UNIVERSITY OF EDUCATION, WINNEBA

PERSPECTIVES OF SENIOR HIGH SCHOOL TEACHERS IN SEKYERE SOUTH

DISTRICT OF ASHANTI ON CONTINUOUS PROFESSIONAL DEVELOPMENT

(CPD) PROGRAMMES ORGANISED FOR THEM

ISAAC NKRUMAH FRIMPONG

A Dissertation in Department of Educational Leadership, Faculty of Education

and Communication Sciences, submitted to the School of Graduate Studies,

University of Education, Winneba, in partial fulfilment of the requirements for

award of the Master of Philosophy (Educational Leadership) degree

JANUARY, 2018

DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE…………………………………………..

DATE…………………………………………………..

SUPERVISORS'S DECLARATION

I, hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of dissertation as laid down by the University of Education, Winneba.
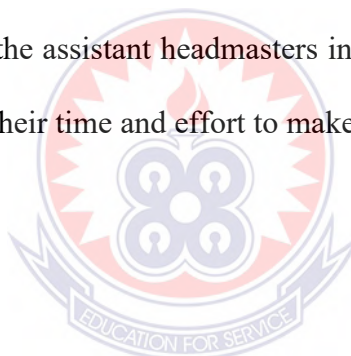
NAME OF SUPERVISOR: DR. HINNEH KUSI

SIGNATURE …………………………………………………

DATE   …………………………………………………..

ACKNOWLEDGEMENTS

DEDICATION

To my wife, Harriet Pokuaa Frimpong and my children Gertrude, Raphael, Isaac and

Nhyira.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF ABBREVIATIONS / GLOSSARY

S.H.S: Senior High School

CPD: Continuous Professional Development

UNESCO: United Nations Educational, Scientific and Cultural Organisation

SSA: Sub-Sahara Africa

AAI: African-American Institute

NSDC's: National Staff Development Council's

EFA: Education for All

OECD: Organisation for Economic Co-operation and Development

GAST: Ghana Association of Science Teachers

INSET: In-service Training

HTC: Human Capital Theory

KOYISS: Konadu Yiadom Senior High School

AGASS: Agona Adventist Senior High School

ADGASS: Adu Gyamfi Senior High School

OASS: Okomfo Anokye Senior High School

ASHTEC: Agona Senior High Technical School

EFFISCO: Effiduase Secondary Commercial

PT: Participating Teacher

GES: Ghana Education Service

SEIP: Secondary Education Improvement Programme

GAST: Ghana Association of Science Teachers

GATE: Ghana Association of Teachers of English

MAG: Mathematics Association of Ghana

GASS: Ghana Association Social Sciences

MoE: Ministry of Education

WASSCE: West African Secondary School Certificate Examination

HOD: Head of Department

P.T.A: Parent-Teacher Association

GNAT: Ghana National Association of Teachers

NAGRAT: National Association of Graduate Teachers

ABSTRACT

This research explored the Perspectives of Senior High School Teachers in Sekyere South District of Ashanti Region on Continuous Professional Development (CPD) Programmes Organised for them. It was a qualitative research underpinned by interpretive philosophical thought which employed a case study approach to collect data using semi-structured questionnaire and semi-structured interview. In the first phase, Proportional Stratified Random Sampling technique was used to select 57 SHS teachers from the 5 public senior high schools in the Sekyere South District to respond to the questionnaire, while the second phase involved semi-structured interviews with 10 CPD providers selected using the Purposive Sampling technique. The data gathered was analysed thematically since the two instruments generated similar themes. The study indicated that, the CPD programmes were very useful to the teachers since they improve their professional skills, content knowledge and impact positively on students' performance. The research also indicated that teachers in the district access CPD in the form of workshops, mentoring, annual conferences, and study leaves however their access to these programmes was hindered by financial constraint, wrong timing, and inadequate resource materials. It further revealed that the main sources of the teachers' inspiration for accessing the CPD programmes were acquisition of professional skills and knowledge coupled with the correlation between the CPD programmes and classroom practice. The research concluded that CPD programmes in the Sekyere South district are irregular and are not well organised so the SHS teachers need further training in teaching methodology to help improve the quality of education in the district. Therefore, the study recommends that CPD should be made a policy in the schools and a budget should specifically be drawn for the CPD programmes by the School authorities in order to guarantee its regular organisation and improvement to ensure significant professional development of the teachers so as to enhance meaningful teaching and learning in the district. Besides, the study recommended that, teachers should select topics for the CPD programmes since they are the direct beneficiaries and are also fully aware of their CPD needs as well as that of their students.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

According to United Nations Educational, Scientific and Cultural Organisation's (UNESCO's) Global Education Digest 2005, four out of every five children between the ages of 10-15 throughout the world are enrolled in first-tier secondary education, which in most countries including Ghana, is now part of compulsory education.

Secondary education is advancing rapidly throughout the world, with the number of pupils enrolled having risen from 321 million in 1990 to 492 million in 2002-2003. Africa lags far behind with barely 45% despite a 5% annual increase in the secondary school enrolment rate since 1998, although the worldwide gross enrolment rate at the higher secondary tier is 51%. Having achieved this feat, there is a need to ensure quality education. Since 1990 and more especially since 2000 the goal of Education for All by 2015 has galvanized many countries in sub-Saharan Africa (SSA) into confronting their historically low rates of enrolment. They have been remarkably successful in attracting many more children into schools (UNESCO 2008). The good news is that sub-Saharan Africa achieved the greatest gains in secondary education participation compared to all other regions of the world between 1999 and 2012. Worldwide, there were 552 million youth enrolled in secondary schools in 2012. Some 49 million secondary students resided in Africa as opined by the African-American Institute [AAI] (2015). Some African governments are exploring a wide variety of financing options to boost the quality and capacity of secondary schools. In Uganda - where 72 percent of secondary school-aged children are not in school, a public-private partnership is enabling more adolescents to gain an

affordable, quality secondary education. Also in Ghana today the ruling government has started free SHS education from 2017/2018 academic year as capture in the March, 2017 budget of Ghana and there is dramatic increase in enrolment.

However, filling the classrooms is not enough; if education for all is to have positive social and economic consequences, it must involve children learning at least the basic minimum competencies of literacy and numeracy that will enable them to benefit from and contribute to their society_s future. Unfortunately, much evidence suggests that many who attend school are not learning very much. In some developed and developing countries poor performance of teachers is detrimental to school effectiveness, with the consequent economic costs amounting to billions of dollars every year. One of the contributing factors to this poor performance is lack of structured professional development programmes for teachers (UNESCO, 2008). Hence there is an urgent need for the introduction of continuous professional development (CPD). Continuous Professional Development (CPD) is a requirement for the maintenance of professional designations. Giri, Frankel, Tulenko, Puckett, Bailey, and Ross (2012), defined CPD as ‒a systematic and on-going process of education, in-service training, learning, and support activities that build on initial education and training to ensure continuing competence, extend knowledge and skills to new responsibilities or changing roles, and increase personal and professional effectiveness." (Giri et al., 2012 p.1). According to Day (1999b), CPD is 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 constitute, through these, to the quality of education in the classroom (Day, 1999b).

Also, Erasmus and Westhuizan (1994) define CPD as an on-going training and education which are aimed at updating and enhancing the knowledge, skills and

competencies of professionals to enable them to carry out their duties effectively. Wei, Darling-Hammond, Andree, Richardson, and Orphanos (2009) posit that, continuous professional development refers to all forms of on-going teacher learning activities which are connected to the everyday practices of teaching and learning, including the construction of strong working relationships among teachers.

Brungardt (1996); Collins (2002); Rhodes et al. (2009) postulate that the quality of training makes a significant difference to the effectiveness of both schools and educational systems by deepening the knowledge, expertise and behaviours of teachers.   This belief that schools require effective teachers is paramount if they are to provide the best possible educational opportunities. In contexts where teachers undergo no professional preparation for their role, beyond years of classroom teaching experience, they could be faced with a myriad of contemporary problems (Mulkeen, et al., 2005). To cope with these new demands and challenges, school teachers require relevant knowledge, skills and competencies to enable them to meet the particular circumstances of the school and also offer better service to the learners, and communities they serve. Teachers, like other skilled workers, benefit from on-the-job training, which is commonly referred to as continuous professional development (CPD). Relevant activities can include: improving teachers' general education background, as well as their knowledge and understanding of the subjects they teach; instruction on how children learn different subjects; developing practical skills and competencies; learning new teaching strategies and how to use new technologies; improved professionalism and ethics; in addition to providing knowledge and skills linked to the ever-changing needs of a dynamic society (Perraton et al., 2002).

The international research literature has consistently shown that professional development is an essential component of successful school level change and

development (Day 1999b; Hargreaves, 1994). It has confirmed that where teachers are able to access new ideas and to share experiences more readily, there is greater potential for school and classroom improvement. In-service training or continuous professional development (CPD) is now a household name accepted globally to be pivot around which development revolve. In Ghana, various reports and policy recommendations (e.g., Anamuah-Mensah, 2002; Educational Review Committee Report, 2002; Adamu-Issah, Elden, Forson, and Schrofer, (2007); Ministry of Education, 2010; Ministry of Education & Ghana Education Service, 2012) have suggested a need for establishing policy framework to guide the implementation of professional development programmes for teachers, especially at the pre-tertiary level.

Pre-tertiary teachers in Ghana enter the teaching profession through different routes. On one hand, there are teachers who have received training and supposedly have acquired the requisite competence and credentials to teach (trained teachers). On the other hand, there are those who have not received such initial institutional training experience (untrained teachers). This situation creates conditions necessary for the establishment of professional learning programmes to provide opportunities for upgrading the professional knowledge and credentials of untrained teachers, offer advanced learning opportunities for trained teachers, and also offer short-term training in content and pedagogy (Mulkeen, Chapman, DeJaeghere, Leu, & Bryner, 2005). The current professional learning environment in the country allows both trained and untrained teachers to access institutional training models and other open and distance learning opportunities to upgrade their knowledge and acquire the requisite pedagogical skills (Cobbold, Ghartey, Mensah, & Ocansey, 2009). The Education Act of 2008 underscores the importance of the establishment of the National Teaching

4

Council (NTC) to provide standards to guide professional development programmes for pre-tertiary teachers (Ministry of Education, 2010). Teachers of second cycle institutions in the country are being given continuous professional development to ensure quality education but the question here is, is it reflecting as it ought to be? This has necessitated the need to investigate the perspectives of senior high school teachers in the Sekyere South district of Ashanti region in Ghana on continuous professional development (CPD) programmes organised for them.

1.2 Statement of the Problem

There is a serious public outcry concerning the falling standard of education in Ghana nowadays. National Conferences, Seminars and Workshops of the Ministry of Education and the Ghana Education Service have bemoaned the multifaceted cause of this falling standard of education. There has been urgent search for solutions to the poor standard of teaching in schools in the country. Some stakeholders have blamed teachers for the appalling performance of students in examinations. Various reports and policy recommendations in Ghana (e.g. Anamuah-Mensah, 2002; Educational Review Committee Report, 2002; Adamu-Issah et al., 2007; Ministry of Education, 2010; Ministry of Education & Ghana Education Service, 2012) have suggested a need for establishing policy framework to guide the implementation of professional development programmes for teachers, especially at the pre-tertiary level. In this era of globalization, it is imperative that teachers are adequately prepared to function effectively in a challenging global environment. The challenges of globalization demand teachers who are competent, effective, skillful and dynamic in their orientation. With the global economy gathering pace, more governments are realizing that their main assets are their people and that becoming competitive depends

5

increasingly on the development of a highly skilled workforce which requires trained and committed teachers who are capable of imparting the right skills and attitudes in learners (Bush, 2007).

The high demand for quality teachers to meet educational growth in Ghana presently has heightened the need for teachers to undertake continuous professional development programmes. The importance of this has been stressed by the fact that Pre-tertiary teachers in Ghana enter teaching profession through different routes. On one hand, are the trained teachers and on the other, the untrained teachers. This situation creates conditions necessary for the establishment of professional learning programmes to provide opportunities for upgrading the professional knowledge and credentials of untrained teachers, offer advanced learning opportunities for trained teachers, and also offer short-term training in content and pedagogy (Mulkeen, et al., 2005). It is in recognition of this that the Education Act of 2008 underscores the need for the establishment of the National Teaching Council (NTC) to provide standards to guide professional development programmes for pre-tertiary teachers (Ministry of Education, 2010).

In spite of the importance of CPD in equipping teachers with the necessary skills, attitudes and competencies to enable them to function effectively, much has not been done to investigate the perspectives of teachers on CPD programmes organised for them, especially at the Senior High School level in Ghana. The situation in Sekyere South District is very critical since little has been done to investigate the perspective of Senior High School Teachers on CPD programmes organised for them in the district. Oduro (2003) investigated the perspectives of the primary school headteachers and their roles and professional development in the Komenda Edina Eguafo Abirem (KEEA) district and Cecilia Agyemang (2015) also explored the

challenges facing teachers at Kumasi Girls SHS in the execution of their professional roles and responsibilities in the school and factors responsible in the Kumasi Metropolis, however little is known on the views of SHS teachers on the impact of continuous professional development (CPD) programmes offered to them. Agyemang's conclusions centred on the challenges the SHS teachers face in discharging their duties in the context of study whilst Oduro's conclusions focused on views of primary school headteachers with regards to management, supervision and CPD in basic schools in the KEEA district. In the light of this, the current study sought to explore the perspectives of SHS teachers in Sekyere South District of Ashanti Region on CPD programmes organised for them.

1.3 Purpose of the Study

The purpose of the study was to explore the perspectives of Senior High School Teachers in Sekyere South District of Ashanti Region on Continuous Professional Development (CPD) Programmes Offered to them.

1.4 Objectives of the Study

The study sought to:

1. Identify the kind of continuous professional development/In-Service training activities organised for SHS teachers in Sekyere South district;

2. Assess the views of teachers on the impact of continuous professional development (CPD) programmes offered to them;

3. Identify the challenges the teachers face in accessing the CPD programmes organised for them; and

4. Find out how the programmes could be improved for meaningful teaching and learning in the schools.

1.5 Research Questions

The following research questions were formulated to guide the study:

1. What are the continuous professional development/In-Service training activities organised for SHS teachers in Sekyere South District?

2. What are the views of the teachers in Sekyere South District on the impact of the CPD programmes organised for them on their work?

3. What challenges do teachers face in accessing the CPD programmes offered to them?

4. How could the continuous professional development (CPD) programmes organised for the teachers be improved for a meaningful teaching and learning in the schools?
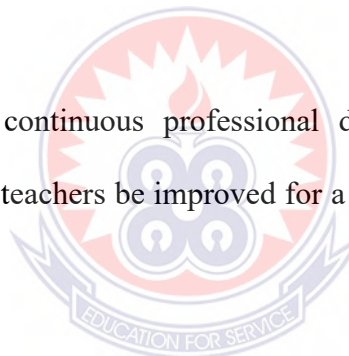
1.6 Significance of the Study

This study brought to light the views of SHS teachers on the impact of CPD programmes they receive. Furthermore, the research unravelled some challenges teachers go through in their quest to accessing continuous professional development programmes organised for them. Additionally, the study brought out the importance of CPD programmes in order to assess whether there is value for the huge investments made by the Ghana government and donor countries. Also, the study highlighted ways in which the CPD programmes could be enhanced for a meaningful teaching and learning in the schools.

Finally, the study will contribute to literature and serve as reference material to help other researchers in conducting large scale studies in the area. It is further going to contribute to the existing body of knowledge on professional development practices in the schools in the district, the educational sector and other sectors as well.

1.7 Delimitation of the Study

The research was carried out in the Sekyere south district. The Sekyere South District Assembly, established in 2008 by Legislative Instrument 1898, is one of the twenty-seven (27) Metropolitan/Municipal/District Assemblies in the Ashanti Region. Until 2008, the district was known as Afigya Sekyere District Assembly. As a result of re-demarcation of districts in 2008 however, Afigya was carved out and the district boundary redefined and named Sekyere South District Assembly under the Legislative Instrument 1898. The Assembly shares boundaries with four districts, namely, Mampong Municipal to the North, Kwabre East District to the South, Sekyere East to the East, and Afigya Kwabre District to the West. The district has 108 pre-schools, 129 primary schools, 65 junior high schools, and 5 senior high schools (http://www.ghanadistricts.gov.g). The study focused on the five public Senior High Schools in the Sekyere South District. The teachers in the said schools provided the main data for the research. It assessed the views of teachers on the impact of CPD programmes organised for them as well as highlighting issues such as the challenges the teachers face in accessing the CPD programmes; the importance of CPD programmes in Ghana; models of CPD activities organized for them and how the programmes could be improved for a meaningful teaching and learning in the schools.

1.8 Limitations of the Study

While the study illuminates certain important perspectives of SHS teachers on Continuous Professional Development Programmes offered to them in the Sekyere South District in the Ashanti region, it was not without limitations. First, the study was a qualitative case study focused on only one school district in Ghana. Hence, the transferability of the current findings is limited to the senior high school teachers in this particular district. Therefore, caution must be exercised in generalizing the findings to the entire senior high school teachers in Ghana.

