and critical review of scholarly publications, including unpublished scholarly print materials, audio visuals and personal communications. It analyses, critically evaluates sources, theories, methods, gaps in research; synthesizes the researcher's own theme/argument of position and outline the parameters of one's own research. (Creswell, 2014). Hammond and Wellington (2013) state that reviewing the literature entails researchers to establish an overview of what has already been studied in the field or area under intention of the investigation.

This chapter of the study devotes itself to presenting the existing theories and literatures in the arena of teachers' professional development. That is, the researcher discussed the relevant theories like age and stage theory, theory of adult learning and theory of functional perspective that grounded this study. Also, the researcher reviewed various related literature in the areas of the concept of teachers' professional development, functions of teachers' professional development, features of effective teachers' professional development, rationale for teachers' professional development, facilitators and inhibitions of teachers' professional development, teachers' perceptions of effective professional development, teachers' prospects of professional development activities, needs of teachers' professional development, professional development management, and challenges of teachers' professional development.

#### 2.2 Theoretical framework of the study

According to Abend (2008) and Swanson (2013), theories are formulated to explain, predict, and understand phenomena and, in many cases, to challenge and

extend existing knowledge within the limits of critical bounding assumptions. The theoretical framework is the structure that can hold or support a theory of a research study. The theoretical framework introduces and describes the theory that explains why the research problem under study exists. The theoretical framework connects the researcher to existing knowledge. 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, 2012). 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 are age and stage theory and theory of adult learning.

### **2.2.1 Age and Stage Theory**

In order to change the professional thinking, knowing, feeling and doing of the teacher, two important adult professional development theories namely, age and stage theory have been focused on. The age theory proves that as people aged, they do not stop learning. It, therefore, recognized first and foremost the contention of lifelong learning (Bents & Howey, 1988). The stage theory also focuses on distinct, qualitative differences in modes of thinking at various points in development that are not necessarily age related (Burden, 1990).

#### **2.2.1.1 Age Theory**

The age theorists report age-related periods of life and focused on the problems and personal issues that affect adults at certain ages. Age theory contends that the issues adults face change with chronological age (Bents & Howey, 1988; Sheehy, 1986). According to these researchers, a mid-life transition period, which occurred in the late

thirties and early forties is a transition period and was referred to as the elbow joint of life where the adult reflects upon and evaluates life. This reflection causes the need for wholeness to replace the ideal of perfection (Sheely, 1986).

Individuals during this stage are believed to think more about their context and culture, which lead them to have a greater sense of membership in the community (Bents & Howey, 1988; Sheely, 1986). Levinson, Darrow and Klien (1989) believed that by the mid-forties and early fifties, adults move out of what was termed the mid-life wilderness and begin building new structures for the rest of their lives. During this time, the adult gives more lasting meaning to relationships, work, and spiritual commitments (Daloz, 1999; Levinson et al., 1989). These descriptions pointed to this time of life as one that is crucial to decision making (Daloz, 1999). Hence, as individuals age, they become more reflective of their lives and of their careers. They, therefore, make more informed decisions about their futures (Daloz, 1999). According to these researchers, teachers' professional development programmes must take the following into consideration: the practical knowledge of the adult; should include their reflections during discussions or through journaling. This will enable the adult teachers to express themselves, and through the writing, make meaning of the act of teaching.

#### **2.2.1.2. Stage Theory**

The stage theorists believe that adults pass through distinct and different stages in the ways they constructed childhood experiences. The stage theorists do not see intelligence as a fixed condition, but as something that has the potential to evolve as adults tried to make sense of the world as they move through various stages of development (Daloz, 1999; Kohlberg, 1989). Daloz (1999) grouped the research of these theorists into three collective stages, namely:

1. The presentational stage, which focused more on survival;

2. The conventional stage, which focused on fitting in, being accepted and conforming into a community; and
3. The post-conventional stage, which focused on thinking things over rather than surviving or conforming, which looked at and evaluated events critically.

Loeving (1986) examined ego development and described how adults pass through stages as they attempt to understand themselves. Adults, in their ego development, move from conformity to emotional independence, and then to a stage where the person reconciles with his or her inner conflicts, renounced the unattainable and cherished their own identity (Loevinger, 1986). Kohlberg (1989) also studied moral development in adults and found that orientations toward authority, others and self, changed with different stages in the life cycle. Kegan (1992) in his studies also found that individuals evolve through stages of development. The beginning stages are self-centered and impulsive. This then evolved into a more other-centered stage that involves interpersonal relationships.

The final stage was evolutionary and involves a birth of a new self that is separate with a clear sense of self and merging with others to build bridges and make connections (Kegan, 1992). All these theories will have an impact on teacher professional development, perhaps to improve teacher training throughout the career. Through the understandings of these various stages of development and the recognition that teachers can, with the appropriate professional development activities, move to a higher stage of development (Kegan, 1992; Kohlberg, 1989). Hence, activities for teachers could be structured and presented to increase stage growth, allowing teachers to broaden their techniques and methods to meet more adequately the demands of both students and standards (Kegan, 1992; Kohlberg, 1989).

### 2. 2.2. Theory of adult learning

The theory of adult learning was presented by Cross (1991), where she postulated the characteristics of an adult learner in the context of her analysis of lifelong learning programmes. This theory attempted to integrate other theoretical frameworks for adult learning such as experiential learning by Rogers (1982) and pedagogy and androgogy by Knowles (1980).

According to Cross (1991), these two models were based on a few basic assumptions about adult learners, which are:

1. That adults are independent learners;
2. That adults carry with them a lifetime of experiences;
3. That adults must see an immediate application of the learning; and
4. That the adults are more driven by an internal as opposed to an external need

to learn.

Cross (1991) adds that this model consists of two distinct variables namely, personal characteristics and situational characteristics. Personal characteristics are those things as age, life phases, and development stages. These characteristics have different influences on individuals regarding personal development training programmes. For example, a young teacher desirous of professional development is likely to continue learning as he or she may have longer years to work before proceeding on retirement. Life phases and developmental stages such as marriage, job changes, and retirement involved a series of plateaus and transitions which may or may not directly affect professional development (Cross, 1991).

On the other hand, situational characteristics consist of issues such as whether the teacher (adult learner) would learn full time or part time. If the adult learner is required to learn full time but has work and family responsibilities, he or she is likely to postpone his or her studies to a later date or may not take part in the studies at all.



Family responsibilities also may invariably affect the financial input of the adult learner in relation to the studies (Cross, 1991).

Cross (1991), therefore, extrapolated four principles that should be considered when developing a professional development programme for adults as follows:

1. Adults must be involved in the planning of their learning;
2. Experience provides the basis for the learning activity;
3. The professional development must leave immediate relevance and impact on the learners' lives; and
4. Adult learning is problem-centered, as the learners must have time to analyse, think, reflect and assimilate the new knowledge they receive at any professional development programme.

### **2.3 The Concept of Continuous Professional Development**

Continuous Professional Development (CPD) for teachers is important nowadays. Different countries use different strategies in order to support CPD (Cheng & Yeung, 2010; Gerard, Varma, Corliss, & Linn, 2011; Pedder, Opfer, McCormick, & Storey, 2010). 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' 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 and Earley, 2007). Having established that teachers 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 on-going 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 own practice (Bubb and Early, 2007). A number of definitions of CPD emerge from the literature; Bolam (1993, p.3) defines CPD as; Any professional development activities engaged in by teacher which enhance their knowledge and skills and enable them to consider their attitudes and approaches to education of children, with a view to improve the quality of teaching and learning process. Bolam (1993), suggests that CPD should focus on professional training (short courses, workshops), professional education (long courses), and professional support (mentoring and coaching) which is broader than in-service training. This is perhaps slightly different from other perceptions of in-service training or staff development which is an extension of teachers' personal education to develop their competence and improve their understanding.