Secondly, the study also centred on the use of self-reported perceptions of teachers, sample characteristics of respondents, and social desirability bias. By virtue of the nature of the study, respondents may conceal information on issues they do not wish to make public. As a result, attempts were made to ensure that the procedures for collecting the data were trustworthy. Firstly, both the questionnaire and the interviews were piloted before their execution and secondly, two methods were used to collect data from the SHS teachers and the CPD providers. These ensured that the data was triangulated, eliminating any potential bias. Also, issues on the confidentiality of the responses were highlighted to the participants in an effort to improve the credibility of the data collected.

1.9 Definition of key Terms

Senior High Schools: The second cycle institutions are those that prepare students for the tertiary institutions in Ghana. Students in the senior high schools spend three years in school after which they obtain a certificate by sitting for the West Africa Secondary School Certificate Examination (WASSCE).

Teachers: Professionals who are trained by the various Teacher Training Institutions and the universities to impart education to learners.

Development: Becoming better in terms of the acquisition of new skills attitudes and knowledge which leads to effectiveness. In terms of education Gulston, 2010 said development should bring about the betterment of knowledge, skills and attitude to improve the quality of education.

1.10 Organisation of the Dissertation

The dissertation is organized in six chapters. Chapter One is an introductory chapter comprising statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, scope of the study, Methodology, delimitations and limitations of the study as well as organization of the study.

Chapter Two provides the literature review while Chapter Three presents a detailed explanation on the research methodology that was used in the study. The fourth chapter discusses data presentation. Chapter Five presents analysis, and discussion of findings and the sixth chapter summarises findings, draws conclusions and makes recommendations to improve practice.

CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

This is the literature review chapter of the study. The chapter reviews empirical literature on the following related thematic areas:

1. The concept of Professional Development

2. The concept of Continuous Professional Development (CPD)/INSET

3. The Human Capital theory

4. Importance of CPD programme

5. Models of CPD programme

6. Teachers' views on impact of CPD programme organized for them.

7. Challenges teachers face in accessing CPD programmes

8. Training needs of the SHS teachers

9. Strategies for improving CPD programme: teachers views

2.1   The Concept of Professional Development

Professional development is defined as ―the process of improving staff skills and competencies needed to produce outstanding educational results for students‖ (Hassel, 1999 p. 1).

The Organisation for Economic Co-operation and Development (OECD) adopts a broad definition of teacher professional development (PD) as ―activities that develop an individual‗s skills, knowledge, expertise and other characteristics as a teacher‖ (2009, p. 49). They further posit that, the aim of PD is to change our professional thinking, knowing, feeling and doing. Evans (2011) divided these goals into taxonomy, featuring the following three main inter-related categories: -

12

Behavioural component - Attitudinal component – and Intellectual component. This stated that, unless attitudes and ways of thinking are changed that is, hearts and minds won over – the desired change in behaviour may not happen.

Craft (2000) asserts that if schools are about promoting the learning of pupils in a changing world, then education professionals learning throughout their career is essential. Fullan (1991) defined teachers' professional development as the sum total of formal and informal learning experiences throughout a teachers' career from pre-service teacher education to retirement. Correspondingly, Wei et al., (2009) conceptualise professional learning as a product of both externally provided and job-embedded activities that increase teachers' knowledge and change their instructional practices in ways that support student learning. Both emphasise that learning will occur both in formal and informal ways.

The National Staff Development Council (2009b) discussed Professional Development as a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement. The NSDC'S further postulated that, Professional development fosters collective responsibility for improved student performance and must comprise of professional learning. Effective professional development must be measured by its impact on classroom and student instruction as well as its impact on many teachers as opposed to some teachers and on many students as opposed to a few.

Day posits 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 constitute, through these, to the quality of education in the classroom" (1999, p. 4).

Junaid and Maka (2015) postulated that, the attainment of the Education for All (EFA) goals is hinged on the availability of adequate and qualified teachers to service the ever-expanding basic education sector, especially in Sub-Saharan Africa. However, because the provision of pre-service teacher education institutions in any one country, particularly in the developing countries, is not commensurate with the explosion in the number of basic education schools that are being established, a wide gap is created between the supply and demand for teachers in these countries. While progress is being made in terms of the quantity and quality of pre-service education programmes in many of these countries, a much greater effort is required to address the perennial shortages of teachers with the necessary qualifications and competencies for the attainment of the laudable goals of universal basic education.

Junaid and Maka (2015) further explained that in many developing countries, uncertified teachers are recruited to fill teaching vacancies that would otherwise remain unfilled, underscoring the need to prepare these untrained teachers with the necessary skills to be successful on the job. They further discussed that, one of the key elements of teacher quality is the provision of adequate opportunities for personal growth and professional development through regular training. The effectiveness of teachers depends largely on the extent to which their knowledge and skills are upgraded regularly. According to them, many countries have recognised this simple truth and invest a lot of resources in diverse teacher improvement programmes that are intended to enrich the knowledge and skills of teachers, disseminate new teaching skills and adequately prepare teachers for the challenges of the changing realities of the classroom and the current knowledge explosion. In Singapore, for example, every teacher is expected to submit him/herself to 100 hours of training every year. The vast majority of developing countries are also engaged in the provision of in-service

education to their teachers. All the sampled countries have, as part of their main teacher educational programmes, provided opportunities for in-service training for teachers irrespective of their certification, both to complement pre-service teacher education provision and to improve on the quality of teachers and teaching (Junaid & Maka, 2015).

The Organisation for Economic Co-operation and Development [OECD] (2009) explained Professional development as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher. The definition recognises that development can be provided in many ways, ranging from the formal to the informal. It can be made available through external expertise in the form of courses, workshops or formal qualification programmes, through collaboration between schools or teachers across schools (e.g. observational visits to other schools or teacher networks) or within the schools in which teachers work . In this last case, development can be provided through coaching/mentoring, collaborative planning and teaching, as well as the sharing of good practices (OECD, 2009).

National Staff Development Council (2009b) clarifies that the term ―professional development" means a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement. The Professional development fosters collective responsibility for improved student performance and must comprise professional learning that:

1. Is aligned with rigorous state student academic achievement standards as well as related local educational agency and school improvement goals;

2. Is conducted among educators at the school and facilitated by well-prepared   school   principals   and/or   school-based   professional

15

development coaches, mentors, master teachers, or other teacher leaders;

3. Primarily occurs several times per week among established teams of teachers, principals, and other instructional staff members where the teams of educators engage in a continuous cycle of improvement that — (i) evaluates student, teacher, and school learning needs through a thorough review of data on teacher and student performance; (ii) defines a clear set of educator learning goals based on the rigorous analysis of the data; (iii) achieves the educator learning goals identified in subsection (ii) by implementing coherent, sustained, and evidenced-based learning strategies, such as lesson study and the development of formative assessments, that improve instructional effectiveness and student achievement;

Professional development includes formal experience (such as attending workshops and professional meetings, mentoring, etc.) and informal experiences (such as reading professional publications, watching television documentaries related to academic discipline, etc.) (Ganser, 2000).

Dodds (2001) also explained that the role of professional development is to aid teachers in building new pedagogical theories and practices and to help them develop their expertise in the teaching field. He added that, teachers' professional development has two main phases: initial preparation and continuing professional development. Initial teacher training most often takes the form of full-time residential pre-service programmes in teachers' colleges or universities. Initial training may also be available to serving unqualified teachers through distance education, ‗out‑of-

16

school' programmes during vacations or on release from schools for extended periods of time. The professional components of initial teacher training programmes can be either consecutive or concurrent with academic subject.

Professional development in a broad sense refers to the development of a person in his or her professional role. More specifically, ―teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically" (Glatthom, 1995, p. 41).

The National Staff Development Council (2001) discussed that Professional development should always address identified gaps in student achievement. For instance, it would be pointless to offer professional development to raise students' performance in certain subject, if students are doing well in one subject like mathematics but poorly in reading or writing. The content of professional development should centre on subject matter, pedagogical weaknesses within the organization, measurement of student performance, and inquiry regarding professional questions that are relevant to the setting in which the professional development is delivered.

Talis cited in OECD also sees ―professional development as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher" (2009 p. 49). This view of PD recognises that development can be provided in many ways, ranging from the formal to the informal. Professional Development is acknowledged to be centrally important in maintaining and enhancing the quality of teaching and learning in schools (Craft, 2000; Harland & Kinder 1997; Harris 2002). The international research literature has consistently shown that professional development is an essential component of successful school level change and development (Day 1999b; Hargreaves 1994). The international research literature has

17

confirmed that where teachers are able to access new ideas and to share experiences more readily, there is greater potential for school and classroom improvement. Improving schools invest in the development of their staff and create opportunities for teachers to collaborate and to share best practice. Evidence also suggests that attention to teacher learning can impact directly upon improvements in student learning and achievement. Where teachers expand and develop their own teaching repertoires and are clear in their purposes, it is more likely that they will provide an increased range of learning opportunities for students (Joyce et al, 1999). The research literature demonstrates that professional development can have a positive impact on curriculum, pedagogy, as well as teachers' sense of commitment and their relationships with students (Talbert & McLaughlin, 1994).

2.2 The Concept of Continuous Professional Development/INSET

Many scholars believed that the term ‒continuing professional development" was first used by Richard Gardner, who took charge of professional development for the building professions at York University in the mid-1970s; and, it was adopted because it did not differentiate between learning from courses and learning ‗on the job" (Gray, 2005. p.5).

Continuing Professional Development (CPD) is increasingly seen, then, as a key part of the career development of all professionals which is a shared responsibility with their employers because it serves the interests of both. The concept is often left ill-defined, however, being in many cases conflated with the related concepts of in-service training and on the job learning. Both are more limited than CPD, as CPD can encompass a wide variety of approaches and teaching and learning styles in a variety of settings (inside or outside of the workplace). It is distinguishable

18

from the broader concept of lifelong learning, which can include all sorts of learning. It is seen primarily as being related to people's professional identities and roles and the goals of the organisation they are working for (Galloway, 2000).

Since then, the term has been used to refer to all lifelong learning career development programmes designed to help different professionals acquire relevant skills and knowledge for the improvement of their performance. Mohammed (2006) opine that Continuing Professional Development may be regarded as all forms of in service, continuing education, on-the-job-training, workshop, post qualification courses etc. whether formal or informal, structured or unstructured, teacher initiated or system-initiated. He also further defines CPD as the pillar of teachers' teaching-Learning activities that helps the social and economic development of the society.

Continuing professional development of teachers comes from various sources and agencies, and in various forms: orientating teachers to curriculum or examination changes, upgrading qualification levels, donor-funded projects, professional teachers' associations in developing subject teaching (e.g. Ghana Association of Science Teachers _GAST'), or sometimes teachers' unions, school based improvement initiatives, or individual teachers working to improve their qualifications, career prospects or teaching skills.

The concept, continuous professional development (CPD) applies to many professions, including teaching. CPD of teachers refers to developmental activities that teachers go through after graduating from teacher professional training (Mizell, 2010). It involves those processes, actions and activities designed to enhance the professional knowledge, skills and attitudes of teachers so that they might, in turn, improve the effectiveness of learning in schools (Guskey, 2000; Neil & Morgan, 2003; Creemers, Kyriakides and Antoniou, 2013). It must be seen as a process, not an

event where learning is gradual and incremental (Sweeney, 2005). It is characterised by informal activities, attendance at courses, private study either in the subject area or in education, classroom-based research, among others (Mizell, 2010).

Madden and Mitchell (1993) explain that CPD is ―the maintenance and enhancement of knowledge, expertise and competence of professionals throughout their careers according to a formulated plan with regards to the needs of the professional, the employer, the profession and society" (1993, p. 12). This definition is interesting for a number of reasons. Firstly, it draws attention to the many advantages of CPD (improving knowledge, skills and practices of social work professionals). Secondly, it conceptualises CPD as an on-going and recursive process that takes place throughout one‗s professional life. Thirdly, it draws attention to the importance of enhancing CPD as it enables professionals to meet the objectives of their employers, the social work profession and service users. Fourthly, it draws attention to planning and the need to plan effectively in order to devise CPD courses and modules that will be effective.

The development of teachers beyond their initial training can serve a number of objectives (OECD, 1998), including to:

1. update individuals‗ knowledge of a subject in light of recent advances in the area ;

2. update individuals‗ skills, attitudes and approaches in light of the development of new teaching techniques and objectives, new circumstances and new educational research ;

3. enable individuals to apply changes made to curricula or other aspects of teaching practice;

20

4. enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice ;

5. exchange information and expertise among teachers and others, e.g. academics, industrialists; and

6. help weaker teachers become more effective .

Continuous professional training makes one become more effective and also on top of his/her area of expertise. Educational researchers are constantly theorizing the teaching and learning process creating a need for teachers to keep abreast of the emerging knowledge base in order to refine their conceptual understanding and practical skills. One of the key elements of these developments is the Continuing Professional Development (CPD) of teachers.

Day and Sachs (2004) opine that, Continuing Professional development is a term used to describe all the activities in which teachers engage in, during the course of a career, which are designed to enhance their work. The main argument for CPD of teachers has been that teachers keep learning from practice and become experienced in every passing year in their careers. CPD therefore involves a wide range of activities and training programmes or methods used to help teachers develop professionally throughout their career. Kelchetermans (2004) describes this as a learning process in which results not only become visible in one's professional practice but also in one's thinking about the how and why of that practice. CPD is a long-term process that includes regular opportunities and experiences planned systematically (Guskey 2000; Villegas-Reimers, 2003) to promote growth and development in the profession.

The Allied Health Professions Project, (2002) define continuous professional development from health perspective as a range of learning activities through which health professionals maintain and develop throughout their career to ensure that they retain their capacity to practise safely, effectively and legally within their evolving scope of practice. (This definition is taken from the Allied Health Professions Project (2002), Demonstrating competence through CPD) Put simply, CPD is the way registrants continue to learn and develop throughout their careers so they keep their skills and knowledge up to date and are able to work safely, legally and effectively. Continuing professional development (CPD) is often used to emphasise that learning never ceases. CPD takes place in and outside schools and can be transmitted through direct contact or a distance mode with participants. Although in-school CPD has its advantages of distance and cost effectiveness and the process takes place in the school vicinity, physical relocation to a training institution (such as university) has the advantages of meeting and sharing experiences with other teachers from varying geographical and cultural orientations. It allows for teachers to reflect more affectively as they take a break from school (Bubb & Hoare, 2001) and being removed from the school and classroom life to a university environment. For instance, Harland and Kinder (1997) in a study on training days found that teachers welcome the opportunity to train in different environments which they consider to offer valuable experiences.

According to Fenstemacher and Berliner (1983) CPD is ―The provision of activities designed to enhance the knowledge, skills and understanding of teachers in ways that lead to enhance their thinking and classroom behaviour." (Fenstemacher & Berliner 1983, p.49).

22

They agree that the provision of CPD activities will not only benefit teachers but the students as well. This clearly indicates that the outcome of CPD activities do not only affect the teacher who is involved but the student and by extension the school as a whole.

Fenstemacher and Berliner's (1983) definition is in accordance with that of Hargreaves and Fullan (2001) who see professional development of teachers as the knowledge and skills development in self-understanding and social change. (Hargreaves & 2001)

Campbell, McNamara and Gilroy (2008) believe that CPD is an integral part of raising the standards of teaching and learning and that learning from experience is not enough for professional growth thus it is a relationship between life history, current development, school contexts and the wider social and political scene and the content and pedagogical knowledge cannot be separated from teachers personal, professional and moral purpose and lastly active learning encourages ownership and participation.
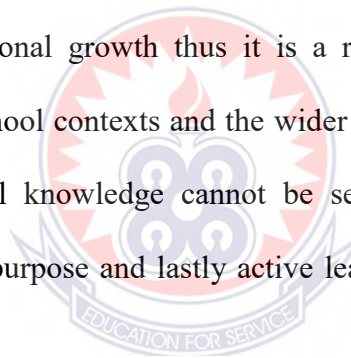
2.3 The Human Capital Theory

The concept of human capital is complex and multifaceted one. Broadly speaking, the concept of human capital is semantically the mixture of human and capital. In the economic perspective, the capital refers to ―factors of production used to create goods or services that are not themselves significantly consumed in the production process" (Boldizzoni, 2008 p. 3). Along with the meaning of capital in the economic perspective, the human is the subject to take charge of all economic activities such as production, consumption, and transaction. On the establishment of these concepts, it can be recognized that human capital means one of the production

23

elements which can generate added-values through inputting it. The method to create the human capital can be categorized into two types. The first is to utilize ‗human as labour force' in the classical economic perspective. This meaning depicts that economic added-value is generated by the input of labour force as other production factors such as financial capital, land, machinery, and labour hours. The first use of the term ‖human capital" in modern economic literature was by Schultz (1961). He classifies expenditures on human capital as investment rather than consumption.

The human capital theory (HCT) proposed by Schultz (1961), was developed by Becker (1962) in his seminal work on the economics of employer-provided training. But the concept of human capital goes back at least to Adam Smith. In his fourth definition of capital he noted: ‖The acquisition of talents during education, study, or apprenticeship, costs a real expense, which is capital in ‖a" person. Those talents [are] part of his fortune ‖and" likewise that of society." (Smith, 1776, p. 101). The earliest formal use of the term ‖human capital" in economics is probably by Irving Fisher in 1897. It was later adopted by various writers but did not become a serious part of the economists' lingua franca until the late 1950s.

The theory is based on the assumption that formal education is highly instrumental and necessary to improve the productive capacity of a population. Education is an investment in human resource from which we expect to reap positive gains in the form of higher productivity. HCT states that education increases the productivity and efficiency of teachers by increasing the level of the cognitive stock of their economically productive capability (Woodhall, 1997).

Schultz (2003), points out that, skills and knowledge that people acquire during their formal schooling represent a form of human capital. Human capital is explained in the Oxford English Dictionary as the skills the labour force possesses

which is regarded as a resource or asset. It encompasses the notion that there are investments in people (e.g. education, training, health) and that these investments increase an individual's productivity.

The essence of human capital theory is that investments are made in human resources so as to improve their productivity and therefore their earnings. Costs are incurred in the expectation of future benefits; hence, the term ―investment in human resource." Like all investments, the key question becomes, is it economically worthwhile? The answer to this question depends on whether or not benefits exceed costs by a sufficient amount (Mcgrawhill, 2011). The main elements of human capital theory as postulated by Smith (1776) can be outlined by considering decisions relating to investment in education. He further explained that, ―when any expensive machine is erected, the extraordinary work to be performed by it before it is worn out, it must be expected, will replace the capital laid out upon it, with at least the ordinary profits. A man educated at the expense of much labour and time to any of those employments which require extraordinary dexterity and skill, may be compared to one of those expensive machines. The work which he learns to perform, it must be expected, over and above the usual wages of common labour, will replace to him the whole expense of his education, with at least the ordinary profits of an equally valuable capital." (Smith, 1776)

This passage emphasizes a few key points regarding the investment in and returns to education:

1. the increase in wages associated with the acquired skill is a ―pure" compensating differential—that is, not a payment for innate ability, but merely compensation to the individual for making the investment;

2. the costs of education particularly include the opportunity costs of other pursuits, in terms of both time (the wages of common labour) and other investments; and

3. the analytic framework for the individual decision is analogous to the investment in physical capital. (Smith, 1776 p. 101)

Laroche (1999) defined human capital as the aggregation of the innate abilities and the knowledge and skills that individuals acquire and develop throughout their lifetime. He further proposed five main aspects to be considered: (i) human capital is a non-tradable good, it is embodied in human beings; (ii) individuals do not always control the channels and pace they acquire human capital: as young, human capital decisions are made by parents, governments, society (educational institutions), as individuals able to make independent decisions, they internalize the decision process on human capital investments; (iii) human capital has quantitative and qualitative aspects: human capital investments are not qualitatively homogeneous; (iv) human capital can be general (possibly to use in variety of activities and transferable from one employer to another) and specific (can be used in a limited number of activities). According to the Organisation for Economic Cooperation and Development's (OECD's) experts, human capital represents ―the knowledge, skills, competencies and attributes embodied in individuals that facilitate the creation of personal, social and economic well-being" (2001, p. 18). Summarizing, the concept of human capital consists of: native human capital (biological), educational capital, health capital and social skills.

"Human capital" can be defined as knowledge, skills, attitudes, aptitudes, and other acquired traits contributing to production (Goode (1959). Skills represent individual capacities contributing to production as an argument in the production

26

function (Bowles, Gintis, & Osborne, 2001)). According to Blundell, Dearden, Meghir, and Sianesi (1999), there are two main components of human capital with strong complementarity: early ability (whether acquired or innate) and skills acquired through formal education or training on the job. Human capital differs from other assets because it yields market returns only in proportion to the worker's supply of labour (Hall & Johnson, 1980)). Ishikawa and Ryan (2002) suggest that it is the stock of human capital that predominantly determines the earnings of individuals. An extensive review of the theory of human capital is given by (Cahuc & Zylberberg, 2004).

According to Haley (1973), there are two streams of human capital literature. The first analyses individual investments in human capital in order to estimate the internal rate of return (based on Becker (1964)). The second stream of literature deals with the life-cycle of earnings. The individual faces a trade-off between producing additional human capital and renting his existing stock of human capital in the labour market (based on Ben-Porath (1967)). This theory is suitable for the study as it advocates the development of human capital as its basis. Thus it promotes a continual learning culture, satisfies the personal growth needs of teachers and updates their skills in order to keep them abreast of the constant technological innovations and global competitive pressure (Grobler et al, 2002).

2.4 Importance of CPD Programme

These teachers see professional development programme as being among the most promising and most readily available route to growth on the job. It is also important to note that, for the vast majority of teachers, becoming a better teacher means enhancing student learning outcomes.

Continuous professional development programme for teachers should aim at forming a better and more effective teacher capable of adapting to different school or classroom situations. At the same time, the end result of the change should be improved learning outcomes for the learners. Clarke and Hollingsworth (2002) stress that the most immediate and significant outcome of any successful CPD is a positive impact in changing teachers' knowledge and practice, which in turn should lead to improved learner performance.   In a research study on professional development of teachers reported by Guskey (2002), most teachers engage in CPD activities because they want to become better teachers.

Scholars such as, Fullan and Hargreaves (1996); and Fullan (1999) also report similar findings that, teachers are attracted to professional development because they believe that it will expand their knowledge and skills, contribute to their growth, and enhance their effectiveness with students. Moreover, Eraut (1995) emphasizes that in-service education raises the cultural and professional standard of the teaching force as a whole. Therefore, in-service education is also an indicator of the health of an education system as it contributes to a better teaching force and improved learner outcomes as noted earlier. The changes in classroom practices demanded by the educational reforms ultimately rely on teachers (Fullan & Miles, 1992; Spillane, 1999). Continuous professional development plays an important role in helping teachers to manage current demands of the on-going and dynamic changes for enhancing the quality of learning and teaching (Fullan, 1995; 2006; Hopkins and Harris, 2001).

High-quality professional development strategies are essential to schools. The days of teacher staff development sessions consisting of ―sit-and-get" workshops and expert-delivered awareness campaigns are long gone. Research and experience help

us recognize that high-quality on going professional development that deepens teachers' content knowledge and pedagogical skills; provides opportunities for practice, research, and reflection; and includes efforts that are job-embedded, sustained, collaborative and will assist in the goal to remain up-to-date (Sparks,2002). Seminal research by Joyce and Showers (1988) concludes that levels of teacher learning and strategy use are greatly increased when coaching, study teams, and peer support are provided.

Additionally, professional development is increasingly seen as a systemic process that includes the development of all individuals involved with student achievement from the superintendent to the teaching assistants. The Learning First Alliance's Every Child Reading, maintains that ―it is largely ineffective to educate classroom teachers about early reading instruction unless their administrators, policy makers, specialists, teaching assistants, tutors, and parents operate with similar concepts and practices" (Learning First Alliance 2000, p. 45.).

Professional development is especially important in Every Child Reading's first schools and districts because they have established the goal of ensuring that all kids become proficient readers. Therefore, they are learning new instructional strategies, adopting new programmes, administering new assessments, and learning to use data to make instructional decisions. Effective training in these areas is key to meeting the programme's goal. Learning First Alliance, (2000)

The one-off in-service teacher training at designated centres covers greater numbers and allows for teachers from different types of schools to meet and share experiences (Adama, 2012). The school-based approach involving mentoring teachers in their schools, on the other hand, provides greater opportunities to provide one-on-one support to individual teachers in their classrooms (Adeyanju, 2004 & 2012).

There are various reasons why CPD programmes are organized and some of them have been nicely captured by Madden and Mitchell (1993) who share the belief that CPD is organized to fulfil three functions namely:

1. To update and extend the knowledge and skills of teachers on new developments and new areas of practice.

2. To train teachers for new responsibilities and for their ever changing roles and lastly

3. To develop personal and professional effectiveness thereby increasing job satisfaction.

A look at these three functions of CPD outlines the basic objectives in the school environment. This makes the concept crucial to the growth and development of teachers in their various fields of work and in the case of teachers who are tasked with the duties of inculcating in students the norms of the society in order to fit into the society and be of benefit to the society. It is imperative that the models of CPD/INSET for teachers are considered. In addition, Madden and Mitchell (1993) state that CPD is relevant to workers in organisations of all types and sizes, including micro employers and those who manage their own services. Specifically, the effective CPD is advantageous because it contributes to improved services for end users, improves flexibility in service delivery, enhances the qualifications of the workforce, helps social workers to _fulfil their potential' and that it leads to _better recruitment and retention' (Skills for Care 2010, p.1). Importantly, other studies and reports also advocate that enhancing CPD among social Introduction workers has similar advantages for professionals and for the social work profession as a whole (cf. Preston-Shoot, 2007).

2.5 Models of CPD Programme

The concept of continuing professional development, generally, embraced reflective activity designed to improve an individual's attributes, knowledge, understanding and skills in such a way that it enhances professional practice. Lieberman (1996) classified CPD into three types: direct teaching (such as courses, workshops and so on); learning in school (such as peer coaching, critical friendships, mentoring, action research, and task-related planning teams); and out of school learning (such as learning networks, visits to other schools, school-university partnerships and so on). Kennedy (2005) proposed nine models of CPD, which are outlined below.

1. *Training* - focuses on skills, with expert delivery, and little practical focus

2. *Award Bearing* – usually in conjunction with a higher education institution, this brings the worrying discourse on the irrelevance of academia to the fore

3. *Defecit* - this looks at addressing shortcomings in an individual teacher, it tends to be individually tailored, but may not be good for confidence and is unsupportive of the development of a collective knowledge base within the school

4. *Cascade* – this is relatively cheap in terms of resources, but there are issues surrounding the loss of a collaborative element in the original learning

5. *Standards Based* – this assumes that there is a system of effective teaching, and is not flexible in terms of teacher learning. It can be useful for developing a common language but may be very narrow and limiting

6. *Coaching / Mentoring* – the development of a non-threatening relationship can encourage discussion, but a coach or mentor needs good communication skills

31

7. *Community of Practice* – these may inhibit active and creative innovation of practice, although they have the potential to work well through combining the knowledge bases of members

8. *Action Research* – This is relevant to the classroom, and enables teachers to experiment with different practices, especially if the action research is collaborative.

9. *Transformative* – the integration of several different types of the previous models, with a strong awareness and control of whose agenda is being addressed.

Kennedy (2005) explained that, the first four of these were essentially transmission methods, which give little opportunity for teachers to take control over their own learning. The next three are more transformational, giving an increasing capacity for professional autonomy, with the action research and transformative models being able to provide even more professional autonomy, and giving teachers the power to determine their own learning pathways. He opined that, direct teaching or training, the traditional perception of CPD, is often perceived as a top-down delivery model of CPD, where information on methods is passed on to teachers for them to implement. Such lecture-style of teaching has proved unpopular with teachers, who tend to prefer more active and practical styles of learning (Edmonds & Lee, 2002). Dadds (1997) described how such top-down delivery could reinforce the idea of the teacher as a technician, uncritically implementing externally imposed policies. Dadds rejected the idea of a ―guru culture", with teachers being told how to teach by the experts, and instead suggests that teachers see themselves as a resource, and use their own experience

32

and background to develop their own critical and reflective practice over the course of their professional lives. An awareness of less formal and traditional forms of CPD is slowly growing, with calls for teachers to become more creative in their approaches to their own professional development, and move away from more traditional transmission-based methods (Muijs et al., 2004).

Many researchers such as (McCombs, 1997; Lieberman, 1996; Kennedy, 2005) have identified various models of CPD concerning the growth of teachers and other staff in the school environment. CPD is seen as a tool that leads to school and classroom improvement (McCombs, 1997). Teachers CPD is a programme instituted to provide instruction to teachers to promote their development in a certain area. It is the tool by which policymakers' visions for change are conveyed to teachers. Though the recipient is the teacher, the ultimate beneficiary is the student. Thus, teachers' professional development is often the most critical component in students' achievement (Hooker, 2009). Research in CPD has advanced over the years, and it is now possible to identify a major theoretical framework that is anchored on the Gestalt theory. It would be recalled that the Gestalt theory was one of the main theories originated by the three German theorists, namely: Max Wertheimer, Kurt Koffka and Wolfgang Kohler in 1912. In summary, Gestalt theorists questioned the mechanistic perspectives of the stimulus-response explanation of the learning process and, instead, proposed a holistic approach in which the ―whole" is upheld to be greater than the sum of its parts (http:// nicefun.net/learning-theory-of-gestaltvt 2659. html). Furthermore, the phenomenological or perceptual organization of experiences, using the cognitive processes, is deemed as much better than seeing things in parts. Such has been the popularity of the Gestalt Theory of learning that it has been expanded in scope by the Law of Similarity and Proximity, the Law of Continuity and Closure, the

33

Law of Simplicity, the Law of Figure and Ground and the Law of Pragnanz, the last of which calls attention to a tendency that makes every psychological event simple, concise, symmetrical, harmonious and complete. That had been the guiding principle applied to CPD in many instances (Sahakian, 1976). CPD has gained immensely from the Gestalt principles of the need to group, re-group and restructure the whole problem, or idea in order to solve it. So then, the parts of the problem encountered in learning should not be isolated but perceived as a whole in order to enable the learner to get a new and deeper structural view of a situation, thus, reducing to the barest minimum the amount of energy to be exerted in thinking or problem solving related to the acquisition of new knowledge and skills in the professions. Also, it is the assumption that seems to dominate CPD in many nations.

The second theoretical framework that seems to have guided CPD is the constructivist and self-actualization theory (Maslow 1970). According to Dearnley and Dixon (2012), Biggs (2004), Dearnley (2006) and Dearnley and Matthew (2007), professionals who are learners pass through recognizable stages that range from that of silence (a stage at which the individual has no self-belief and relies on external authority for truth and meaning) to that of the constructivist (which is a point at which the individual is central to all knowledge construction and it combines objective evidence and personal experience when contextualizing). This theory has posited that self-actualized persons value their culture, are flexible in their attitudes and possess a high degree of awareness. It means that CPD programmes would do well to factor such awareness into their methodologies. The third and final theory that applies to CPD in this context is the learning environment theory. In his survey of radiographers, Dixon (2007) argued that there is a process of change that is dynamic and interactive with the environment in which people learn. In this case, actively

modifying the environment in which people learn in terms of services around them and accommodation of other learners' opinions, ideas and positions could create the ―new functional equilibrium" that enhances learning (Dearnley & Dixon 2012; Clarence-Fincham & Naidoo, 2014). These have been some of the dominant learning theories that seemed to have influenced the design and implementation of CPD programmes all over the world.

Studies by different researchers have yielded various models for teachers CPD, some of the models identified can be found in that of others while some models seem to be unique to particular studies, one of such is that classified by Lieberman (1996), who identified three types of CPD as shown below;

1. Direct teaching which include courses, workshops among others; here information on methods of teaching and learning is passed on to teachers to implement. Such lecture-style of teaching has proved unpopular with teachers, who tend to prefer more active and practical styles of learning.

2. Learning in school- this has to do with peer coaching, critical friendships, mentoring, action research, and task-related planning teams; and lastly

3. Out of school learning which consist of learning networks, visits to other schools, school-university partnerships.

The first two models seem to be popular in the Ghanaian context and this can be attributed to their coverage and the financial aspects of it.

Similarly, the study by Gaible and Burns (2005) divided CPD of teachers into three broad categories bringing the various models identified by Kennedy (2005) and Lieberman, (1996) under three broad types. Gaible and Burns (2005) identified Self-directed TPD which is an independent learning, sometimes initiated at the teachers' discretion, using available resources which might include computers and the Internet.

35

In self-directed TPD, teachers are involved in initiating and designing their own professional development and would share materials and ideas as well as discuss challenges and solutions.

Depending on the particular instructional needs, site-based teacher professional development may assume a variety of approaches, some of which are listed below. These approaches may be used individually and together or may be part of both formal professional development and follow-up assistance.

2.6   Teachers Views on the Impact of CPD Programmes Organised for Them

The impact of continuous professional development is vital for any teacher. Bolam (2000) explained that, Teachers CPD activities are aimed primarily at adding to their professional knowledge improving their professional skills and helping them to clarify their professional values so that they can educate their students more effectively.

Teachers often cite the need for CPD to be useful, relevant and appropriate if they are to take valuable time out of their classrooms. However, the impact of CPD is rarely assessed over the long term, and is often based on self-reports by teachers of the CPD experience itself, rather than the outcome. Evaluation does not tend to differentiate between the different purposes of CPD, and take account of the intended outcome. An emphasis on the purpose of CPD before any activities take place may enhance the CPD experience, and improve both individual and school-level outcomes (Harland & Kinder, 1997; Muijs et al., 2004). Muijs et al. described an inter-relationship between teacher, pupil and school outcomes, and suggested that CPD can meet the needs of all of these, so long as there is an awareness of those needs throughout the CPD process.