Day (1999, p.4) states that; CPD 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 the education in the classroom. It is the process by which teachers review, renew and extend their commitments as change agents, to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and planning and practice with children, young people, and colleagues through each phase of their teaching According to Day (1999), CPD can be formal or informal, including every form of learning experience, involving either individual or group reflection, but should focus on improving classroom practice and professional skills, pupil performance and school effectiveness. Bubb and Earley (2007, p.4) argue that CPD should achieve a balance between individual group, school and national needs; encourage a commitment to

professional and personal growth and increase resilience self-confidence and job satisfaction. They suggest that CPD should improve ways of working to enhance pupil learning and a wide range of activities and not just acquisition of knowledge or skills which should relate to teachers job satisfaction. CPD can also be described as reflective activities that increase the skills, knowledge and understanding of teachers and their effectiveness in schools which promotes continuous reflection and re-examination of professional learning.

The salient features of CPD emerging from the definitions above are; firstly, that it relates to the development of individuals, groups and the workplace or institution; it then focuses on enhancing professionalism, skills, knowledge and understanding and finally, it is reflective and continues throughout ones professional career and working experience. In a school context CPD is linked to teachers' professional development, quality, and also school effectiveness. Based on the above fundamental attributes, in this context CPD is defined as; any activity or programme that enhances teachers' attitudes, knowledge, skills and understanding, which improves their professional relevance and effectiveness in impacting on pupils' learning and achievement and increases their job satisfaction.

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 (2006) 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, 2006). Briggs (2012), however, gives 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' (2012) 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 (Biggs, 2012). According to Biggs (2012), 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 (2008), 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 explains 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 (2000) 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.

### **2.2.1 Types of CPD Activities**

A number of studies have examined different types of CPD activities that are undertaken by teachers to enhance their professional development (Avalos, 2011; Garuba, 2007; Kennedy, 2005). 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 (1994) 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 include; the school based (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 often long programs are 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).

#### **a. 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). They are often interactive and participatory

**b. Mentoring**

Mentoring involves a more experienced or veteran teacher, acting as a professional guide or mentor to a younger or new teacher (mentee/ protégé) and it is often school based (Bolam, 1993). 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.

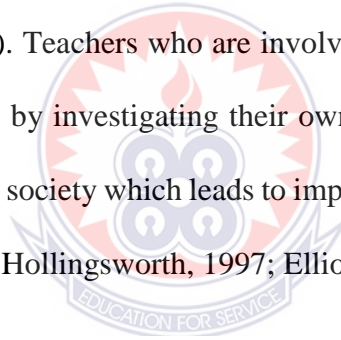
**c. Collaborative activities**

Collaborative activities involve promoting interaction amongst teachers and other related professionals for the purpose of 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. This is recognised as an important type of professional development in schools. One of the priorities for professional development is 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 development of more strategic approaches to professional development planning and opportunities. Collaboration between teachers is necessary if they are able to tackle issues in the context of their working life in school and become more fully engaged in working on pupil learning and participation (Davis and Howes, 2007; Avalos; 2000). Cordingley et al., (2003) noted that collaborative CPD contributed to the development

of teachers’ knowledge, understanding and practice. Their study showed that teachers adopt a wider range of learning activities in class, encouraging more active learning, and developing co-operative learning strategies between students.

#### **d. Action Research**

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 teacher professional development (Cordingley et al, 2003; Parke, 1997; Elliot, 1993). Teachers who are involved in research are concerned with ways to improve practice by investigating their own worlds, and understanding their practices within the larger society which leads to improvement of teaching and learning (Villegas-Remiers, 2003; Hollingsworth, 1997; Elliot, 1993).



#### **e. Conferences**

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).

#### **f. Higher education courses/programs**

An important form of CPD which requires 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, MED (Masters in Education). CPD leadership training, mentors training or career trajectory into management positions. The sources of the above CPD activities include; within school, external sources and school networks.

### **2.3 Benefits of CPD**

The benefit of CPD in teaching highlights its functionality in professionalization and in contributing to the needs of not just teachers but students and schools. An exclusive concern for teachers CPD is to equip them and ensure that the beneficiaries are provided with the best possible service. The beneficiaries in this case are pupils, parents, school and society. This emphasizes the functionalist's perspective of education which focuses on maintaining equilibrium by meeting the needs of society. It also highlights the altruistic attribute of the teaching profession which is towards service to the community.

- i) The primary relevance of CPD is to the teacher. Arguably, pre-service training, no matter how good, cannot be expected to prepare teachers for all the challenges they face throughout their career. Teachers learn naturally from experience, over the length of their career, however, opportunities for further development is essential to enhance their professional growth (Day, 1999). A key priority of CPD is to enhance professionalism in teaching. 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 (Guga, 2006; Avalos, 2000). Teachers' participation in CPD should enable them act collegially in order to maintain and improve the standards of their profession (Mulkeen, 2007). Erskine (1988), argues that teachers should be able to identify their own professional development needs by a process of self-evaluation to enable them to improve their professional practice. CPD is aimed at meeting the professional needs of teachers, enhance their career prospects and support them in preparing for future challenges.

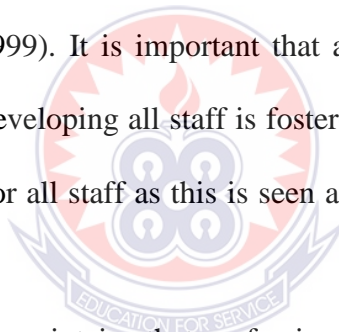
Engaging in CPD will help to equip teachers with relevant skills for instructional delivery, update their knowledge and expose them to new methods and materials to meet the dictate of modern realities of the job (Bubb and Earley, 2007; Garuba, 2007; Avalos, 2000). This entails building on new pedagogical theories and practices to help teachers develop expertise in their field (Dadds, 2001; Schifter et al, 1999). Studies have shown that active participation in CPD activities will help in improving the quality of the teacher (Hardman et al, 2011; Barber and Moourshed, 2007; Solomon, 2007, Jatto, 2005; Day, 1999). Education systems seek to provide teachers with opportunities for in-service professional development in order to maintain a high standard of teaching (OECD, 2009). Swann et al (2010), argue that access to CPD is an important vehicle for challenging and supporting teachers in reflection, in generating and extending a body of professional knowledge. i) CPD activities develop teachers as reflective practitioners as it is a lifelong learning process (Brown et al, 2001; Day, 1999; Hargreaves and Fullan, 2004). This requires conscious efforts of learning from experience and reflective thinking which a form of growth and development is.

Avalos (2000) suggests that the continuum of teacher education should help them collaborate amongst themselves, think about their teaching and reflect on

the learning process and sociocultural demands of their job. Hence as teachers constantly reflect on their practice, they develop and improve as professionals. CPD improves retention and recruitment as the word gets around about where teachers are well looked after and they have opportunities for professional development, which serves as a form of motivation for teachers.

- ii) A key objective of CPD is to improve pupil performance and learning outcomes. Professional development programs tend to focus on bringing about change in classroom practices, teachers attitudes and beliefs, and also on the pupil's achievement. Successful CPD should have significant positive effect on student's performance and learning apart from developing the pedagogical skills of the teacher (Day, 1999). Pupils' achievement and improvement in learning are important determinants of the impact or effectiveness of teachers CPD. As emphasised by the former TDA in England, teachers are expected to have responsibility to be engaged in effective sustained, and relevant professional development throughout their careers to strengthen the professional career structure and improve pupil achievement. Brown et al (2001), suggest that in-service training experience of teachers has a significant impact on student achievement. It is important to note, however, that this is only effective if the teachers' professional development is channelled towards students' needs Therefore, planning of CPD should incorporate needs of the teacher, student and school.
- iii) Another relevance of CPD is to the school. As teachers are considered as an asset to their schools; their professional development is imperative in determining the standard and quality of schools. According to Day (1999), successful schools are perceived as those which recognise that building

effective teacher-teacher, and teacher-student connections can only be enacted if teachers themselves are routinely engaged in continuous learning. There can only be a substantial improvement in the quality of education in schools if the quality of the teachers is high. Most state and national educational reforms in many countries around the world today lay emphasis in improving the quality of the teacher and enhancing professionalism to raise the standard of achievement in schools (FME, 2011) Studies indicate that school reform and policies have also adopted the culture of CPD for their staff as this is seen as the core of school improvement (OECD, 2009; Barber and Mourshed, 2007; Brown et al, 2001). Professional development promotes the school as a learning community where teaching takes place not only for the pupils but also for the teachers (Day, 1999). It is important that a culture of lifelong learning and commitment to developing all staff is fostered by school leaders who create a culture of CPD for all staff as this is seen as the core of school improvement (Avalos, 2000).



Further Hammond (1990) maintains that professional development (PD) is a key tool that keeps teachers abreast of current issues in education, helps them implement innovations, and their practice. One of the most effective ways to bring change, teaching improvement and the professional growth and developments of teachers is through well-organized in-service programmes. The results of school reform efforts depend primarily on the organizational roles PD provides opportunities for teachers to explore new roles, develop new instructional techniques, refine their practice and broaden themselves both as educators and as individuals. Schools and Staffing Survey (SASS) conducted a survey on American schools in 1993- 1994 on the importance of PD activities. It focused on teachers' opinions about the benefits of the programmes and activities in which they have participated and the relationship between teachers'

participation and their reports of their use of various instructional practices. Teachers were asked if, since the end of the last school year, they had participated in any in-service or PD programmes that focused on the following five topics. Uses of education technology for instruction (e.g. use of computers and satellite learning); methods of teaching in their subject field; in-depth study in their subject field; student assessment (e.g. methods of testing, evaluation, performance assessment); and cooperative learning in the classroom. If the answer was “yes”, teachers were then asked whether the programme had lasted 8 hours or less, 9-32 hours, or more than 32 hours. Participation rates were found to reflect such factors as the need for help, the availability of resources, priority given to PD in specific content areas, the priority to which schools and districts give to PD generally, the extent to which training is voluntary or mandatory, teachers’ motivation to participate voluntarily, and special needs for the school. Participation rates were higher for public school teachers than private school teachers albeit with a small margin. Participation rates were found to depend less on teacher characteristics and more on the characteristics of the schools and districts where they work.

These included school (size of school, student body composition, region, and community type), principals’ education and experience, districts or affiliation group in the case of private schools, and the availability of opportunities (sponsors, professional associations, nearby colleges). An index of participation was created by multiplying participation (No=0 or Yes=1) by the length of the programme (8 hours or less=1, 9-32 hours=2, and more than 32 hours=3) and summing across the 5 types of PD. (i.e. index of participation= participation X length of the programme). Thus, an index of 1 would indicate participation in one programme or less than a day, an index of 2 would indicate participation in two programmes for 1 day or one programme for 9-32 hours. Ordinary least of squares regression was used to examine the relationship between the level of participation and teachers’ assessments of the impact of such participation on their

teaching. The level of teachers' participation in PD programmes on the five topics and teachers' assessment about effectiveness of the programmes were positively associated. Specially, the higher the level of participation, the more likely the teachers were to agree or strongly agree that these programmes provided them with new information, changed their views on teaching, caused them to change their teaching practices and made them seek further information or training. This positive association remained significant after taking into account various teacher and school characteristics considered possibly to be related to teachers' assessment

#### **2.4. Teachers' Professional Development**

Teacher's professional development is a dynamic area of constant change. Cardno (2005) 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" (Cardno, 2005 p.157). According to Cardno (2005), teacher's 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, 2005). 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, 2005). 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 (2010) went ahead and outlined nine models of teacher professional development as follows:

1. **The training model:** This model is universally recognisable, 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. 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.

### **2.5.1. Improvement of Learning and Teaching**

Teachers' professional development is generally viewed as a way for the improvement of learning and teaching. Bolden (2007) defines 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 (2001) 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, 2011). According to Crown (2009), professional development can have a positive impact on curriculum, pedagogy, as well as teachers' sense of commitment and their relationships with students.

### **2.5.2. Catering for the needs of teachers and schools**

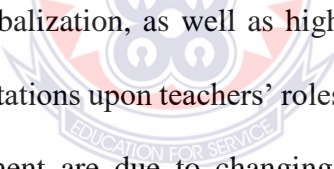
Professional development serves for personal needs of individuals, teachers and institutional needs of the schools. According to Eraut (2004), professional development activities can either be content-driven or skills based. Professional development is essential to help teachers acquire and update knowledge and skills to deal with educational change (Eraut, 2004). Duignan (2004) corroborates this view and adds 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, 2002).

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, 2004; Duignan, 2004; Gronn, 2002). 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, 2004; Duignan, 2004; Gronn, 2002).

### **2.5.3. 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 (Fullan, 2011). 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 (Fullan, 2011). 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).

#### **2.5.4. 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, 2011; Henning & McIver, 2008 ). Henning and McIver (2008) add 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, 2008). 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).

#### **2.6 Facilitators and Inhibitors of Teachers' Professional Development**

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 (2003), 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, 2003).

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 (Charupan, 2002).

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 (Casccio, 2005; Charupan, 2002). 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 (2004), 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 (Evans, 2011).

According to Ingersoll (2003), 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 (Ingersoll, 2003). 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 (Ingersoll, 2003). Hence, educators who do not experience effective professional development do not improve their skills, and, therefore, students learning under his/her suffer (Ingersoll, 2003).

On the other hand, Cheetham and Chivers (2005) 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.

## 2.7 Teachers' Perceptions of Effective Professional Development

Hustler et al (2003), conducted another survey investigating the perceptions of teachers regarding their professional development, it assessed their previous knowledge current attitudes and future expectations. They suggest that most teachers prefer CPD that is relevant and applicable to classroom practice. Armour and Yelling (2004), also support Hustler and others in demonstrating that teachers' preference is for a practical, participatory, democratic and collaborative environment for professional development. Garuba (2002), shows that staff promotion and career advancement in Nigeria, are motivating factors in participation in professional development. Bennell and Akyeampongs (2007) work on teacher motivation and incentives in sub-Saharan Africa and south Asia, suggests that salary increase and promotion are good incentives to enhance teachers' interest in professional development. Studies in England (Kingston et al, 2003) and Israel (Nasser and Fresco, 2003) corroborate the above findings. This shows that teachers in different contexts tend to be motivated by similar factors.

In his studies, Dilworth (2001) 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.

Dilworth (2001) 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, 2005). According to Dilworth (2001), 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, 2005; Dilworth, 2001).

In their studies, Mitchell (2013) and Hattie (2009) opine 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 (Hattie, 2009; Mitchell, 2013).

## **2.8 Expectations 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, 2000). 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, 2000). 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.

In their studies on professional development activities, 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 (Serpell & Bozeman, 2009).

In their view, Strong, Fletcher and Villar (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 (Strong et al., 2004). 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 (Strong et al., 2004). 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). In their study, Strong et al. (2004) opine 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 (Jacobs & Lefgren, 2002). 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, 2002). 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, 2002).

## **2.9 Challenges of Teachers' Professional Development**

A challenge for CPD is the way it is perceived. Teachers often see CPD as a top-down process normally run by school management. Indeed, recent surveys would tend to back this position with head teachers generally dominating the decision-making process within schools (Friedman and Phillips, *ibid*). In this way, the benefits are often viewed in terms of management goals rather than for the individuals concerned. There is a growing awareness that it is imperative to tailor CPD to the needs of employees and make it much more about the personal development of individuals within an organization and not just for the benefit of the organization itself (Dent et al., 2008).