Harland and Kinder (1997) suggested the following nine possible types of outcomes of CPD:

1. Materials and resources – provisions for teaching, such as worksheets or activities

2. *Informational outcomes* – fact-based information, e.g. about new policies or schemes

3. *New awareness* – a perceptual shift, teachers becoming aware of new ideas and values

4. *Value congruence* – the extent to which teachers' own values and attitudes fit in with those which the CPD is trying to promote

5. *Affective outcomes* – how teachers feel emotionally after the CPD, may be negative (e.g. demoralised) or positive (e.g. confidence).

6. *Motivation and attitude* – such as enthusiasm and determination to implement changes.

7. *Knowledge and skills* – both curricular and pedagogical, combined with awareness, flexibility and critical thought

8. *Institutional outcomes* – on groups of teachers, such as consensus, collaboration and support

9. *Impact on practice* – The ultimate aim of CPD: what effect does it have on the pupils?

They further suggested that, these outcomes are non-hierarchical, and teachers have a unique ―outcome profile‖ from each CPD, with varying amounts of each type of outcome. Some CPD events may result in only one or two of these types of outcome (indeed, some may only be designed to result in one or two of these types of outcome), and some may result in a much broader pattern of outcomes. Certain

37

outcomes can have far-reaching effects. Value congruence is a big challenge for CPD events, with delivery often having to focus on how best to change pre-conceived teacher beliefs. This can be a very significant factor in how effective CPD is, and needs to be considered when only one or two members of staff attend the event and cascade it to the rest of their school. In such cases, the majority of teachers at the school will not have had the exposure to the input which was designed in such a way as to induce value congruence, so those staff who cascade the CPD may face issues in the acceptance by other teachers of the material. Affective outcomes can be short-lived, but a short-term increase in confidence may help when embedding knowledge and skills into practice. Motivation can also help with self-concept and participation in future CPD, but for the effects to last this needs to be backed up by knowledge and skills. While Harland and Kinder suggest that these outcomes are separate, they acknowledge that certain outcomes may have knock-on effects on other outcomes. For example, the supply of provisions and resources may have knock-on effects on motivation. Affective outcomes may impact on the take-up of new knowledge and skills, and so on.

In contrast to Harland and Kinder's outcome profile approach, Joyce and Showers (1980) suggest a more linear model of CPD outcomes. They describe the first outcome as awareness (or a recognition of the importance of the chosen area of CPD), the second outcome as concepts and organised knowledge (an awareness of the processes of knowledge acquisition), the third outcome as principles and skills (acquiring the tools needed for pupil teaching) and finally the fourth outcome as application and problem solving (transferring the skills to the classroom). They suggest that a standard linear route is taken through these outcomes, with the successful completion of one outcome being a pre-requisite for the next. Harland and

Kinder disputed this model, and it seems that their 1997 model does allow for a wider definition of CPD.

Guskey (2000) hypothesized five levels of outcomes or effects, and suggested ways in which each might be evaluated. Participants' reactions are best assessed in focus groups or interviews, as this allows for expansion into thoughts about cause and effect, deeper explanations of outcomes and so on, which would not be possible in a questionnaire. Participants' learning is harder to measure, although it could be assessed with pre-intervention and post-intervention questionnaires. Organisational support and change can be considered with in-depth case studies, and Guskey notes that if schools are supportive of CPD in general then change is likely. Participants' use of new knowledge and skills can be measured using structured classroom observations over a period of time. Drawbacks to this include the cost of training observers, the need for several observations to enable a fair profile of behaviours to be constructed, and teacher resistance to being observed. Finally, student learning outcomes need to be considered, although measuring these is fraught with problems. While teachers appear to struggle to discuss impact in terms of pupil outcomes, they appear to be more willing to discuss the perceived direct affective and attitudinal benefits of CPD.

Cordingley et al (2003, 2005b) reviewed key teacher-reported outcomes from collaborative CPD, including greater teacher confidence and motivation, improved self-efficacy, openness to new ideas and changing practice, and more enthusiasm for collaborative working with a greater willingness to be observed. Harland and Kinder (1997) suggested that enthusiasm and motivation resulting from activities are indicators of high quality CPD, and this was reflected in Edmonds and Lee's (2002) finding that teachers felt the most effective CPD was that which resulted in increased

confidence and enthusiasm. More generally, reported gains from CPD include: development of reflective and critical practice, and an enquiry-based approach to pedagogy; development of practitioner dialogue; development of problem-solving skills with reference to teaching practice; increased links, collaboration and cooperation with other teachers, with modelling and sharing of best practice; opportunities for promotion; and personal satisfaction. The opportunity to continue learning and rediscover an interest in the profession, and in education in general was valued, teachers appreciated the time to develop different ways of thinking, and postgraduate studies in particular were reported as pushing intellectual boundaries and encouraging a more critical, questioning approach to practice (Burchell et al, 2002; Davies & Preston, 2002; Lyle, 2003; McAteer et al., 2005).

Many of these factors are likely to have a knock-on effect on teaching and learning. More specific gains that teachers have reported include: updating of skills and knowledge; curriculum development and planning; diagnosing and catering for needs of pupils; and moving on to deliver training and lead projects (McAteer et al., 2005).

In a few cases pupil outcomes have been considered, but these are usually in terms of affective and behavioural outcomes rather than academic achievement or attainment. Robinson and Sebba (2004) suggested that a clear focus on pupil outcomes when embarking upon a programme of CPD may result in a greater change in teachers' practice. However, there are potential problems using test scores to measure pupil outcomes. The timescale of CPD can cause difficulties, whereby not only do teachers have to carry out CPD activities, they then need time to embed any changes in practice, and the changes in practice need time to have any significant impact on pupils attainment. Over extended periods of time, there are also the

potential confounding effects of multiple initiatives (Robinson & Sebba, 2004). Cordingley et al. (2003) reviewed various outcomes reported by pupils themselves, after teachers' CPD. Pupils reported that their teachers' change in behaviour had affected them in the following ways: greater pupil enthusiasm and motivation; increased confidence and improved performance in their work; higher self-esteem; greater participation in lessons; and better organisation of work. Teacher reports of effects on pupils include: better pupil attitudes; improved behaviour; increased interest and involvement with lessons; and greater empathy between teacher and pupils (McAteer et al., 2005).

Harland and Kinder (1997) posit that, accredited programmes provide teachers with significant gains in relation to knowledge of educational practices within a framework of a reflective learning community of peers. Flecknoe (2000) added that, CPD activities appear to increase teachers' confidence, that is, self-belief and assurance, in terms of their abilities to articulate views on educational issues at high cognitive level to their peers.

Furthermore the researcher is also of the view that;

1. CPD is seen as important and useful to many teachers as a means to update their skills and knowledge for the benefit of themselves and their pupils;

2. The development activities seen as particularly beneficial are those which are clearly focused, well-structured, linked to the school development plan, presented by expert practitioners, provide the opportunity for teachers to work collaboratively and for active involvement;

3. Pressure on teachers to respond to new initiatives and take new responsibilities stimulates the need for CPD but is experienced as a factor that can limit opportunities;

4. Support for teachers is felt by them to be essential if they are to take up CPD opportunities, for example, additional funding for development activities and supply cover are required.

Generally, teachers felt that CPD had significantly increased the standard of teaching in their schools and the standard of students' learning outcomes but had least impact on commitment to CPD. Some teachers felt that CPD had given them increased confidence and particularly appreciated the opportunity to exchange ideas with other teachers.

2.7 Challenges Teachers Face in Accessing CPD Programme

There are different challenges or obstacles in order to achieve the predetermined goals. These challenges need efforts and strength of mind to solve the existing problems and to become successful. In choosing relevant contents or topics for CPD activities in the schools, Deojay and Pennigton (2004a), argue that the contents that teachers should learn through CPD should be directly linked to the learning gaps of students. This is related to the fact that the ultimate goal of CPD is improving students' overall performance. This would also enable teachers see the link between their professional growth and measureable student results. Teachers take CPD seriously when they feel that it is strongly linked to their students' learning as they are accountable for the achievement of students who are currently enrolled in their classrooms.

According to the finding of the Ministry of Education [MoE] (2010) in Ethiopia, the major challenges identified at the national level in practicing CPD programme are; lack of trained facilitator, time constraints of teachers, the cluster resource centers were not well organized and transforming CPD activities, teachers

42

are not provided awareness about the background of CPD, lack of CPD books, absence of coordination between the stakeholders, Teachers are not motivated to solve the on-going problems, and less commitment on the part of stakeholders.

According to Falk (2001) lack of uniformity of the CPD formats for the portfolio and absence of guide lines about what should be included in the format confuses teachers. Similarly, principals and the school based CPD facilitators or mentors are not performing their responsibilities of providing clear feedback for teachers on the portfolio documents. This absence of feedback on the portfolio development compels teachers to repeatedly copy the already existing portfolio documents. Most teachers have no knowledge about the purpose of the portfolio. Thus, teachers see it as time wasting paper work rather than as means of professional development. Many teachers are filling in the format without knowing why and what the outcome of the task could be. This creates less commitment and resistance against the implementation of the CPD practices.

Furthermore, leadership and supervision for professional development is distributed among teachers, principals and other administrators. School based continuous professional development is most effective when there are strong leadership and supervisory assistance. But, defects in the leaders recognition of the value of high quality professional development discourages and undermines teacher participation and communication about the benefits of professional development to stake holders (Gray, 2005).

Besides, limited resources hinder the effective implementation of Continuous Professional Development. According to Mohammed, (2006) almost all CPD programmes need a certain amount of monetary and material inputs to run. He stresses that it does not matter whether it is on-school or off-school site based CPD.

43

Without financial resources, CPD programme cannot run. These programmes need financial resources for logistical purposes. These 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 CPD programme (Mohammed, 2006). Governments need to commit themselves to CPD programme budgets and ensure that they are used for the intended purpose. Cost effective ways of running effective CPD programmes need to be explored so that the programmes do not suffer much due to limited funding. Altogether, the participants' views about teaching, learning and professional development seem to reflect traditional interpretation of knowledge transmission which is in sharp contrast to the current constructivist idea of learning as being an active, social process. Professional development was seen from limited perspectives that did not include many of its aspects. This kind of narrow conception and limited perspective of professional development has proven to be inadequate (Guskey, 2000; Steiner, 2004; Yoon et al., 2007) for bringing about the desired change through the school reform in this era of rapidly changing and challenging times. In the same vein, Bubb and Earley (2007) explained that the way that we understand learning will affect the provision of activities we make for people to learn, and the accuracy of our understanding will affect the effectiveness of the learning that takes place.

In addition, duration and time span of CPD programmes is another determining factor for the effective implementation of CPD. Several authors including Penuel, Fishman, Yamaguchi and Gallagher (2007) have 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

44

little substantive change or rejecting the suggested changes altogether. Another scholar, Brown (2004) argues 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. Also, Little (1992), explained that in most cases teachers are poorly experienced to implement reforms in subject matter teaching that end with the absence of the integration of the contents with students opportunity to learn. Fine as cited in Little (1992), further indicates that the magnitude of CPD task frustrate teachers and discourage them to dilemmas. Moreover, less committed leaders damage the coordination of CPD programme. Generally, the main challenges that can hinder teachers from active involvement in the process of school based CPD are lack of skill, less commitment and teachers' resistance, low level of understanding about the significance of CPD, scarcity of need based trainings, lack of uniformity on how to use the portfolio modules, and absence of consolidated collaborative school system.
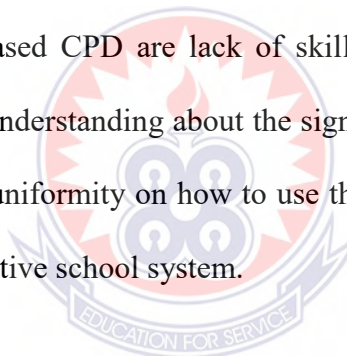
2.8 Training Needs of the SHS Teachers

The developmental needs of staff are most often identified in schools by the performance Management process. CPD is understood by staff to meet a variety of needs: Personal needs, policy needs and organisational needs. There are sometimes tensions between these three types of need within a school. Recent research has reiterated that quality of professional interaction, the focus on staff development and the relentless pursuit of improved teaching and learning are key characteristics of successful school improvement (Gray, 2000; Harris, 2002; Maden & Hillman, 1996; OFSTED 2000). However, it also acknowledges the importance of teachers engaging in continuing career long development that meet their own personal and professional

needs. These needs will vary according to circumstance, personal and professional histories and current dispositions. Yet, matching appropriate professional development provision to particular professional needs is essential if effective learning is to take place. This ‗fit' between the developmental needs of the teacher and the selected activity is critically important in ensuring that there is a positive impact at the school and classroom level. Where staff development opportunities are poorly conceptualised, insensitive to the concerns of individual participants and, make little effort to relate learning experiences to workplace conditions, they make little impact upon teachers or their pupils (Day 1999a). Studies have shown that in order to achieve improvements in teaching and better learning outcomes for students, teachers need to be engaged in professional development that promotes inquiry, creativity and innovation. Using peer coaching, mentoring, sabbaticals and other forms of sustained professional learning has been shown to have positively affected teaching and learning outcomes (Joyce, Calhoun et al. 1998; Little, 1993).

Traditionally, professional development has been dominated by a transmission or course-led model of how teachers learn. However, the extent to which this form of training has resulted in changes in classroom practice has not been measured. In-service training (INSET) has relied upon teachers participating in courses delivered by external providers either at the school or at dedicated training centres. A recent national survey of INSET provision for subject leaders found that provision varied substantially in quality and availability and that there was limited evidence about the impact of CPD on teaching and learning. The limitations of traditional forms of INSET point quite clearly to the need for a richer repertoire of professional development opportunities for teachers (Joyce & Showers, 1988). The most recent acknowledgement and endorsement of the need for a broader and diverse set of

professional development opportunities can be found in the _CPD Strategy'. This is a comprehensive framework that signals a step change in conceptualising and realising a richer repertoire of professional development for the duration of a teacher's career. The _CPD Strategy' offers an important departure from traditional forms of INSET by giving teachers a range of opportunities for relevant, focused and collaborative approaches to professional learning. The core aspiration for this strategy is to place _professional development at the heart of school improvement' and it offers a number of new initiatives to achieve this particularly important goal. This richer mix of professional development opportunities will allow teachers to focus upon their own learning, career and promotion ambitions and to consider new responsibilities within their own school context. The assumption is that this will lead to an improved and enhanced sense of professionalism for teachers, plus an increased motivation to stay within the profession.

Continuing professional development (CPD) is increasingly seen, then, as a key part of the career development of all professionals which is a shared responsibility with their employers because it serves the interest of both. The concept is often left ill-defined, however, being in many cases conflated with the related concepts of in-service training and on the job learning. Both are more limited than CPD, as CPD can encompass a wide variety of approaches and teaching and learning styles in a variety of settings (inside or outside of the workplace). It is distinguishable from the broader concept of lifelong learning, which can include all sorts of learning. It is seen primarily as being related to people's professional identities and roles and the goals of the organisation they are working for (Galloway 2000).

2.9 Strategies for Improving CPD Programme: Teachers Views

Schewille and Dembele (2007) and Brookfield (1995), discussed that, the selection of CPD strategies should primarily consider the selected contents as well as the available human and material resources in the school, and teachers should be given the opportunity to follow different alternatives. Moreover, the methods should encourage the teachers for conversation and critical reflection on their practices in the light of their colleagues' views and new developments in the academic discourse. In this regard, collaborative and team approaches like collaborative planning, lesson study, and action research of various kinds are mostly applied in schools with successful CPD programmes (Darling Hammond & Lieberman, 2012). These approaches are also usually accompanied by increasing opportunities for teachers to share their expertise with one another. Careful planning and implementation of collaborative or team based CPD processes in schools always pay off in the end. In this regard, Chappuis, Chapuis and Stinggins, (2009) has emphasized the important role of facilitators. The facilitators in each team should have the skills to ensure that everyone in the team is engaged in a meaningful way. They should be able to establish a team environment in which all members feel safe and supported. They should know how to keep the focus of the discussion to its main objective of improving teachers' classroom practices and consequently improving students' achievements. For this to happen, CPD team facilitators should be able to get adequate support so that they could be able to maintain their knowledge base, level of enthusiasm, and facilitation skills to be effective in their roles. It is also suggested that in team based approach clearly articulated protocol would help to create community of learners who work respectfully and efficiently (Eston, 2004).

Instructional supervision is service given to teachers which is a strategy that helps to implement and improve teaching learning process and to improve students' academic achievement. Due to this the supervisor practices as a coordinator, a consultant, and a facilitator in teaching learning activities. The objective of the supervisor is implementing teaching learning process through providing professional support and by forming suitable situations for students (USAID, 2004). Supervisor is an expert who supports teachers by establishing the Cluster CPD Committee, managing and coordinating CPD activities within the cluster, sharing individual school CPD plan, supporting as appropriate the annual School CPD plan. According to Ukeje, et al, (1992) supervision is the service provided for the purpose of improving teaching-learning activities. In today's school it is a cooperative service designed to help teachers. Supervisor should work with the staff classroom teachers and principals. Supervisors serve as resource leaders for teachers to check the availability of resource for professional development of teachers and effective implementation of the curriculum. They carry out their responsibilities by using different methods such as by preparing workshops, seminars, and conferences with teachers. Guskey (1994) outlines the following strategies to improve CPD and also ensure its effectiveness.