A further challenge relates to quality. To conduct CPD many organizations bring in outside speakers and trainers who have very little idea of the needs of a company and their employers, or school and its teachers. There is often a real lack of planning in terms of the sort of CPD that an organisation needs and the best people to provide. Whether of course the problem is the trainers themselves or rather the information provided to the trainers in preparation for their courses is another matter. Since some organisations do very little to highlight where training is required and what skills their workforce lack or need, it is hardly surprising that outside trainers are not able to respond to genuine needs.

A frequent criticism of the outsourcing of CPD is that trainers come in, do their training and then disappear; the training tends to be superficial (Weston, 2013). There is no back up, no planned system of evaluation of impact. The problem of evaluation is critical from the employer's perspective and a lack of demonstrable impact means that some organizations perceive CPD as an additional expense with very little return. There is a growing awareness of the need to deal with this issue. Much CPD is also organized through one-off events that take place once or twice a year and this often creates logistical problems. Low participation in CPD events may be nothing to do with the quality or content of the training but simply a matter of timing or other logistical reasons.

Research into barriers to CPD will often cite some of the reasons mentioned above. However, from the employer's perspective it often boils down to two factors, which are integrally related: money and resources. Firstly, CPD can be very costly, especially if, as previously mentioned, employers have to bring in employees from long distances, hire venues and accommodation, organise food and bring in speakers and trainers (Weston, *ibid*). Smaller organisations might be able to avoid many of these costs but that still leaves the second factor - human resources. If CPD is done in school time then there is the problem of finding teaching cover.

Further Teachers' professional development cannot be ascertained without making reference to the contemporary issues, problems and prospects that affect teachers. In Ghana, research suggests that these issues range from pre service and inservice training which affect teacher quality and their professional development. Some of the issues include; entry requirements into teacher training programmes, wrong reasons for enrolling into teaching, inadequate funding, lack of resources and facilities that enhance teaching and learning, poor salaries, poor quality of training, drop in enrolment and high attrition rates. Entry requirements into teacher training

programmes have a counter effect on the quality of teachers produced thereby lowering the standard of teacher that graduate from the teacher training colleges. (Acheampong, 2007)

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 (2004), 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.

In his studies, Guskey (2004) opines 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 (Guskey, 2004). 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 (Guskey, 2004). Hence, teachers see the feedback on the teachers portfolio as time wasting paper work rather than a means of professional development activity (Guskey, 2004). Guskey (2004) adds 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 (Guskey, 2004).

On his part, Hustler (2003) opines 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 (Hustler, 2003). This means that any defects in the leader's 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, 2004; Hustler, 2003).

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 (Guskey, 2004; Hustler, 2003). Without financial resources, teacher professional development programmes cannot run because, these programmes need financial resources for logistical purposes (Guskey, 2004; Hustler, 2003). 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 (Guskey, 2004; Hustler, 2003). 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, 2004; Hustler, 2003).

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 (Hustler, 2003). In his study, Kennedy (2005) corroborates 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 (2002), 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 magnitudes of professional development task frustrate teachers and discourage them to dilemmas. Moreover, less committed leaders damage the coordination of professional development program (Knight, 2002).

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.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter comprises the research approach, research design, study population, sampling strategies, data collection methods and instruments, validity and reliability of instruments, data collection procedure, data analysis procedures and ethical considerations.

#### **3.1 Research paradigm**

A research paradigm describes the assumptions and beliefs with regard to how the world is perceived, and becomes the theoretical framework that guides the conduct of the researcher (Creswell, 2014). Guba and Lincoln (1994) view a paradigm a world view that defines, for its holder, the nature of the world, the individual's place in it, and the range of possible relationships to that world and its parts, as for example, cosmologies and theologies do. The explanation of a paradigm from Guba and Lincoln implies that a paradigm simply presents the basic truth which cannot be argued against no matter how good an argument may be because it is based on faith.

The study was underpinned by pragmatism research paradigm. 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, 2004:p:11-12).

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, 2003:12).

The pragmatists, therefore, recommend the mixed method (quantitative and qualitative) approaches to conducting research. According to Creswell (2003:12), 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.

### **3.2 Research Approach**

The study adopted a mixed-method research approach since it was underpinned by pragmatism research paradigm. A mixed-method research is an approach that combines quantitative and qualitative research methods in the same research inquiry. It is an approach in which the researcher collects, analyzes, and integrates both quantitative and qualitative data in a single study or in multiple studies (Saunders et al., 2012; Creswell, 2003). Creswell (2003) adds that mixed-method designs are useful to capture the best of both quantitative and qualitative approaches. The central premise of relying on mixed methods approach is that the use of quantitative and qualitative approaches provides a better understanding of research problems than either approach alone (Saunders et al., 2012). This means that the quantitative data and their subsequent analysis provide a general understanding of the research problem. The qualitative data

and their analysis refine and explain those statistical results by exploring participants' views in more depth (Creswell, 2003; Fraenkel & Wallen, 2000). In view of this, the combined use of qualitative and quantitative methods enables more comprehensive understanding of the phenomenon to be studied. By and large, the integration of the two methods leads to maximizing the strengths of the quantitative and qualitative data and minimizing their weaknesses.

### **3.3 Research Design**

The study adopted the explanatory mixed method approach. The explanatory mixed method is also known as the sequential explanatory (Creswell, 2012). It occurs in two distinct interactive phases. This approach starts with the collection and analysis of quantitative (numeric) data, which has the priority for addressing the study questions. This beginning stage is accompanied by the subsequent collection and analysis of qualitative (text) data. The second, qualitative phase of the study is designed so that it follows from the results of the first, quantitative phase (Creswell, 2012). The researcher interprets how the qualitative results help to explain the initial quantitative results. Thus, the qualitative data are collected and analysed second in the sequence and help explain or elaborate on the quantitative results obtained in the first phase (Creswell, & Plano-Clark, 2007). The approach enables the researcher to value 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 Plano Clark (2018) 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. The data produced by the different methods can be complementary.



### **3.4 Population of the Study**

Babbie (2001) defined research population as the group of people from which a sample can be drawn. Population is the total collection of elements about which we wish to make some inferences. The population for this study comprised all teachers of Enyan Abaasa Technical institute in the Ajumako District.

### **3.5 Sample and Sampling Procedure**

A sample is defined as “a group of relatively smaller number of people selected from a population for investigation purposes” (Alvi, 2016). Samples of 52 teachers were selected for the study using census sampling methods. Census sampling methods attempts to gather information about every member of the population. All 52 teachers participated in the quantitative data collection (questionnaire), the head teacher and his assistant were purposively selected to respond to interview questions for the qualitative data. Manion and Morrison (2003) cited in Avoke (2005) also assert that purposive sampling enables researchers to handpick the cases to be included in the sample on the basis of their judgment and typicality. In this way, the researcher builds up a sample that is satisfactory to specific needs.

### **3.6 Data Collection Tools**

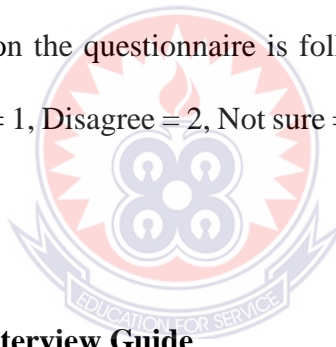
Two data collection instruments were used. These were questionnaire and interview guide.

#### **3.6.1 Questionnaire**

A questionnaire was developed based on review of the literature. The questionnaire consisted of closed ended questions. Close ended questions such as Likert

or rating scale were used because they are suitable for large scale survey as they are quick for respondents to answer, they are easy to analyze using statistical techniques, and they enable comparison to be made across groups (Kothari, 2004). In general, structured questionnaire was used to gather the required information about the teachers' perception on teacher professional development.

The questionnaire had 26 questions. Question 1 to 4 measured teachers' demographic data, Question 5 to 10 measured teachers' perception of professional development; question 11 to 16 measured teachers perception on the benefits of professional development needs, question 17 to 21 measured types of teacher professional needs while question 22 to 26 measured factors that inhibit professional development among teachers in Enyan Abaasa Technical institute in the Ajumako District. Each statement on the questionnaire is followed by a four-point Likert-type scale (Strongly Disagree = 1, Disagree = 2, Not sure = 3, Agree = 4, and Strongly Agree = 5).



### **3.6.2 Semi-structured Interview Guide**

An interview is the verbal questions asked by the interviewer and verbal responses provided by the interviewee, which is recorded in a notebook or an audiotape (Yin, 2003). For this study, Semi-structured interview questions were used. The reason for using semi-structured interview was because of its advantage of flexibility in which new probes can be made during the interview based on the responses of the interviewee. The interview questions were based on the objectives of the study. The interview questions were first discussed with the selected head teachers, they were informed about the ethical considerations of the research, and their consent were sought before the interview commenced (Creswell, 2003). The purpose of the interview was to get

evidences and to gather more information that may not be easily given by the questionnaires.

### **3.7 Reliability and Validity of the Questionnaire**

Rubin and Rubin (2005) refer to the reliability of a research as the ability of an instrument to produce similar results at different times with the same group of respondents. The reliability of the scales used in the study was measured using Cronbach's alpha. Kvale (2007) describes Cronbach's Alpha as a measurement of how well a set of items measure a single one-dimensional talent construct. When data have a one-dimensional structure, Cronbach's alpha will usually be low. According to Kvale (2007), for consistency to be present, the alpha must be above 0.7, but not higher than 0.9. Therefore the reliability coefficient achieved in the work is 0.8 which makes it highly reliable.

According to Kvale (2007), validity is the extent to which the sample gives an accurate representation of the population which it is supposed to represent. To ascertain the validity of the research, the researcher's supervisor read through the questionnaires to ensure items were of standard, devoid of any ambiguity. In addition to this, a pilot study was made to pre-test the questionnaire. Content validity was used to assess the validity of the instrument by means of assessing the adequacy, appropriateness, inclusiveness and relevancy of the questions to the subject under study.

### **3.8 Pre-Testing of Instrument**

A pre-testing was conducted. Pre-testing of the questionnaire helped to unearth the reliability of the questions. The questionnaires were administered personally to ten (10) teachers who were not part of the original. The pre-test helped the researcher to remove ambiguities, and unnecessary items in the questionnaire.

### **3.9 Data Collection Procedures**

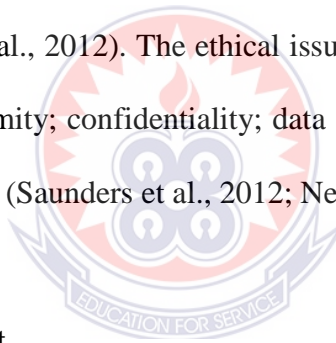
Introductory letters were taken from the department and submitted to the various schools head teachers to seek for permission for data collection. The letters were given to the head of the school. Semi-structured questionnaires containing close ended questions were administered to the respondents within five working days, from Monday to Friday. This was done using each day for a school and within school working hours, between 10am – 2:00pm. The researcher interacted with the head teacher and teachers, the researcher had volunteers who helped to administer the questionnaire. After permission was sought from the head teacher, the researcher together with some volunteers administered the questionnaires to the respondents. At least one hour was given to them to respond, after which the questionnaires were collected when the researcher and the volunteers were informed about the completion of the questionnaire. The researcher administered 52 questionnaires and retrieved all of them. In addition, the researcher used interview guide to measure the opinion head teacher and his assistant on their perception on the teachers' professional development. It was a one-on-one interview. This was useful for gathering in-depth information on the subject under investigation.

### **3.10 Data Analysis Procedure**

The scores of each item on the questionnaire was organized, statistically compiled and entered into SPSS to obtain the frequency, percentage and the mean value of each item. The data collected from the recorded interview were first transcribed, categorized and compiled together into themes for analyses. Interpretations were made on the basis of the interviews in relation to the objectives of the study.

### **3.11 Ethical Considerations**

Survey researchers can intrude into a respondent's privacy by asking about intimate actions and personal beliefs, but the respondent decides when and to whom to reveal personal information. Respondents are likely to provide such information when it is asked for in a comfortable context with mutual trust, when they believe serious answers are needed for legitimate research purposes, and when they believe answers will remain confidential. Researchers have a duty to treat all respondents with dignity and to reduce anxiety or discomfort. Researchers are also responsible for protecting the confidentiality of the data collected (Neuman, 2006). Hence, research ethics are said to be the system of moral values that are concerned with the degree to which the research procedures conform to legal, social and professional obligations of the study of the participants (Saunders et al., 2012). The ethical issues considered in this research are: informed consent; anonymity; confidentiality; data security; autonomy; and scientific integrity of the researcher (Saunders et al., 2012; Neuman, 2006).



#### **3.11.1 Informed Consent**

Informed consent involves voluntary participation by respondents in the research. Respondents will have to agree to answer questions on the questionnaire or the interview and can refuse to participate, or have the right to withdraw from the study at any time without being penalized. Researchers depend on respondents' voluntary cooperation, so researchers need to ask well-developed questions in a sensitive way, treat respondents with respect, and be very sensitive to their confidentiality. It is not enough to get permission from subjects; they also need to know what they are being asked to participate in so that they can make an informed decision (Neuman 2006). Permission to conduct the research was sought from the district directorate of the Ghana Education Service, the head teacher of the participating teachers and the ethics

committee of the university endorsing the research. The name of the researcher and the reasons for undertaking the research was made known to the respondents during briefing. They were assured that their names will not appear on the final report and their responses would only be used for research purposes (Saunders et al., 2012; Neuman, 2006).

The researcher used the mechanism of a written letter attached to each questionnaire as the means of upholding the principle of informed consent. The researcher acknowledged the rights of the respondents not to participate in the study, and no respondent was coerced into completing the questionnaire.

### **3.11.2. Anonymity**

Anonymity refers to the protection of the participant in a study, such that even the researcher cannot link the participant with the information provided (Babbie & Mouton, 2002). The participants were informed that their identities would not be made known in the release or in the publication of the research. In this manner the anonymity and confidentiality of the participants were guaranteed.

### **3.11.3. Confidentiality**

Confidentiality means that information, even if it has names attached to it, is held in confidence and kept secret from the public. The information is not released in a way that permits linking individuals to specific responses (Neuman, 2006). The respondents who were asked to participate in this research were given written assurance of confidentiality which was coupled with the anonymity principle. The questionnaire did not require the participants to write their names on the questionnaire.

#### **3.11.4. Data Security**

The researcher used the mechanism of de-identifying the data sets. The researcher allowed the respondents to use their own codes. Thus, when responding, it may be assumed by the respondents that: (1) the researcher does not know their identity; and (2) that people other than the researcher will not be able to gain access to the information as it will be under lock and key.

#### **3.11.5 Autonomy**

The participants were treated as autonomous individuals who have the freedom to conduct their lives as they choose without any external control. They have the right to determine how they will participate in the data collection process. These rights include: not to answer any question; not to provide any data requested for; to modify the nature of their consent; and to withdraw from participation at any time without penalty (Saunders et al., 2012; Babbie & Mouton, 2002).

#### **3.11.6 Scientific Integrity of the Researcher**

Researchers will present results and findings from the field which, sometimes form the basis of policy development and decision of government. This research was, therefore, conducted with integrity and in accordance with high ethical standards by maintaining ethics and scientific conduct throughout the study and ensured that there was no any form of harm (Saunders et al., 2012; Babbie & Mouton, 2002).