1. Change is both an individual and organisational process. CPD needs to focus on the classroom level, but also needs to ensure that school culture and structures support the CPD effort.

2. Plan large-scale change, but do so incrementally to minimise chances of failure

49

3. Work in teams to help alleviate the fear of change, but make sure that the teams are not too large, as the risk exists that too much time is wasted on meetings rather than action

4. Include procedures for feedback on results, especially information that the new method seems to be working, as change in affective attitudes often follows changes in outcomes that follow from changes in behaviour.

5. Provide continuing follow-up, support and pressure, especially during the early phases of implementation when most problems will be encountered. It takes significance on the job practice and support if new practice is to become habitual

6. Integrate programmes with existing initiatives, to avoid innovation overload.

As Guskey (1994) points out, however, effectiveness of professional development is context specific and over time there is need for an optimal mix of CPD experiences which take into account teachers' life stage and career development and school identified needs (Day, 1991).

2.10 Summary

This chapter reviewed a selection of literature covering all the important areas of the study such as the concept of professional development; the concept of Continuous Professional Development/INSET; the Human Capital theory; importance of CPD programme; models of CPD programme; as well as teachers' views on impact of CPD programme organized for them. The challenges teachers face in accessing CPD programmes; training needs of the SHS teachers and strategies for improving CPD programme.

The review showed that several efforts are being made to help pre-tertiary teachers to upgrade or acquire knowledge, skills and competences needed for their role in many advanced countries and some middle income countries. In Africa, similar efforts have been made in Ghana and other countries but whereas substantial studies have been conducted in the area of Continuous Professional Development of teachers, little is known on the views of SHS teachers on the impact of continuous professional development (CPD) programmes offered to them.

The argument is that professional development is particularly important for teachers in developing countries such as Ghana if they would be able to play a meaningful role in the search for quality education in the country (Oduro, 2003). This is in line with the theory of Human Capital which states that education increases the productivity and efficiency of teachers by increasing the level of the cognitive stock of their economically productive capability. The theory emphasises that Education is an investment in human resource from which we expect to reap positive gains in the form of higher productivity (Woodhall, 1997).

Agreeing with the foregoing, the literature review stresses that teachers' professional development is often the most critical component in students' achievement (Hooker, 2009). It is believed that the effectiveness of teachers depends largely on the extent to which their knowledge and skills are upgraded regularly. Hence, Deojay and Pennigton (2004a) argue that the contents that teachers should learn through CPD should be directly linked to the learning gaps of students since the ultimate goal of CPD is improving students' overall performance. Therefore, it could be argued further that the professional development courses offered for the teachers need to be context-related, and the recipients need to be involved in exploring and determining their development needs and opportunities. As Guskey (1994) points out,

however, the effectiveness of professional development is context specific and over time there is need for an optimal mix of CPD experiences which take into account teachers' life stage and career development and school identified needs (Day, 1991).

Last but not least, the review indicates that in-service education is an indicator of the health of an Education system as it contributes to a better teaching force and improved learner outcomes as noted earlier. The changes in classroom practices demanded by the educational reforms ultimately rely on teachers (Fullan & Miles, 1992; Spillane, 1999).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the various procedures that were followed to obtain the research data. This involves the research design which is a case study, setting of the study, population, sample size and sampling technique, research instruments used, pre-testing of instruments, data collection procedure and data analysis procedure. The last section focuses on the validation of findings and ethical consideration.

3.1 Interpretive Paradigm

The basis of the interpretive paradigm is constructivist epistemology (Gray, 2004). The history of this paradigm could be traced from the work of Max Weber (1864-1930), who argued that our understanding of the social world can be deepened when we make an effort to understand it from the perspectives of the people being studied rather than explaining their behaviour through cause and effect (Weber, cited in Henn et al, 2006). Constructivist epistemology argues that ―meaning is constructed not discovered, so subjects construct their own meaning in different ways, even in relation to the same phenomenon" (Gray, 2004 p. 17). This epistemological worldview is linked to the nominalist ontological position and informs the choice of a research paradigm to guide this present study of the Perspectives of SHS Teachers in Sekyere South District of Ashanti on Continuous Professional Development (CPD) Programmes Offered to them. Both positivist and interpretive researchers hold that human behaviour may be patterned and regular. However, while positivists see this in terms of the laws of cause and effect, interpretivists view such patterns as being created out of evolving meaning systems that people generate as they socially interact

(Neuman, 2003). Interpretive researchers believe that the reality consists of people's subjective experiences of the external world; thus, they may adopt an inter-subjective epistemology and the ontological belief that reality is socially constructed. According to Willis (1995) interpretivists are anti-foundationalists, who believe there is no single correct route or particular method to knowledge. Walsham (1993) argues that in the interpretive tradition there are no _correct' or _incorrect' theories. Instead, they should be judged according to how _interesting' they are to the researcher as well as those involved in the same areas. They attempt to derive their constructs from the field by an in-depth examination of the phenomenon of interest. Gephart (1999) argues that interpretivists assume that knowledge and meaning are acts of interpretation, hence there is no objective knowledge which is independent of thinking, reasoning humans.

Interpretive paradigm is underpinned by observation and interpretation, thus to observe is to collect information about events, while to interpret is to make meaning of that information by drawing inferences or by judging the match between the information and some abstract pattern (Aikenhead, 1997). It attempts to understand phenomena through the meanings that people assign to them (Deetz, 1996).

Interpretive paradigm was chosen for the present study for three reasons. Firstly, it allows researchers to access the experiences and viewpoints of the research participants (Verma & Mallick, 1999). Secondly, it recognises the role of the researcher and the research participants in knowledge construction and acknowledges interpretations as socially constructed realities. The research participants – both the researcher and the researched – acquire active roles in this knowledge construction. Lastly, it is useful in an attempt to understand a phenomenon in all its complexity in a particular socio-cultural context (Creswell, 1998; Flick et al, 2004; cited in Kusi, 2012).

3.1.1 Research Approach

Atkinson, Coffey and Delamont, (2001 p. 7) defined qualitative research approach as ―a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live" (p. 7). They further postulated that researchers use the qualitative approach to explore the behaviour, perspectives, feelings and experiences of people and what lies at the core of their lives.

According to Ulin, Robinson and Tolley (2004), qualitative research methodology often rely on personal contact over some period of time between the researcher and the group being studied. Building a partnership with study participants can lead to deeper insight into the context under study, adding richness and depth to the data. Thus, qualitative methodologies are inductive, that is, oriented toward discovery and process, have high validity, are less concerned with generalizability, and are more concerned with deeper understanding of the research problem in its unique context (Ulin et al, 2004).

The qualitative approach occurs in the socio-cultural setting of participants of a study and it involves an interaction between the researcher and the researched. This approach enables the researcher to use smaller sample to elicit in-depth information from the participants, distinguished into patterns as a primary basis for organising and reporting results (Cohen, Manion & Morrison, 2007). A qualitative research is an umbrella term that covers many research approaches: case study, ethnographies, grounded theory, and phenomenological studies (Creswell, 2003; Smith & Eatough, 2007). The case study design was therefore used for this study.

3.1.2 Research Design

The research design refers to the overall strategy that is used to integrate the different components of the study in a coherent and logical way, thereby, ensuring an effective address of the research problem (William 2006). It is to structure the research and show how all its major parts work together to address the central research objectives. Burns and Grove (2003, p.195) also define a research design as ―a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings". Parahoo describes a research design as ―a plan that describes how, when and where data are to be collected and analysed" (1997, p. 142).

The case study design which is a form of qualitative research was used in conducting this research. The design made it easier to explore the views of SHS teachers on the impact of CPD programmes offered to them, the challenges the teachers face in accessing CPD programmes, models of CPD activities organised for them and how the programmes could be improved for meaningful teaching and learning in the schools. The choice of this design is in line with the ontological and epistemological assumptions underlying knowledge construction.

Moreover, the design allowed the use of multiple methods to collect data from both the SHS teachers and the service providers (assistant headmasters) in their natural context – a defined geographical area – for the achievement of the purpose and objectives of the study. The experiences of participants in qualitative studies are shaped in their context and will be impossible to be understood if removed from that context (Kincheoloe, 1991).

According to Yin (1994) a case study is a comprehensive description and analysis of a single situation. Case studies involve in-depth contextual analysis of similar situations in other organisations where the nature of the problem and the

problem definition happen to be the same as the current situation (Sakaran, 2000). The objective of the case study is to ensure conformity between the results and the theory.

Sturman (1997), opines that ―a case study is a general term for the exploration of an individual, group or phenomenon" (Sturman, 1997 p.61). Therefore, a case study is a comprehensive description of an individual case and its analysis; i.e., ―the characterization of the case and the events, as well as a description of the discovery process of these features, that is the process of research itself" (Mesec, 1998 p.45). George, and Bennett, (2005, p. 19) opine some few advantages of case studies by identified four advantages of case studies in comparison with quantitative methods: ―their potential to achieve high conceptual validity, strong procedures for fostering new hypotheses, usefulness for closely examining the hypothesized role of causal mechanisms in the context of individual cases, and their capacity for addressing causal complexity" (George & Bennett, 2005, p. 19). The case study design allows validation through triangulation (Denscombe, 2003; Yin, 2003) since it requires the use of multiple methods to collect data. Also, it is action oriented and therefore the findings are useful for improving practice (Cohen et al., 2000).

The opponents of a case study argue that its findings are very difficult to generalise since it mostly focuses on one instance or a few instances (Verma & Mallick, 1999; Denscombe, 2003; Punch, 2005). However, according to Denscombe (2003) the ability to generalise the findings depends on how similar the other settings are to the setting of the study. Although the case studied might be similar to others in Ghana, the aim was not to generalise the findings of the study; it was rather to enhance an understanding of the problem in that district. However, if readers find sufficient similarities between their contexts and the context of the study, then it is

reasonable for them to transfer the findings to their individual contexts. The researcher used the case study design since the study neither aims at discovering generalisable truth, nor look for cause-effect relations as quantitative researchers do (Cohen et al, 2000); instead it focuses on describing, explaining and evaluating a phenomenon (Gall et al, 2007). The current study required the researcher to spend adequate time in the context of the study to collect extensive data using multiple instruments in order to achieve the above aims (Gall et al., 2007). Also, the selection of the case study design was to a greater extent influenced by the size of the case which made it convenient and manageable for the duration of the study (O' Leary, 2005).

3.2 Setting of the Study

Context is very significant in qualitative research. According to Holloway and Wheeler (2002), context includes the ―environment and conditions in which the study takes place as well as the culture of participants and location" (p. 34). The Sekyere South District of Ashanti Region was considered for the research mainly because of the aim of the study which explored the perspective of SHS teachers on CPD programmes they received. The phenomenon under study was a typical one which could be conducted in any other district in the Ashanti Region or in Ghana but I chose the Sekyere South District due to the following reasons. The district has five secondary schools which are close to (not far apart from) one another with a large teacher population and it is also within the confines of the researcher, where he is formally employed which makes it prudent to locate the study there. The Sekyere South District was therefore chosen to make it easier, convenient and more economical for me to carry out the study.

3.3 Population of the Study

Sanders and McAreavey (2007) hypothesized that, the set of cases from which a sample is selected is referred to as population. The target population for this study was the teachers of the public Senior High Schools in the Sekyere South District of the Ashanti Region. The district had SHS teacher population of 551 and it is demarcated into seven circuits under the Ghana Education Service. Since such an individual study could not cover all teachers in the district, a fair distribution of 10% of teachers in each school was selected for the study.

3.4 Sample Size and Sampling Technique

In emphasising the importance of choosing suitable sampling strategy, Howit and Cramer (2011), postulate that the quality of a piece of research does not stand or fall only by the suitability of methodology and instrumentation but also by the appropriateness of the sampling strategy that has been chosen. In research the problem of expense, time and accessibility from gaining information from the whole population makes it imperative to obtain data from a smaller group of the total population. This should be done in such a way that the knowledge gained from the data is representative of the total population under study (Cohen et al., 2007).

The sample for the study was drawn from all public Senior High Schools in the Sekyere South Education District. The Proportional Stratified Random Sampling technique, a type of stratified sampling in which the sample proportions are made to be the same as the population proportions on the stratification variable (Kalton, 1983) was used to sample 57 teachers representing 10% of the population while Purposive Sampling technique was used to sample 10 CPD providers in the district who

happened to be the assistant headmasters (academic and administration) of each of the schools. This was in view of the fact that in the SHS the assistant headmasters (especially the ones in charge of academics and administration), supervise, appraise and arrange for the training of the teachers. I believe that the status and professional roles of the teachers make them homogenous to each other irrespective of their sex, subject areas, designations and teaching periods. I considered each school as one stratum hence I used the Proportional Stratified Random Sampling which is one of the probability sampling techniques in which all elements in a given population have equal chances to be selected.

This technique was used in order to give equal opportunity to every teacher in the schools to participate in the study. On the other hand, the Purposive Sampling technique was deemed appropriate for the study as it allowed only those who were perceived to have specific information on CPD required for the study to be selected. All the five public senior high schools in the District: Konadu Yiadom SHS (KOYISS), Agona Adventist SHS (AGASS), Adu Gyamfi SHS (ADGASS), Okomfo Anokye SHS (OASS) and Agona Senior High Technical School (ASHTEC) were used for the study. A total of 567 respondents were targeted but 67 comprising of 57 teachers and 10 CPD providers in the district were sampled. 10% of teachers in each school was randomly sampled for the study and 10 CPD providers from the whole district were purposively selected. Gay and Airasian (2003) suggested that 10% of the accessible population is adequate to serve as a study sample. Sampling was done as shown in Table 1 below:

Table1: The sample size of the study is as follows:

Description of Population	Number of Population	Sample Size
KOYISS Teachers	56	6
AGASS Teachers	135	14
ASTEC Teachers	105	11
ADGASS Teachers	150	15
OASS Teachers	105	11
CPD Providers (assistant headmasters)	10	10
Total	561	67

Source: Author's survey, 2016/2017

Table 2: Sample of Interviewees

Position Assist. Heads	Gender	Rank	Academic Qualification	Years of Experience
Academic	Male	Deputy Dir.	Second Degree	Above 20
Administration	Male	Assist. Dir. I	Second Degree	16-20yrs
Academic	Male	Assist. Dir. I	Second Degree	16-20yrs
Administration	Male	Assist. Dir. I	Second Degree	Above 20
Academic	Male	Assist. Dir. I	Second Degree	Above 20
Administration	Male	Assist. Dir. I	Second Degree	Above 20
Academic	Male	Deputy Dir.	Second Degree	Above 20
Administration	Male	Assist. Dir. I	Second Degree	Above 20
Academic	Male	Assist. Dir. I	Second Degree	Above 20
Administration	Female	Assist. Dir. I	First Degree	16-20yrs

Source: Author's survey, 2016/2017

3.5 Data Collection Instruments

Two instruments were employed for the collection of data in this study. These were semi-structured questionnaires and semi-structured interviews. These instruments were chosen to help in the collection of qualitative data to answer the research questions.

3.5.1 Questionnaire

Best and Khan (1993) observe that questionnaires enable the person administering them to explain the purpose of the study and to give meaning of the items that may not be clear. This instrument was chosen because the target population was considered literate and could interpret the questions independently to enable the researcher to capture reliable information. I used semi-structured questionnaires to collect data from 57 teachers in the 5 public secondary schools in the District. The questionnaire was divided into five sections. Section A had items on demographics of respondents. This included questions on the age-range of the respondents, their gender, academic or professional qualification, years of teaching experience and rank of the participants. Sections B-E had questionnaire items designed with the prime aim of collecting data that would answer the research questions posed in chapter one. Therefore, 18 open-ended items were developed from the research questions to elicit the desired responses and opinions of the participants in relation to the perspectives of SHS teachers in the context of the study on Continuous Professional Development (CPD) programmes offered to them. Each section was based on one research question in their respective order as presented in chapter one.

The choice of this instrument was to ensure that respondents can offer any information, express any opinion they wish, although the space provided for an

answer will generally limit the responses" (O'Leary, 2005 p.159). Again, open-ended questions enable researchers to unearth important information (Gillham, 2002). However, the analysis of the data gathered through such questions is time consuming because it has to be intensively read, categorised and coded as part of the analysis. Therefore, ―their number and kind has to be restricted to justify the ‗cost' (Gillham, 2002 p. 5).

3.5.2 Interview Schedules

Kerlinger (1973), observed that more people are willing to communicate orally than in writing, therefore they provided data more readily in an interview. Yin (2003), also sees interview as one of the most important sources of data which is a two-way conversation that gives the interviewer the opportunity to participate actively in the discussion.

I used semi-structured interview schedules to collect data from the CPD providers due to some of its values that structured questionnaires and interview schedules fail to achieve. Firstly, this type of interview offers interviewees the opportunity to express their views, feelings and experiences freely and allows the interviewer the freedom to seek clarifications in the interview process (Babbie, 2010). Secondly, Semi-structured interviews are neither fully fixed nor fully free and are perhaps best seen as flexible (O'Leary, 2005). Also Wragg (2002), reveals that semi-structured interview is usually used by researchers in education ―because it allows respondents to express themselves at length and also offers enough shape to prevent aimless rambling" (p. 149). However, the openness of some of the questions in the schedule leads to gathering of massive volumes of qualitative data, which is time

63

consuming to analyse. Also, the flexibility of the instrument makes it difficult for researchers' bias to be dealt with (Opie, 2004).

The interview schedule was divided into five sections, the section _A' which contained the demographic information of participants was structured for them to tick and the sections _B to E' were semi-structured interview guides that focused on the four research objectives for the study. The questions in these sections had a slight variation from the semi-structured or open ended questionnaires as they were intended to seek further clarification on some issues. The next sub section discusses the pre-testing of the instrument for the purposes of validation.

3.6 Pre-testing of the Instruments

For the purposes of validation, the instruments were pre-tested at Effiduase Secondary Commercial School (EFFISCO). The school was chosen because of the similar socio-economic characteristics it shares with the schools in the study area. The exercise was conducted with 25 teachers. They were given up to a week to complete the questionnaire which had a covering letter attached and afterwards I spent two days in the school to conduct the interviews. But before the pre-testing took place both face validation and content validation were established. For the face validation the questionnaire and interview schedules were given to two colleagues in the Department of Educational Leadership to check if the instruments measured the given variables. They were allowed to read the items and make recommendations. Two lecturers, my supervisor and another lecturer who are experts in Professional Development also examined the instruments and commented on them. This was done to ensure that the instruments were valid content wise. This exercise was useful because it afforded the researcher the chance to check for the suitability and

appropriateness of the instruments (Cohen et al., 2007). At the end of the pilot exercise the various comments and critiques helped in making useful changes to the instruments.

3.7 Data Collection Procedure

Prior to commencement of the actual data collection for the study, the schools were served with introductory letters from the Department of Educational Leadership (Appendix B), which enabled the researcher to have easy access to conduct the research in the schools. Permission of the various participants of the study was also sought. The researcher approached participants and briefed them on the importance of the study and how to answer the questionnaires. Each questionnaire also had a covering letter attached to it (Appendix C) that explained the purpose of the study, the significance as well as the measures put in place to ensure the safety, confidentiality and anonymity of the participants. The participants were also informed about their rights to either take part in the study or not if they so desired.

They were then given the questionnaires and were allowed one week to complete them. However, contrary to my expectations, it took some participants about three (3) weeks of frequent calls and visits before they could answer and return the completed questionnaires. This happened because the questionnaires were administered during the examination week when the teachers were extremely busy with their invigilation and marking.

I developed an interview protocol to ensure consistency during the interview, (Creswell, 2005) which served as a guide. I introduced myself before each interview commenced, and stated its purpose, steps taken to maintain confidentiality and their anonymity, notified them about the duration of the interview (30mins) and sought

65

their consent to record the interviews (Creswell, 2005).These interviews lasted for two weeks within which I booked appointments with the interviewees. Each of the interview sessions lasted for thirty minutes. The interviews were conducted with much ease as all the seven interviewees readily granted me interview and also permitted me to record them with my phone on the same days that I visited them in their various offices. The respondents were given pens as forms of souvenirs at the end of the interviews.

3.8 Data Analysis

Primary data from the field was edited to eliminate errors made by respondents and analysed thematically. According to Kusi (2012), a thematic analysis is done when the researcher immerses himself in the data, organises it, transcribes it, generates themes and codes for the data and describes them. After generating the themes, I gave them to two of my course mates who crosschecked and confirmed that they were valid themes.

The interview and questionnaire data were manually transcribed and placed under the appropriate classifications, interpreted and analysed thematically (Creswell, 2005; Grbich, 2007) to reflect the research questions and objectives of the study.

Though I was mindful of the difficulty in doing such manual analysis (Creswell, 2005; Marshall & Rossman, 2006), I preferred this strategy since I did not possess knowledge about qualitative computer soft-wares; secondly, the volume of data collected was manageable and made it less difficult to identify relevant text passages; thirdly, I also wanted to interact with and have a hands-on feel for the data (Creswell, 2005).

3.9 Positionality of the Researcher

Much research literature indicates that investigators are perceived predominantly as either an ‗insider' or ‗outsider' (Herod, 1999; Sharan et al, 2001). This dualism is often referred to as the ‗positionality' of the researcher (Herod, 1999). The position of the researcher helps with the credibility of the study. Since the researcher's position has an impact on the study, it was important to discuss it. Kusi (2012) asserts that one major issue which needs to be highlighted is one's positionality as a ‗native' of the organisation, which makes that individual have some understandings, preconceived notions and prejudices about its activities. I began the study as an ‗insider' researcher from my school (ie. my place of work). This position however changed during the data collection phase as I moved to the other four schools. But my positionality as an insider in the district was very useful as most participants were receptive and cooperative. This was due to the fact that most of the participants felt free in expressing themselves as they worked with a staff of the district. Also getting permission was not difficult. For instance, when approval letters for the commencement of the study were sent to the schools, they were dealt with very quickly. My familiarity with the context helped me to ask insightful questions and sought clarification about issues freely during the interviews. This prevented the temptation of interpreting the data to suit my understanding and pre-conceived notions about the problem under investigation. I allowed the outcome of the study to unfold on its own as I presented the findings just as they were revealed by the participants. In other words, I allowed the data to ‗speak' for itself.

3.10 Validation of Research Findings

Mugenda and Mugenda (2003), argued that validity is the degree to which results obtained from the analysis of data actually represent the phenomena under study. To them, a valid instrument should accurately measure what it is supposed to measure. After administering the instruments to the selected respondents, the data obtained should be a true reflection of the variables under study.

One strategy used to ensure the credibility of the study was triangulation, which is the use of two or more methods of data collection in a study of some aspect of human behaviour (Cohen et al, 2007). Triangulation is a useful technique for validation in the case study approach as it is considered to be a fundamental principle in collecting data in case studies (Yin, 2003). Employing this strategy helps researchers to offset the limitations associated with using one method to collect data (Creswell, 2005) hence the use of the questionnaire and interview schedules. This facilitated the credibility of each participant's perspective and understanding. For the face validation the questionnaire and interview schedules were given to two colleagues in the department of educational leadership to check if the instruments measured the given variables. They were allowed to read the items and make recommendations. Two lecturers, who are experts in Professional Development also examined the instruments and commented on them. This was done to ensure that the instruments were valid content wise. Also data gathered from teachers and CPD providers were compared to ascertain whether they presented similar views on the issues raised.

3.11 Ethical Considerations

Concerns about ethics which affect the trustworthiness of a study of this kind were given the greatest attention. The appropriate procedures necessary to make the study a reliable one were put in place by ensuring that respondents and the institutions where the study took place were protected. The schools were served with introductory letters from the Department of Educational Leadership, which enabled me to have easy access to conduct the research in the schools. Permission of the various participants of the study was also sought before I approached participants and briefed them on the importance of the study and how to answer the questionnaires.

Again the objectives, purposes and significance of the study were explained to respondents. The issues of confidentiality and anonymity of respondents were also stressed in order to assure them of the intention to use the information exclusively for the purpose of the study.
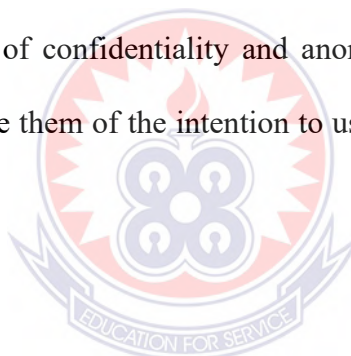
3.12 Summary

In conclusion, this chapter adequately presented my research design to explain the research process, choices of methods and the direction of the study. It has also discussed my research approach, sample size and sampling technique, data collection procedure, data analysis, validation of research findings, as well as ethical considerations. The Proportional Stratified Random Sampling technique was used to select 10% of the SHS teachers and the Purposive Sampling technique was also employed to sample 10 CPD providers in the district for the study. In spite of the difficulty, I transcribed the data from the field manually and analysed it thematically to reflect the objectives of the study. The next chapter will deal with the presentation of the research findings.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Introduction

The chapter focuses on the presentation of data obtained from the semi-structured questionnaire and semi-structured interview schedules. The study sought to explore the kinds of continuous professional development (CPD)/In-Service training (INSET) activities organised for SHS teachers in Sekyere South district; the views of teachers on the impact of continuous professional development (CPD) programmes offered to them; the challenges the teachers face in accessing the CPD programmes organised for them as well as how the (CPD) programmes could be improved for meaningful teaching and learning in the Senior High Schools in Sekyere South District.

The data were collected in two phases. In the phase one, semi-structured questionnaires were administered to 57 teachers all of whom completed and returned their questionnaires after numerous calls and visits. This represented a hundred percent (100%) return rate. In the second phase of data collection, 10 participants were supposed to take part in the interview but due to the demise of two of them and the tight schedule of one interviewee, seven, consisting of four assistant headmasters academic and three assistant headmasters administration representing (70%) were interviewed in the five Senior High Schools in the district.

The questionnaire data is presented in Section _A' in two main parts. Part one provides the background information of the respondents, while Part two presents questionnaire findings that relates to the research questions stated in the chapter one. The interview data are also presented at Section _B', the interview had two main divisions, one part dealt with the demographic information of the participants and the

other covered interview findings related to the research questions. The second phase of the data collected (the interviews) afforded the researcher the opportunity to delve into matters raised by the questionnaire.

SECTION 'A'

4.1 Part One: The Background Information of Respondents to the Questionnaire

The Section ‚A' part one presents the background information of the respondents in the questionnaire. The questionnaire section contains five items or questions (1-5) which sought personal information from respondents. The items demanded responses ranging from the gender, age range, academic or professional qualification, years of teaching experience and rank of the participants.

The gender distributions of the 57 teacher respondents include 35 (61%) males and 22 (39%) females. The ages of the respondents varied. Majority of them had their ages ranging from 30-39 with the least being 20-29 years. This is signifying a young and energetic teaching force with many years ahead of them to work for the development of the schools and the nation.

Most of the teacher respondents 38 (67%) at the district's SHS held Degree Certificates while 19 teachers representing (33%) held varying Masters degrees from different fields but none of them held only Teachers certificate ‚A', Diploma, or a Doctorate degree. These represent the proportion of respondents with higher academic and professional qualifications. It can be inferred from the results that Degree holders constitute the majority of the teacher employees in the district followed by Masters' Degree holders.

Majority of the teacher employees had worked in the teaching service between 16-20 years (38.6%), followed by those who had worked for 11-15 years representing

71

19.3% whereas 15.8% of the respondents had worked for 6-10years. Another 15.8% represent those who had worked between 1-5years. However, a small proportion of the respondents had worked between 20 years and above (10.5%). It can be concluded that majority of the Teachers had worked for longer years (between 16-20 years) and are therefore very experienced in the field of teaching.

Most of the teachers had taught for more than ten years, with majority of them having the ranks of principal superintendent, followed by Assistant Director II and Assistant Director 1 but no one had the ranks of deputy director and director. This is a clear indication of seasoned staff whose years of service may be indicative of the experience that these participants had gained over the years, and how they would be able to share those experiences with regards to the perspectives of SHS teachers on continuous professional development (CPD) programmes offered to them.

4.1.2 Part Two: Presentation of Questionnaire Findings

Several themes emerged from the responses of the teachers to the questionnaire. These themes were generally linked to the research questions set out in the introductory chapter of this study. This section presents the data collected by questionnaires thematically

The various themes which emerged from the data on the kinds of CPD/INSET organised for SHS teachers in Sekyere South District and teachers views on the impact of CPD programmes they receive are highlighted. The challenges SHS teachers face in accessing CPD programmes offered to them as well as how the CPD/INSET programmes could be improved for meaningful teaching and learning in the schools are accentuated below:

1. Kinds of CPD Programmes Organised for the Teachers.

2. The Relevance of CPD/INSET Programmes to the Needs of Teachers.

3. Effectiveness of the CPD Programmes

4. Teachers' Views on Impact of CPD Programmes Organised for them.

5. The Organisation of CPD/INSET Activities

6. Challenges SHS teachers face in Accessing CPD Programmes.

7. Motivation for SHS Teachers' Participation in CPD Programmes.

8. Improving CPD Programmes for Meaningful Teaching and Learning in the Schools.

These themes that emerged from the data have been discussed in details according to how they have been highlighted above.

For the sake of this report readers should note that PT refers to participant teacher hence PT 1-PT 57 indicates the teacher participants while Interviewee 1-7 also refers to the interviewees.
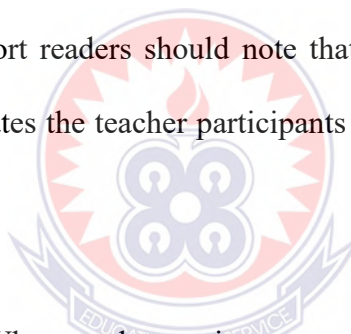
Research Question 1: What are the continuous professional development/In-Service training activities organised for SHS teachers in the Sekyere South District? This research question sought information about the kinds of Continuous Professional Development (CPD) / In-Service training (INSET) activities organised for SHS teachers in the Sekyere South District as well as the most effective kind of CPD programmes the teachers receive. Therefore the following themes emerged from the findings:

4.2.1 Kinds of CPD Programmes Organised for the Teachers

The first question on the questionnaire schedule sought teachers' responses on the kinds of CPD programmes that are normally organised for the teachers at the

73

Sekyere South District. Thirty-two respondents representing about (56%) indicated several types of workshops including:

SEIP - (Secondary Education Improvement Programme) workshops. SEIP is a World Bank Programme that organises workshops for Mathematics, Science and ICT Departments in the Secondary Schools. PT2 said that the workshops enable him to gather ideas from experts for his classroom activities and make him aware of the changing trends in teaching. (PT2). Interviewee 4 also said that:

Since this school is under the SEIP (Secondary Education Improvement Programme), they also organize workshops for the teachers. It's a World Bank programme which organizes workshops for Science, mathematics and I.C.T teachers on termly basis.

Single Workshop – According to the respondents Single Workshop refers to the type of workshop that is mostly organised for teachers in all the various departments in the school to satisfy specific needs of the teachers. For instance if there is a new methodology or introduction of a new technology in education, the Single Workshop can be organised to provide teachers in a school with certain skills or competencies they may require. We also call it school based INSET. PT 31 said that:

The school focused models stress on meeting the identified needs of the school as a whole with the aim of improving the quality of classroom work (PT 31).

Interviewee 5 also argued that:

At the SHS level, the commonest we have is the single workshop. It is one of the kinds of workshop tailored towards satisfying specific needs of teachers. So if there is a new methodology or introduction of a new technology, the teachers may require a certain skill or competence so a workshop is organized.

We call it school based INSET. It could also come from a government or non-governmental organizations. It is the commonest in GES.

Concept Teaching Workshop – This is a kind of Departmental Workshop that is organised at the beginning of the term for the experienced teachers to demonstrate the teaching of certain topics in the term's scheme of work in a subject area that teachers find difficult to teach. The quotations below represent the views of some teacher respondents:

New methods and approaches to teaching from peers do help in my professional knowledge, skills and practice (PT36).

It brings to bear the effective way of teaching certain topics which are perceived to be difficult on the part of both students and teachers (PT25).

Through these programmes some concepts which are a bit technical in terms of delivery are taught with ease (PT20).

Interviewee 2 also supported the above respondents by saying that:

Normally the Assistant headmaster for academic affairs organizes most of the CPD/INSET and one of the INSETS is on departmental basis which happens at the beginning of every term. We call it Concept Teaching, they meet and discuss the subject areas or topics that some of the teachers find difficult to handle, sometimes one of the experienced teachers would just take a topic and treat it. We do it every term before academic work starts (Interviewee 2).

Departmental Workshop – This kind of workshop can be organised at any time within the term to educate department members of the subject. This may even be facilitated by an external person. According to some of the questionnaire respondents:

It has been very helpful especially for teachers with less teaching experience and would be appropriate if it would be organized regularly (PT17).

It enables the teacher to have a complete insight and understanding of the course so as to be able to deliver his/her lessons effectively (PT10).

Interviewee 6 also added that:

Both the departmental workshops and the SEIP workshops are very effective. The departmental one, I know it's not all departments that organize it but those who organize give tuition on the various aspects. I happened to be one of the facilitators in the English department this term and the response was very effective (Interviewee 6)

Time-on-task workshop – This type of workshop is purposely organised to teach the teachers in the school how to manage their contact hours with the students in order to eschew lateness to class, talking about irrelevant things, receiving phone calls and so on which mostly reduce the contact hours with the students.

This was followed by mentoring/coaching which were shown by 12 participants (ie. 21%). Eight respondents (14%) said they only benefited from the annual conferences organised by the subject based groupings such as Ghana Association of Science Teachers(GAST), Ghana Association of Teachers of English(GATE), Mathematics Association of Ghana (MAG) etc. Whilst five teachers who represent about (8.7%) said that the kind of CPD programmes they receive are study leaves or sandwich programmes.

On the issue of the most effective CPD activity for the SHS teachers, 24 participants (42%) selected school based INSET/CPD, 13 (22.8%) represented departmental workshop, study leaves and Teacher Union Workshops were pointed out by six respondents each while mentoring, coaching and annual conferences were chosen by four, two and two participants respectively.