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

#### 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 52 questionnaires that represented 100% to the teachers, but 50 questionnaires were returned, which also represented 96.2% of the questionnaire administered. This implied that the analysis was based on 50 responses of the respondents.

#### 4.3. SECTION A – Demographic Characteristics of Teachers

##### 4.3.1 Age Distribution of Respondents

Table 4.1 shows the age group of the teachers. The dominant age group of the teachers ranged between 31-40 years 31 respondents (62%), followed by age group between 41-50 years representing 14(28%) whereas the age group of 51 years and above made up the smallest group, representing 2 (4%) of the teachers.



**Table 4. 1: Age Distribution of Teachers**

| <b>Age Group</b> | <b>Frequency</b> | <b>Percentage</b> |
|------------------|------------------|-------------------|
| Less than 31     | 3                | 6.0               |
| 31 – 40          | 31               | 62.0              |
| 41 – 50          | 14               | 28.0              |
| 51+              | 2                | 4.0               |
| <b>Total</b>     | <b>50</b>        | <b>100.0</b>      |

Sources: Field data, (2021)

#### 4.3.2 Sex Distribution of Respondents

The sex distribution of the teachers indicated a huge sex difference with 29 male representing 58.0% and 21 female teachers representing 42%. This implies that male teachers who participated were more than the female participants. Table 4.2 below illustrates this relationship between the sex of the respondents.

**Table 4. 2: Sex Distribution of Teachers**

| <b>Sex</b>   | <b>Frequency</b> | <b>Percentage</b> |
|--------------|------------------|-------------------|
| Male         | 29               | 58.0              |
| Female       | 21               | 42.0              |
| <b>Total</b> | <b>50</b>        | <b>100.0</b>      |

Sources: Field data, (2021)

#### 4.3.3 Educational Status of Respondents

In terms of the respondents' educational status, Table 4.3 below indicates that 32 of the teachers representing 64.0% were first degree holders, 12 of them representing

24.0% were M.Ed. holders while 6 of them representing 12% were MPhil holders. The results imply that majority of the teachers are first degree holders

**Table 4. 3: Educational Status Distribution of Teachers**

| <b>Educational Level</b> | <b>Frequency</b> | <b>Percentage</b> |
|--------------------------|------------------|-------------------|
| First Degree             | 32               | 64.0              |
| M.Ed                     | 12               | 24.0              |
| Mphil                    | 6                | 12.0              |
| <b>Total</b>             | <b>50</b>        | <b>100.0</b>      |

Sources: Field data, (2021)

#### 4.3.4 Working experience of respondents

With regards to teachers working experience, Table 4.4 below indicates that 12 of the teachers representing 24% reported that they have worked between the years 1 to 5, 13(26%) indicated that they have worked for the years between 6 to 10 years, 18(36.0%) also reported that they have worked between the years of 11 to 15 years, while 7 of them representing 14.0% indicated that they have worked for 16 years and above.

**Table 4. 4: Teachers Work Experience**

| <b>Age Group</b> | <b>Frequency</b> | <b>Percentage</b> |
|------------------|------------------|-------------------|
| 1 – 5 yrs        | 12               | 24.0              |
| 6 – 10yrs        | 13               | 26.0              |
| 11 – 15yrs       | 18               | 36.0              |
| 16+              | 7                | 14.0              |
| <b>Total</b>     | <b>50</b>        | <b>100.0</b>      |

Sources: Field data, (2021)

#### 4.4. SECTION B – Analysis and Discussions of Research Questions

##### 4.4.1. Research Question One – How do teachers in Enyan Abaasa Technical institute in Ajumako District perceive continuous professional development?

The research question intended to find out from the teachers on how teachers in Enyan Abaasa Technical institute view the professional development. Their responses were presented in Table 4.5

**Table 4.5: Teachers in Enyan Abaasa Technical institute view on professional development**

| Statements   | SD       | D        | N       | A        | SA       | Mean |
|--|----------|----------|---------|----------|----------|------|
| 1. It is the process of tracking teachers skills and knowledge that they gain both formally and                      | 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, | 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  | 17(11.3) | 17(11.3) | 10(6.7) | 76(50.7) | 30(20.0) | 3.57 |

|  |               |          |          |          |          |      |
|--|---------------|----------|----------|----------|----------|------|
| 4. It is any activity that increases teachers the                                | 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, | 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 |
| <b>Grand Mean</b>  | <b>20.506</b> |          |          |          |          |      |

Sources: Field data, (2021)

Findings in table 4.5 show the teachers responses on their view of professional development in Enyan Abaasa Technical institute. 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 disagreed. 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 was in line with Fitch and Kopp (2000) 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 was also in line with Day (2009) 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.

The head teacher and two assistants were asked on their perception on professional development qualitatively and all of them noted that professional development is of learning experiences.

The headmaster stated that:

*“Professional development is generally described as a learning experiences of teachers embracing all activities that enhance teachers professional growth”*

Assistant headmaster stated that:

*“Professional development is capacity building, teachers development, professional learning, continuing education and in-service training”*

*“We are experiencing rivalry climate in the school as a head teacher’s leadership style”*

This study in a way confirmed observations by Day (2009) 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 benefits do teachers in Enyan Abaasa Technical institute gain form continuous professional development?

This research question was designed to find out about perception teachers with regard to the benefits of teacher professional development in the Enyan Abaasa Technical institute. Their responses are presented in Table 4.6.

**Table 4.6: Teachers in Enyan Abaasa Technical institute perception on the benefit of professional development**

| Statements   | SD       | D        | N        | A        | SA       | Mean |
|--|----------|----------|----------|----------|----------|------|
| 1. Teacher professional development improves their classroom teaching                                | 15(10.0) | 22(14.7) | 20(13.3) | 40(26.7) | 53(35.3) | 3.63 |
| 2. Teacher professional development helps in enhancing teachers knowledge                            | 11(7.3)  | 38(25.3) | 24(16.0) | 43(28.7) | 34(22.7) | 3.34 |
| 3. Teacher professional development helps enhancing the quality of learning and teaching             | 11(7.3)  | 31(20.7) | 33(22)   | 37(24.7) | 38(25.3) | 3.40 |
| 4. The professional development courses help teachers to better help their students in the classroom | 11(7.3)  | 25(16.7) | 19(12.7) | 75(50)   | 20(13.3) | 3.45 |
| 5. The professional development courses help improves teachers knowledge of the subject matter       | 9(6)     | 6(4)     | 4(2.7)   | 47(31.3) | 84(56)   | 4.27 |
| 6. Teacher professional development courses improves teacher ability to                              | 24(16)   | 45(30)   | 20(13.3) | 15(10)   | 46(30.7) | 3.09 |

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|   |        |
|---|--------|
| support students with<br>diverse learning needs |        |
| <b>Grand Mean</b>                               | 18.605 |

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Sources: Field data, (2021)

Findings in Table 4.6 show the teachers responses on their perception on the benefit of teachers' professional development in the Enyan Abaasa Technical institute. In the first place, the study sought to find out from the teachers if teacher professional development improves their classroom teaching activities. With this statement, 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 disagreed. Teachers averagely agreed to the statement with a mean score of 3.36.

Moreover, to find out if teacher professional development helps in enhancing teachers knowledge. With this statement, 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 disagreed. The mean score of 3.34 was attained which implies that averagely the teachers agreed to that statement.

Again, 2(2.2%) strongly disagreed that development helps enhancing the quality of learning and teaching and 11 of the teachers representing 7.3% strongly disagreed, 31(20.7%) disagreed, 33(22%) were not sure, 37(24.7%) agreed while 38(25.3%) strongly disagreed. Teachers agreed to the statement with a mean score of 3.40.