4.2.2 The Relevance of CPD/INSET Programmes to the Needs of Teachers.

It emerged from the study that CPD is very relevant to the needs of the teachers. Majority of the teachers admitted that CPD provides them content knowledge, sharpens their teaching skills and builds their confidence. Thus the discussion hinted on some skills, competencies and attitudes needed to deal with teaching and learning problems.

4.2.3 Effectiveness of the CPD Programmes.

With regard to how effectively the CPD programmes above improved the teachers' professional knowledge, skills and practice, Forty-five (78.9%) of the respondents indicated that the CPD programmes above were very good in improving the professional knowledge, skills and practice of teachers. They assigned the following reasons for their choice:

1. These are very effective programmes because they afford the teacher opportunity to know more areas relative to the subject area (PT1).

2. They enable me gather ideas from experts for classroom activities and make me aware of the changing trends in teaching (PT2).
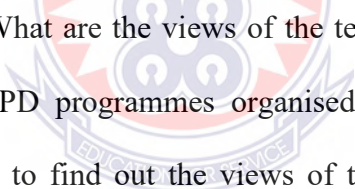
3. It enables the teacher to have a complete insight and understanding of his course so as to be able to deliver his/her lessons effectively (PT10).

4. Though it's not organized regularly, it keeps us unto the task ahead of us and enlightens us on some unfamiliar topics (PT12).

5. It has been very instrumental in adapting to the dynamics in the syllabus and curriculum (PT17).

6. It brings to bear the effective way of teaching concerning topics which are perceived to be difficult on the part of both students and teachers (PT20, PT25).

7. The school focused models stress on meeting the identified needs of the school as a whole with the aim of improving the quality of classroom work (PT31).

8. New methods and approaches to teaching from peers do help in my professional knowledge, skills and practice (PT36).

9. It assists teachers to meet specific challenges or demands brought by curriculum innovation resulting from changed situations (PT50).

10. It has enhanced my teaching practices through keeping me abreast of knowledge and current development to improve students' performances (PT55).

Nine respondents also denoted that the CPD models were effective. However, three participants specified that the programmes were not effective in improving the professional skills, knowledge and practice of the teachers.

When they were asked to give their comments on coaching, mentoring, workshops and study leaves, a greater number of respondents admitted that coaching and mentoring models of CPD were not common in the Sekyere South District of

Ashanti. However, the little they experience gives the teachers (especially the new ones) opportunity to improve their teaching. Forty-two (73.6%) acknowledged that even though study leave is difficult to access, it is the best form of CPD/INSET since it affords teachers a lot of time to acquire more knowledge and skills. The remaining 15 participants also indicated that study leaves enable some teachers to finance themselves for further studies.

Concerning the workshops 15 participants (26%) commented that they were not frequent but 30 participants (52.6%) conjectured that they help teachers to acquire more knowledge and skills in the teaching business while 10 respondents (17.5%) admitted that the programme was quite good in improving teachers' knowledge and skills.

Research Question 2: What are the views of the teachers in Sekyere South District on the impact of the CPD programmes organised for them on their work? This research question sought to find out the views of the SHS teachers in the Sekyere South district on the impact of CPD programmes they receive. The themes relating to the question are presented below.

4.2.4 Teachers' Views on Impact of CPD Programmes Organised for them.

In their responses to the question, ‗What would you say about the impact of CPD activities in your school/district?', 30 of the participants, representing (52.6%) who demonstrated that CPD/INSET had helped to improve the professional knowledge, skills and confidence of teachers had the following to say:

Over the years, CPD has helped improve the professional knowledge and skills of the teachers (PT1.)

It helps to improve the teaching methods of teachers and also equips them with knowledge in their fields of work (Subject area) (PT10.)

It has been very helpful especially for teachers with less teaching experience and would be appropriate if it would be organized regularly (PT17.)

The activities help to improve the content knowledge, professional skills and also boost the confidence level of the participants (PT24.)

It makes teachers to go beyond the text book and truly master the art of teaching and it expands the knowledge base of teachers (PT39.)

It would enable the teachers to be current and be abreast with modern changing trends in teaching and educational programmes (PT43.)

Twenty-three respondents (40%) specified that CPD impacted positively on students' performance or both performances (teachers' and students'). Here are some of the things they said:

The CPD programmes have helped to develop a positive attitude toward teaching and also improve student performance in my school (PT55.)

Students' performance at WASSCE has started improving in my district through such programmes (PT20.)

Four respondents indicated indifferent, that is they could neither say CPD/INSET impacted positively on students' performance or on teachers' performance. However, they said CPD was not common in the district, agreeing with PT6, PT12 and PT25 who believed that:

CPD helps to upgrade the skills of teachers but it is not available in the district (PT6.)

It helps us to get abreast with some unfamiliar topics but in the district they hardly organize these in-service programmes (PT12.)

At the secondary school level hardly do I see CPD activities being organized by the authorities in the district (PT25.)

When the teachers were asked to rate or appraise the impact of the CPD activities in their school/district, 39 participants, about (68.4%) proved that CPD was very useful in building the capacities of both teachers and secondary school heads. Sixteen teachers, representing (28%) acknowledged that CPD was useful while two participants who represent about (3.5%) pointed out that CPD activities were not useful. Some of the specific things pointed out by those acclaiming CPD are as follows:

It has helped build the capacity of both officers at the district level and that of school heads and teachers (PT1.) They help professional teachers acquire new skills enabling them to readily adapt to changing circumstances of teaching and learning (PT2.) I would say the district focuses on the basic schools more as compared to the SHS, notwithstanding that it's quite commendable (PT12.) It's been very effective and I'm wishing such programme is organized frequently (PT20.) It has promoted positive teaching and the conduct of teachers at the workplace (PT27.) It is entirely good taking into consideration how teachers respond to the programme and also the way students' performance increase in my school (PT55.)

4.2.5 The Organisation of CPD/INSET Activities

In their reaction to the question on how often CPD activities were organised for the teachers in the Sekyere South district, 27 respondents (47%) indicated once in

a term or termly; 16 participants representing (28%) said annually whilst 14 respondents denoted that CPD is not organised at the district level for SHS teachers. Some participants indicated as follows:

> Not very often just once in a term (PT1). CPD activities are not frequently organized by bodies in charge of education (PT2.) Not common, in my school it's organized annually unless however it becomes expedient for immediate concerns (PT12.) It is not regularized, sometimes, once in a term or in a whole year (PT17). At the school level, but not at the district level (PT34). It is done once in a year mostly by the various associations (PT39).

To the question, _How well is CPD organised in your district/school?', 21 participants represented not well organised; 17 indicated that CPD was well organised while 19 pointed out that CPD was very well organised. Here are a few of the things they said:

> It is OK but not the best. We can still do better (PT1), Very poor (PT2.) For my observation the district doesn't make long term plan which sometimes tarnish its effectiveness (PT12). Poorly organized, often lacking basic materials and endowed expertise (PT17). Teachers conduct themselves well. Resource persons' deliveries are always superb and always achieve their set targets (PT20). At the district I am not sure but in the school it's encouraging (PT25). They are effectively organized with all the important resource persons around to strengthen skills of teachers (PT39.) School based CPD is well organized in the school with reference to the resource persons they prepare well and have experience (PT55). It is not well organized in my district for teachers (PT48)

When participants were asked to comment on resource persons, 34 respondents (59.6%) said they were very good, 12 participants (21%) suggested that they were

satisfactory while 11 respondents (19%) also denoted that resource persons were ill prepared.

> They have a complete knowledge in the subject area (PT10.) Resource persons are often well equipped (PT14). Outstanding performances exhibited (PT20). They are very good in their areas (PT24). Experienced and knowledgeable (PT28). They are highly knowledgeable in their field (PT39).

The respondents also commented on resource materials as follows: 30 participants (52.6%) said resource materials used for CPD in the district were inadequate, 20 respondents (35%) denoted that the resource materials were adequate whilst seven participants (12%) also said they were lacking or not available. Below are some of the comments on resource materials:

> Not enough (PT14). The available once are used judiciously (PT24). Inadequate (PT31) Very relevant to the topics discussed (PT43).

Question 10 expected the respondents to show their views on the assertion that CPD has positive effects on teacher quality, students' performance and school reputation. Fifty-one respondents (89%) who showed that the assertion is very true presented comments such as the following:

> It is true because personally I have benefited so much through CPD as my methodology has changed and my approach to certain education issues is now better (PT1).
>
> CPD would broaden and improve teacher's knowledge, skills and develop their personal competencies but stakeholders are not at their best in its organization (PT2).

It helps to develop our cognitive and affective domains and also help us to participate effectively in teaching and learning process (PT4). In-service training actually play major role in teaching and learning. It helps the teacher to teach at all times (PT12). It is certainly so, teachers with requisite skills and knowledge impart positively to students owing to effective In-service training (PT17).

It adds to the knowledge base of the teacher, the teacher's skills are upgraded for students to benefit from variety of teaching methods (PT36).

Any teacher who receives in-service training is able to teach better. It strengthens the skills of teachers and develops the confidence level of teachers (PT39). The assertion is true to a greater extent. In-service training has helped to update teachers' skills and added to their professional competencies (PT43).

This is true, because since it serves as continuous training for teachers, it makes teaching and learning effective (PT45).

It also has positive effects on teachers and students because after the programmes, teachers involve come back to the classroom with new knowledge and mode of delivering for students to understand their subjects better and to improve their performances (PT55).

Only six (6) of the participants (10.5%) said that CPD improves teachers' performance but the same cannot be said about students' performance.

The next section focuses on the challenges respondents face in accessing CPD/INSET programmes organised for them and their causes.

Research Question 3: What challenges do teachers face in accessing the CPD programmes offered to them? The themes that emerged from this question have been discussed comprehensively below.

4.2.6 Challenges SHS Teachers Face in Accessing CPD Programmes.

In spite of the relevance of the CPD programme, respondents highlighted several pertinent causes bedevilling the programme. A number of respondents eighteen (18) representing about (31.5%) indicated that their access to CPD programmes was hindered by financial constraints. Twelve participants, that is about (21%) indicated that wrong or poor timing was a major barrier that prevented SHS teachers from accessing CPD. Eleven respondents (19%) also pointed out that their access to the programme was impeded by lack of adequate resource materials used during the organisation of such programmes. Six participants (10.5%) put forward that lack of commitment on the part of the teachers to access CPD programmes was a challenge. Five participants (8.8%) represented inadequate motivation while another five respondents (8.8%) denoted that cold attitude of SHS headmasters towards CPD was preventing teachers from accessing the CPD programmes offered to them.

4.2.7 Motivation for SHS Teachers' Participation in CPD Programmes

To the inquiry made on factors that motivate the SHS teachers to participate in CPD/INSET programmes offered to them, 27 respondents (47.3%) emphasised that the teachers participated in the CPD programmes to enable them to acquire professional knowledge and skills that would make them effective teachers. Some of the respondents 12 (21%) also revealed that SHS teachers took part in such programmes in order to acquire certificates to enrich their CVs. Six respondents each representing about (10.5%) in each case indicated that the teachers attended the CPD programmes because of financial motivation, socialisation and formalities to fulfil leadership or interview demands respectively.

85

When the teachers' views on the effect of venue, timing, cost/finance and the correlation between CPD and classroom practice were sought, the results bellow were given. To their views on the effect of venue, 23 participants (40.3%) said the venues for CPD programmes in the context of the study were mostly below standard thus demotivating teachers from patronising the programmes. 14 respondents (24.5%) were of the view that CPD programmes were organised at places that are far away from participants so they are not encouraged to attend while 20 of them representing about (35%) felt venue for CPD was not a problem.

The responses of the participants on the effect of timing on teachers' participation in CPD programmes were as follows: Forty-four teachers (77.1%) were of the view that sometimes the timing of CPD programmes was not right or unfavourable to them, it usually coincided with classes hours. Ten respondents (17.5%) also pointed out that teachers' participation in the CPD programmes could improve, if the activities could be organised during vacations whilst three (3) participants felt CPD programmes consume a lot of time.

Also, on the question of cost/finance, 34 respondents (59.6%) said the problem of cost/finance prevented teachers' participation in CPD programmes. Twenty-two participants indicated that the CPD programmes were sponsored by the school authorities and one respondent was indifferent.

The last item under this sub heading sought teachers' views on how the correlation between CPD and classroom practise affected the participation of teachers in the in-service training programmes. Forty-four respondents (77.1%) pointed out that the positive relationship between CPD and classroom practise motivated the SHS teachers to attend CPD/INSET programmes organised for them in their various schools. While 13 participants (22.8%) said there was no correlation between the

existing CPD programmes and classroom practice so it did not encourage them to attend INSET programmes offered to them.

The next section focuses on how to improve the CPD programmes in the context of the study for Meaningful Teaching and Learning in the Schools.

Research Question 4: How could the continuous professional development (CPD) programmes organised for the teachers be improved for a meaningful teaching and learning in the schools? This fourth research question which sought to find out ways of improving CPD for meaningful teaching and learning in the district generated only one theme which has been carefully treated below.

4.2.8 Improving CPD Programmes for Meaningful Teaching and Learning in the Schools.

One question under this sub heading sought respondents' views on how CPD could be improved in their schools or district. The responses provided were varied but very pertinent to improving the CPD programmes. Thirteen respondents (22.8%) were of the view that a portion of the annual school budget should be reserved solely for CPD provision. Twelve of them (21%) felt that CPD should be made a policy in the schools to ensure its constant provision and effective patronage by the teachers. Ten of the participants (17.5%) also indicated that there should always be qualified resource persons to facilitate the INSET programmes since that is one bait for teachers to patronise the programmes. Nine (9) participants (15.7%) pointed out that there should be adequate provision of resource materials for CPD programmes. Besides, six respondents (10.5%) suggested that the timing for such programmes should be made favourable for most teachers. While seven respondents (12.2%) put

87

forward that CPD should be attractive to both resource persons and the teachers. They should be given some incentives.

When I inquired from the participants the one who should be responsible for the provision of CPD, 24 participants (42.1%) said the Ministry of Education (MoE) and Ghana Education Service (G.E.S.). Twenty respondents (35%) felt the headmasters of the Senior High Schools should provide the CPD for their teachers while 13 participants (22.8%) pointed towards all stakeholders.

Also, to the question ―who should select topics for CPD programmes and why?", 31 respondents (54.3%) pointed to teachers due to their view that the teachers are at the field doing the work and know exactly where they need training. For instance, some participants made the following assertions:

> They are the direct beneficiaries of CPD programmes and they know their needs better than any other person (PT 1).
>
> This is because they are on the field with the students and know the strengths and weaknesses of the student (PT 10)
>
> Because they are always with the students and they are aware of their needs and difficulties (PT 48).

Moreover, it emerged from the data that teachers' training needs should always be the focus of any meaningful CPD that aims at improving the quality of teaching and learning. Twenty participants representing (35%) were of the view that teachers' training need should be the focus of CPD. Sixteen respondents (28%) felt that the need of the students should rather be the focus for INSET. Eleven participants (19.2%) indicated that the needs of the headmasters of the Senior High Schools must be considered. Some respondents representing (10.5%) believe that being policy makers the needs of the Ministry of Education and the Ghana Education Service

88

should be provided whilst four participants (7%) pointed out that the needs of the parents should be the focus of CPD.

Again, to the question on the areas teachers need further training, most of the participants 22 that is (38.5%) indicated that teachers need training in pedagogy or methodology of teaching. Some of them, eleven (19.2%) felt the teachers need training in guidance and counselling. Ten respondents (17.5%) pointed out that teachers need training in questioning skills. Eight participants (14%) put forward that teachers need training in the area of class management and six participants also indicated that the teachers need training in communication skills.

This section dealt with the data presentation of the questionnaire findings. The next section will focus on the presentation of interview findings.

SECTION B

4.3.0 Introduction

Section A was concerned with the presentation of the semi-structured questionnaire findings. This section presents a colossal amount of data that was gathered through the interviews on the Perspective of SHS Teachers on Continuous Professional Development (CPD) Programmes Organised for them in the setting of the study. At this stage of the analysis, some of the themes in the questionnaire data were refined based on the field-work data from the interviews. Moreover, no new themes emerged, all themes were the same as that of the questionnaire findings and were linked to the research questions. The interview section is divided into two parts. Part One contains the background information of the interviewees and the other part also presents the interview findings.

4.3.1 Part One: Background Information of the Interviewees

This section presents background information of the interviewees with regards to their gender, ages, academic and professional qualifications, ranks within the Ghana Education Service and the number of years they have spent within the service. On the issue of gender, there were nine males and one female. The targeted interviewees comprised of five assistant headmasters academic and five assistant headmasters administration which included the one female interviewee. In all, 10 participants were supposed to take part in the interview but due to the demise of two of them and the tight schedule of one interviewee, seven, consisting of four assistant headmasters academic and three assistant headmasters administration representing (70%) were interviewed in the five Senior High Schools in the district.

The data shows five of the interviewees' ages ranged between 40-49 years while two of them had their ages ranging between 50yrs & above. On the academic and professional qualification of the interviewees, six out of the seven interviewees held varied masters degrees while one the only female interviewee held first degree.