Moreover, to find out from the teachers if professional development courses helped the teachers to better help their students in the classroom. 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 teachers agreed to the statement that professional development courses help teachers to better help their students in the classroom.



The researcher further wanted to find out from the teachers if professional development courses helped improve teachers' knowledge of the subject matter. With this statement, 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 teachers strongly agreed to that statement.

Lastly, I wanted to find out from the teachers if professional development courses improve teacher ability to support students with diverse learning needs. With this statement, 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. From this interpretation, it can be reported that the direction of the responses is towards agreement to the statement per the mean score of 3.09.

In summary, majority of the teachers strongly agreed that professional development courses help improve teachers' knowledge of the subject matter. This finding was in line with Guskey (2000) 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 (2000) who claimed that professional development enable teachers to act collegially in order to maintain and improve the standards of their profession and concluded that professional development enable teachers to identify their own professional development needs by a process of self-evaluation to enable them to improve their professional practice.

The head teacher and his assistants were asked to come out with their opinion on the benefit of professional development qualitatively and all of the interviewees indicated that professional development improves learning and teaching.

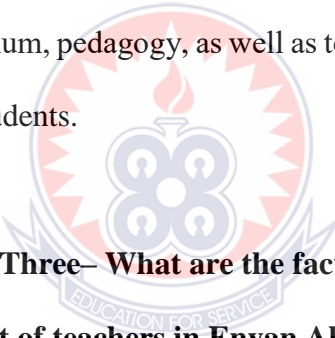
The head stated that:

*Professional development is a way for the improvement of learning and teaching*

Assistant head teacher stated that:

*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*

This study in a way confirmed observations by Earley and Bubb (2004) who noted that professional development improve of teaching and learning, in terms of curriculum development restructuring and instructional development. The findings of this study also concur with 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.



**4.4.5 Research Question Three– What are the factors that inhibit continuous professional development of teachers in Enyan Abaasa Technical institute in Ajumako District?**

This research question was designed to find out about prospects and challenges of teachers with regard to the factors that inhibit their professional development in Enyan Abaasa Technical institute. Their responses are presented in Table 4.7

**Table 4.7: Factors that inhibit professional development among teachers in Enyan Abaasa Technical institute**

| Statements                                    | SD       | D        | N        | A        | SA       | Mean |
|---|----------|----------|----------|----------|----------|------|
| 1. Shortage of time for teachers to           | 10(6.7)  | 8(5.3)   | 3(2.0)   | 40(26.7) | 89(59.3) | 4.27 |
| 2. Lack of trained professional development   | 3(2.0)   | 31(20.7) | 18(12.0) | 54(36.0) | 44(29.3) | 3.70 |
| 3. Lack of arranging training on professional | 8(5.3)   | 9(6.0)   | 13(8.7)  | 41(27.3) | 79(52.7) | 4.16 |
| 4. Absence of motivation for teachers by the  | 11(7.3)  | 3(2.0)   | 8(5.3)   | 88(58.7) | 40(26.7) | 3.95 |
| 5. Lack of awareness of CPD opportunities     | 20(13.3) | 34(22.)  | 12(8.0)  | 44(29.3) | 40(27.7) | 3.33 |
| Grand Mean                                    | 16.746   |          |          |          |          |      |

Findings in table 4.7 show the teachers responses on what inhibit professional development among teachers in Enyan Abaasa Technical institute. In the first place, I wanted to find out from the teachers if shortage of time for teachers to implement the professional development actions serves to inhibit professional development among teachers in Enyan Abaasa Technical institute. With this statement, 10 of the teachers representing 6.7% strongly disagreed, 8(5.3%) disagreed, 3(2.0%) were not sure, 40(26.7%) agreed while 89(59.3%) strongly disagreed. The item generated a mean score of 4.27 indicating that teachers agreed to the statement that shortage of time for teachers to implement the professional development actions serves to inhibit professional development among teachers.

In addition, 3(2.0%) of the teachers strongly disagreed that lack of trained professional development facilitators to coordinate the actions of teachers professional development serves to inhibit professional development among teachers in the Enyan Abaasa Technical institute, 31(20.7%) disagreed, 18(12.0%) were not sure, 54(36%) agreed while 44(29.3%) strongly agreed to that statement. The mean score of 3.70 fell in the category of agreed. This implies that averagely, the teachers agreed to the statement that lack of trained professional development facilitators to coordinate the actions of teachers professional development serves to inhibit professional development among teachers.

Moreover, to find out from the teachers if lack of arranging training on professional development programmes serves to inhibit professional development among teachers in Enyan Abaasa Technical institute and 8(5.3) strongly disagreed, 9(6.0%) disagreed, 13(8.7%) were not sure, 41(27.3%) agreed while 79(52.7%) strongly agreed to that statement. Per the mean score of 4.16, teachers strongly agreed lack of arranging training on professional development programmes serves to inhibit professional development among teachers.

The researcher further wanted to find out from the teachers if absence of motivation for teachers by the concerned bodies on the actions of professional development serves to inhibit professional development among teachers in the Enyan Abaasa Technical institute and in response, 11(7.3) strongly disagreed, 3(2.0%) disagreed, 8(5.3%) were not sure, 88(58.7%) agreed while 40(26.7%) strongly agreed to that statement. The mean score of 3.95 fell in the category of agreed. This implies that averagely, the teachers agreed to that statement that absence of motivation for teachers by the concerned bodies on the actions of professional development serves to inhibit professional development among teachers.

Lastly, to find out from the teachers if lack of awareness of CPD opportunities serves to inhibit professional development among teachers in the Enyan Abaasa Technical institute. With this statement, 20 of the teachers representing 13.3% strongly disagreed, 34(22.7%) disagreed, 12(8%) were not sure, 44(29.3%) agreed while 40(27.7%) strongly agreed. From this interpretation, it can be reported that the direction of the responses is towards agreement to the statement per the mean value 3.4. The mean score of 3.33 implies that averagely the teachers agreed to that statement.

In summary, majority of the teachers strongly agreed that shortage of time for teachers to implement the professional development actions serves to inhibit professional development among teachers in Enyan Abaasa Technical institute, under determinant to teaching and learning. The finding also support that of Ovens (2005) who noted that teacher recognition is a key teacher recognition to improve job satisfaction that in turn enhance teaching and learning. Again, the finding was in line with that of Alvi (2006) who indicated that school heads widely agree that teacher recognition is a critical determinant of performance in the school. To them teaching and learning depend on teachers' recognition.

The head teachers and his assistances were asked to determine the factors that inhibit professional development among teachers in the Enyan Abaasa Technical institute qualitatively and all of them indicated lack of time.

One of them stated that:

*“Lack of time. I am always busy. I have to prepare lessons. Every week there are so many activities, parents-teachers association meetings, or parents' seminars. I have to deal with lots of school work...”*

Another head teacher stated that:

*“Collecting and checking all the teaching aids for each unit, checking if there is any need for revision, and then you need to talk to colleagues about that. This is a kind of administrative work. You have to keep a record. I have to collect all the information about external competitions and courses and then circulate them to colleagues. You will know a lot of things because all the subject-related matters are all handled by you. You have to read through all of them and check if it’s useful or valuable and give reasons. There are heaps of these kinds of stuff every day. You cannot say it’s simple”*

This study in a way confirmed observations by Lohman (2006) who noted the responsibilities of teachers have changed over the years, and therefore the workload of teachers has noticeably increased beyond just time spent teaching in the classroom which in turn means that teachers are spending much more time on teaching-related tasks, and consequently have very limited time to participate in professional development.

The findings of this study also concur with Collinson and Cook (2000) who noted that lack of time impacts teachers’ participation in professional development activities and concluded that time shortage is one of the most serious problems linked to low participation of teachers in professional development activities.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Introduction

This chapter presents a summary of the major findings of the study, which examine the expectation and challenges of teachers' professional development in Enyan Abaasa Technical. 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 following findings were arrived at in the present study:

- The first research question which sought to find out how the teachers in Enyan Abaasa Technical understand professional development revealed that professional development is a reflective activity designed to improve teachers attributes, knowledge, understanding and skills; learning experiences of teachers.
- In addition, the second research question which sought to find out from the teachers in Enyan Abaasa Technical the benefits of teacher professional development revealed that professional development courses help improves teachers' knowledge of the subject matter; professional development improves learning and teaching.
- Finally, the last research question sought to find out the factors that inhibit professional development among teachers in Enyan Abaasa Technical revealed that supportive school leadership emerged as the dominant facilitator of CPD of teachers

### 5.3. Conclusion

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

- Firstly, professional development is a reflective activity designed to improve teachers attributes, knowledge, understanding and skills and also the learning experiences of teachers.
- Again, professional development is of benefits to teachers as professional development courses help improves teachers' knowledge of the subject matter and also serve to improve learning and teaching.
- In addition, professional development needs of teachers are the knowledge and understanding of their subject field(s) and also build students development.
- Shortage of time for teachers to implement the professional development actions hinders teachers' participation in professional development programmers.
- Supportive school leadership emerged as the dominant facilitator of teachers' professional development.

### 5.4. Recommendations

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

- The Regional and District Directorate of the Ajumako District should organize seminars and orientation on teachers' continuous professional development to make teachers aware on professional development.
- There should be frequent professional development courses organized by the Ghana Education Service to help improves teachers' knowledge of the subject matter to improve learning and teaching.

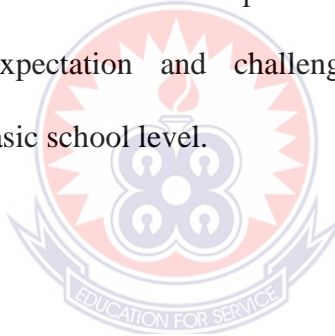


- There should be progressive workshops organized by District Directorates for teachers to participate and implement continuous professional development programmes.
- School leaders should support and also create a climate that promotes the continuous professional learning of all teachers.

### **5.5. Suggestion for Future Research**

The areas suggested by the study for further research include:

1. It is recommended by the researcher that for further research, the following areas can be considered.
2. An Investigation between the relationships of teachers' continuous professional development and students' academic performance.
3. Exploring the expectation and challenges of continuous professional development at Basic school level.



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## APPENDICES

### APPENDIX A

#### QUESTIONNAIRE FOR RESPONDENTS

Dear teacher, this questionnaire seeks to collect data on the expectations and challenges of teachers' continuous professional development in Ajumako District using Enyan Abaasa Technical institute as a case study. Please information provided in this questionnaire will be treated with much respect and confidentiality.

#### SECTION A: TEACHERS' DEMOGRAPHIC INFORMATION

Please help us 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 18years [  ]

18 – 24 [  ]

25 – 30 [  ]

31 – 36 [  ]

37 – 42 [  ]

43 – 48 [  ]

49 – 60 [  ]

3. Educational Status:

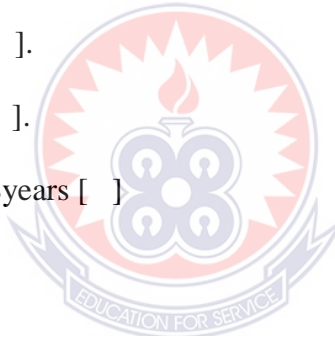
Diploma [  ]

First Degree [  ]

M.Ed. [  ]

PGDE [  ]

4. Teaching Experience: Less than 1year [  ]



1 – 5 yrs. [ ]

6 – 10yrs. [ ]

11 – 15yrs. [ ]

16 – 20yrs. [ ]

21 – 25yrs. [ ]

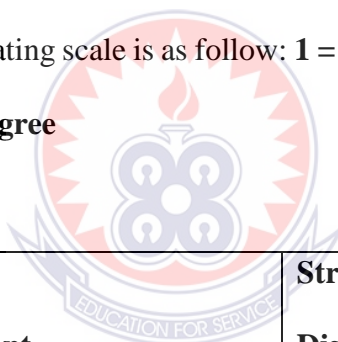
26 – 30yrs. [ ]

31 – 35yrs. [ ]

35yrs.+ [ ]

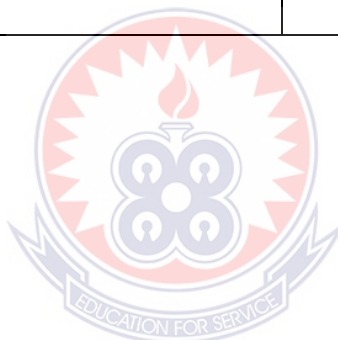
**SECTION B: TEACHERS PROFESSIONAL DEVELOPMENT**

**Introduction:** For each of the following statements, circle the number that best describes your zeal. The rating scale is as follow: **1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4= Strongly Agree**



| Statements  | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|-------------------|----------|-------|----------------|
| Professional development  |                   |          |       |                |
| 5. Is the process of tracking teachers skills and knowledge that they gain both formally and informally in their work.                        |                   |          |       |                |
| 6. Activities designed to meet the rising expectations of teachers and to improve their knowledge, skills, and abilities and stay up to date. |                   |          |       |                |

|  |  |  |  |  |
|--|--|--|--|--|
| 7. It is the improvement and broadening of teachers knowledge and skills, throughout their working life        |  |  |  |  |
| 8.It is any activity that increases teachers the understanding of teachers, and their effectiveness in schools |  |  |  |  |
| 9.It is reflective activity designed to improve teachers attributes, knowledge, understanding and skills       |  |  |  |  |
| 10.It is learning process that complements formal education and training                                       |  |  |  |  |



**SECTION C****Benefits of Professional Development**

| <b>Benefits of Professional Development</b>   | <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Agree</b> | <b>Strongly Agree</b> |
|---|--------------------------|-----------------|--------------|-----------------------|
| 11. Teacher professional development improves their classroom teaching activities                                     |                          |                 |              |                       |
| 12. Teacher professional development helps in enhancing teachers knowledge  |                          |                 |              |                       |
| 13. Teacher professional development helps enhancing the quality of learning and teaching                             |                          |                 |              |                       |
| 14. The professional development courses help teachers to better help their students in                               |                          |                 |              |                       |
| 15. The professional development courses help teachers to prepare for advancement                                     |                          |                 |              |                       |
| 16. Teacher professional development courses improves teacher ability to support students with diverse learning needs |                          |                 |              |                       |

**SECTION D: Challenges of Professional Development Implementation**

| <b>Challenges of Professional Development Implementation</b>   | <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Agree</b> | <b>Strongly Agree</b> |
|--|--------------------------|-----------------|--------------|-----------------------|
| 17. Shortage of time for teachers to implement the professional development actions                                      |                          |                 |              |                       |
| 18. Lack of trained professional development facilitators to coordinate the actions of teachers professional development |                          |                 |              |                       |



|  |  |  |  |  |
|--|--|--|--|--|
| 19.Lack of arranging training on professional development programs                                       |  |  |  |  |
| 20.Absence of motivation for teachers by the concerned bodies on the actions of professional development |  |  |  |  |
| 21. Lack of awareness of CPD opportunities   |  |  |  |  |



## APPENDIX B

### SEMI-STRUCTURED INTERVIEW GUIDE

1. What is your view of teachers' professional development?
2. What are the reasons for undertaking professional development?
3. What do teachers perceive as the impact of professional development on their teaching?
4. Where there any challenges of implementing professional development courses?
5. Could you please tell me any three of such challenges?