In terms of ranks, two were Deputy Directors and the remaining five had reached Assistant Director 1. With regards to the length of service, five had been in the service for more than twenty years while the other two had been in the service between 16-20 years.

4.3.2 Part Two: The Interview Findings.

As already noted, the data highlighted several issues and concerns from the service providers (assistant headmasters) and these are presented under the following themes:

1. Kinds of CPD Programmes Organised for the Teachers

2. The Relevance of CPD/INSET Programmes to the Needs of Teachers.

3. Effectiveness of the CPD Programmes.

4. Teachers' Views on the Impact of CPD Programmes Organised for them.

5. The Organisation of CPD/INSET Activities.

6. Challenges SHS teachers face in Accessing CPD Programmes.

7. Motivation for SHS Teachers' Participation in CPD Programmes.

8. Improving CPD Programmes for Meaningful Teaching and Learning in the Schools.

These themes that emerged from the data have been discussed in detail according to how they have been highlighted above.

4.3.2.1 Kinds of CPD Programmes Organised for the Teachers.

The responses of the interviewees emphasised that they organised various kinds of CPD programmes for their teachers according to the training needs of the SHS teachers in the context of this study. The sub section dealt with interviewees' views on the kinds of CPD/INSET programmes they organised for teachers and how effectively they are organised. Some of them highlighted their responses to the question on kinds of CPD programmes they organised for their teachers as follows:

Interviewee 1 said that:

With the CPD/INSET, we normally have two types. The first one is the cluster based INSET and the second is school based INSET. With the school based INSET, we normally organize it in the school and sometimes we invite a teacher to facilitate it or sometimes we invite a personnel from the district education office or the regional office to facilitate it. But with the cluster based

91

sometimes we move to one center and teachers from different schools come there then we organize it.

Interviewee 2 explained that:

In the school, normally the Assistant headmaster academic organizes most of the CPD/INSET and one of the INSETS is on departmental basis which happens at the beginning of every term. We call it Concept Teaching, they meet and discuss the subject areas or topics that some of the teachers find difficult to handle, sometimes one of the experienced teachers would just take a topic and treat it. We do it every term before academic work starts.

Interviewee 4 also said that:

We have the concept teaching which is done every term for the teachers in the various subject areas. We also have other workshops that are organized. Since this school is a SEIP (Secondary Education Improvement Programme), they also organize workshops for the teachers. It's a world Bank project, they organize workshops for Science, mathematics and I.C.T teachers on termly basis.

Interviewee 5 also argued that:

At the SHS level, the commonest we have is the single workshop. It is one of the kinds of workshop tailored towards satisfying specific needs of teachers. So if there is a new methodology or introduction of a new technology, the teachers may require a certain skill or competence then a workshop is organized. We call it school based INSET. It could also come from a government or non-governmental organizations. It is the commonest in GES.

Interviewee 7 opined that:

> In terms of professional development training or INSET, we normally have one that is subject based, these are kinds of training that are organized by subject areas such as Mathematics, English, Science etc teachers to update their knowledge and skill on certain key areas or certain aspect or topics of the subject that need attention or training. There is also that of the same within subject areas, there could be some new additions in the subject area or some new requirements especially with regards to WAEC expectations. When these things happen then INSET is organize for subject areas. If it is broad based, then it's organized for all teachers so that everybody will have his/her skills updated. Apart from subject based INSET/CPD, we also have CPD/INSET that is based on general professional development. Something like lesson preparation, lesson delivery and other things that bother on teachers' professional conduct.

In their responses to the question, ―what do you think are the most effective CPD models for SHS teachers in your school or district?", Majority of the interviewees said the school based INSET. This is evident in the following quotations:

> I think the school based model is the most appropriate because each school has its own unique or peculiar challenges so it's better for us to organize it at the school level (Interviewee 1).

> ―Both the departmental ones and the SEIP are very effective. The departmental one, I know it's not all departments that organize it but those who organize give tuition on the various aspects. I happened to be one of the facilitators in the English department this term and the response was very effective. During our closing meeting, we entreated all departments, this time

93

it's mandatory for all departments to do it and report at our maiden meeting for the term. It means, it must be organized before school re-opens" (Interviewee 6).

―Both the concept teaching and the SEIP workshops are very effective, what makes me happy about the concept teaching is that it makes the teachers aware of what they are supposed to teach per term, the topics they are supposed to cover so I think it's very good for the teachers" (Interviewee 4).

The next sub-section looked at the relevance of CPD/INSET programmes to the needs of the teachers.

4.3.2.2 The Relevance of CPD/INSET Programmes to the Needs of Teachers.

The sub-section dealt with interviewees' views on the skills they wanted quality CPD/INSET programmes for teachers to promote as well as indicating those stakeholders whose needs should be provided. The interviewees were also asked to mention particular areas (skills, competencies and attitudes) that they felt the teachers needed further training to enable them to deal with teaching and learning problems in their schools effectively. Most of the respondents gave comments that were in line with the questionnaire findings. Here are some of their comments:

CPD should promote professional skills like methods of teaching and team work. If we could have CPD that would promote methods of teaching and team work, I think it will help us. Such trainings should focus on the needs of all stakeholders, because all of us need some sort of CPD/INSET to be able to function effectively. I think mostly teachers need training in pedagogical area (that is, teaching skills) that is what I have observed (Interviewee 6)

> CPD should promote skills that would enhance teaching, the programme must help the teachers to sharpen their lesson delivery skills. I have observed during supervisory duties, that some teachers know the content, they have the content knowledge but they lack the teaching skills. Some areas that also need attention is lesson preparation... (Interviewee 7)

> CPD should promote specific professional skills like how to prepare lesson notes, innovation, creativity, leadership skills, communication skills etc. The CPD programmes should provide the needs of the teachers, students, the school and also the directorate.

> Yes, I think how to even set questions, most teachers lack that skill; even how to ask questions in the classroom. They need further training in questioning skills. (Interviewee 1).

Interviewee 2 shared a different view by saying that:

> CPD activities should focus on students' needs. I think the SHS teachers need training in the area of relationship with students (Teachers-student relationship). They need to counsel them and be like parents to them. I don't think we just have to provide them knowledge we need to groom the students to make them see that we are interested in their welfare. I think if we are able to live well with them, they will come to us with their problems(Interviewee 2)

Besides the relevance of CPD/INSET programmes to the needs of teachers, the data also highlighted the effectiveness of the CPD programmes as discussed in the next section.

4.3.2.3 Effectiveness of the CPD Programmes

This sub-section dealt with participants' views on how effective the CPD models mentioned above were in improving the professional knowledge, skills and practice of SHS teachers as well as finding out the interviewees views on kinds of CPD/INSETs like coaching, mentoring, single workshop and study leave. One interviewee spoke about this by saying:

> For me, if I'm to rank them in order of effectiveness, I will put single workshop followed by mentoring. Mentoring you know, when teachers come from the University, they're mentored. And the assistant headmasters and senior house masters are being mentored by the headmaster. Coaching would be ranked last. Even though it's there, the Headmaster coaches the Assistant headmasters and senior housemasters (Interviewee 5)

> They are very effective in the sense that prior to the introductions of such workshops in my school, in fact the academic performance was down but when these things come on board the academic performance of the students have increased tremendously and it's reflected in the 2016 WASSCE results that we have received and we're expecting the same from the 2017 results because from the picture I'm getting, it's like the performance is not bad at all. Normally, when there are national service persons and they are assigned to teach certain subjects, they are assigned to some teachers to coach them aside their mentors. Here somebody might not be well versed in a certain area like Mathematics, English and that's where he/she is posted to teach so we give you a teacher who will teach you. That is different from your mentor. For instance, there was a time a national service person came here and he personally came to me to coach him on the teaching of summary. I sat him

96

down, took him through the nitigrities involved in teaching summary before he

prepared his notes to be given to the mentor to vet for him. The mentor was

with him in the classroom so that is different from the mentoring. Yes, I know

that there are some study leaves with pay (Interviewee 6)

The next section discusses the teachers' views on the impact of CPD programmes
offered to them.

4.3.2.4 Teachers' Views on the Impact of CPD Programmes Organised for them.

This sub-section sought participants' views on the impact of CPD activities in

their schools/district and probed further on how they assess or evaluate the activities

as well as their views on the assertion that CPD has positive effects on teacher quality,

students' performance and school reputation. Some of the participants had these

comments to make:

Yes, as I said earlier, the impact is very positive in improving the professional

knowledge and skills of teachers. Some of the teachers confess that the

programme has been very fruitful and effective, it has been helpful to them. In

terms of percentages I will give it 80%. It is very true that INSET/CPD has

very positive effects on teacher quality, students' performance and school

reputation. (Interviewee 6)

Yes, let's look at, the single workshop. When there is an introduction of a new

technology like, we currently had one this term for teachers to be able to fill

their reports. It was organized by the Information and Communication

Technology (ICT) department. Teachers went and they were taught how to use

the Information Technology (IT) to fill students' reports, they were giving

passwords etc. That is a single workshop. They are very effective because they

97

are used when there is a need for it. I will rate the single workshop 70%, mentoring 60% and coaching 40%. (Interviewee 5)

CPD is very good, some of us completed University so many years back and so you think that you know everything but because knowledge is dynamic and it keeps on changing, there are new developments and so when you have the opportunity to attend CPD you would be able to improve upon what you can do. So it brings about improvement.

Yea! I think CPD is very effective because without that, most of the teachers would have been teaching _non-sylla' or what used to be the norm. I think CPD is helping, due to that they are able to do what they are expected to do.

I agree 100% that CPD has positive effects on teacher quality, student's performance and school reputation because it helps the teacher to teach very well and when it happens like that students are also able to learn, so I can say that CPD helps to enhance instructional effectiveness (Interviewee 1)

Actually, we've seen that it helps them a lot to improve and also gives them confidence to deliver. Initially, we saw that some of the teachers, when they come in the first stages, they didn't have the confidence when they were teaching but since we started this, it's building them. At least I would rate it between 65-70%. I agree that CPD has positive impact on teacher quality, students' performance and school reputation. (Interviewee 2)

The data also highlighted issues concerning the organisation of CPD/INSET activities, as shown in the following theme.

4.3.2.5 The Organisation of CPD/INSET Activities

With regard to the organisation of CPD activities and influencing factors, most of the interviewees shared enough knowledge concerning the frequency and how well the INSETs are organised in their schools as well as the quality of resource persons and materials. Some interviewees made the following comments:

That is where the problem is , normally if you don't have money, you can't organize this CPD because, in the first place, you need materials, you need the resource person so it all boils down to funds so if the funds are not available, it would be difficult for you to organize it. Sometimes if you invite a resource person from far away, you need to give the person T&T. Teachers who commute from other places would also demand T&T so normally it's difficult for us to organise. The organisation is not easy, it's very tedious and difficult. Yes, normally we have the subject teachers who are seasoned examiners, most of the facilitators are these people. Sometimes we could also invite lecturers from the Universities to come and help. These are the resource persons we normally use. Normally we get some of the materials from the education office or nearby SHS where these materials are available or the SHS whose teachers you are training. (Interviewee 1)

As for that the headmistress actually provides the resource materials because she is also interested in it and as for resource persons we don't have problem, because the experienced ones are ready to help. (Interviewee 2)

In fact, these workshops are supposed to be organized when there is the need. It comes when you are able to do appraisal, when you continuously appraise the teachers, then you can get to a level where there is the need to fill in the gaps but we don't do it, often in our situation it is termly or annually. But

where there is a SEIP then it's done on termly basis but on the usual day like in our situation now, then you are going to have it once a term. I'm more particular about the introduction of a new methodology of teaching or technology and there is the need to adapt to those changes then it comes in handy to help the situation.

Yes, they are well organized because mostly we have the experienced people who are made to take some of these single workshops. They look at your background if it is methodology, a certain methodology in teaching say Mathematics, then we have the HOD or somebody, an experienced teacher comes in to teach so that the younger ones can learn, you don't bring an amateur teacher who has just entered the system. So they are normally well organized. (Interviewee 5)

Annually for conferences and the internal ones not very often, this term for instance, I think we've had just two for Mathematics and English. English department have been meeting periodically. Other areas I've not seen one, apart from the general one we organized.

Well, that one, I don't want to say because I'm not old here but the ones I've witnessed, the recent one with Mathematics for instance, they drew their own resource persons - some teachers who have been marking WASSCE and those who have the experience. They also used some CDs that gave guide lines on how to handle some topics. They had a projector etc. and the attendance was very good. But the general one, the resource person was drawn from outside. And the materials were available so in terms of these things, they were well organized. The headmistress personally sponsored that of the British council

and she sat through and then after sitting for some time, she left for her office

and came back to continue. (Interviewee 7)

The challenges SHS teachers face in accessing CPD programmes are discussed in the

next section.

4.3.2.6 Challenges SHS Teachers Face in Accessing CPD Programmes.

This sub-section sought from participants the factors that hindered the

organisation of CPD for SHS teachers in the context of the study as well as how the

teachers patronise CPD activities offered to them. Most of the interviewees

highlighted financial constraints, the problem of timing, venue and logistics which

was line with the questionnaire findings. They discussed their responses as follows:

I mentioned finance and sometimes getting the venue is very difficult. If it

involves the use of equipment and other things, where to get them and most at

times all the places are busy, if you intend to maybe organize it at the dining

hall, usually there are some activities going on there; if you want to do it at the

science lab usually students have to be taken there for practical lessons and so

the venue also poses a lot of challenges.

And then we also have to get the resource persons, it's not also easy to get

them. Sometimes if the person is a lecturer, you need to communicate with the

person for quite a long time before he could be available for the CPD. So I

think these are some of the challenges.

I will say normally the attendance is above 60%, most teachers like attending

such programmes. However, the most challenging aspect of it is that when

they see that they would be giving T&T, it motivates them to come but when

they foresee that nothing would be given to them, most of them become reluctant. (Interviewee 1)

Yea, some of the challenges that we face so far as organizing these INSETS are concerned are: One, normally is time constraint, we have to make sure that we organize it maybe before the full session or before the beginning of the term or before the beginning of the academic year and at times some teachers may feel uncomfortable to come, they would say that we are in vacation, why should you worry us and so on. Two, some teachers also feel uncomfortable in standing before their colleagues also to deliver so we share for everybody apart from getting the experience people to handle them. This term this person would do or that person, it means you go and research. Another point is the cost. At times some of training sessions you need resource persons and you cannot go and ask somebody to come and deliver something without giving the person anything. The school may be constrained so far as financial issues are concerned so sometimes you would organize the CPD but it would be poorly organized in the sense that you couldn't get the resource persons and materials and if you are not able to get those materials you will organize it but it will not be effective.

Aside the finance, logistics and time constrain, some teachers would not avail themselves for the training programmes. The patronage is very, very high, because you see, if you allow them to say that those who are interested should come, it won't work so you make it a policy. It is a policy in the school so at the beginning of every term every teacher must attend. (Interviewee 3)

Certainly, prominent among the factors is finance, financial constrain is normally the problem which most headmasters shy away from, unless they are

102

compelled by the government to do that. Non-governmental organizations sometimes come in. Another problem is logistics. In some of the schools where I was teaching for instance, they don't have light so it means that they don't have the opportunity to use a projector so they have to make do with the black board and chalk. Compared with a school that has a projector in the room with light and everything, it's well organized for them. So finance, logistic and in some cases human resource are the major constraints. The quality of people who come to train the teachers (the resource persons) because some of the teachers over the years have refuse to learn and you know knowledge; when you fail to revise you forget some of the things. Theory of disuse comes in. They highly patronize the CPD activities particularly, when they know that there is a new technology or something has been introduced and the publicity is high. If it's well publicized, the teachers will come for it. These days, they place it on their whatsApp platforms and certainly you cannot have 100% but about 90% will attend so the patronage is there (Interviewee 5).

The first thing I would talk about is the timing. When we did ours during the holidays, some teachers were not able to come so there was a time we tried doing it on public holidays within the term and that also came with its own challenges. That is a major problem we have here. If I'm to quantify the patronage of teachers in percentage terms, I will give it about 80% (Interviewee 6)

I think that time, if you want to organize it during weekends/vacations, there is the difficulty in getting the teachers, and if you want to do it during the weekdays, then you will sacrifice contact hours. We normally close at 4:00pm

103

> so if you want to organize INSET at 4:00pm when teachers are tired nobody
> will sit through and if it is before 4:00pm, then it means that some periods
> would be lost. These are some of the things, the timing. (Interviewee 7)

After agreeing with the other participants, interviewee 7 further complained about the attitudinal problem of the teachers by reiterating the hint given by interviewee 3 in his last paragraph above that:

> Aside the finance, logistics and time constrain, some teachers would not avail
> themselves for the training programmes. And the other challenge as I
> mentioned has got to do with the attitudinal problem. To solve this attitudinal
> problem, we need to be engaging teachers one on one and talk to them
> otherwise you have to resort some administrative mechanisms like queries,
> etc. That's you apply the coercive power.
>
> Oh, in terms of the INSET, teachers do attend, some of them sometimes have
> the expectation that once they attend an INSET/CPD they have to be given
> some allowances so when the allowances are not forth coming, that is where
> the laxity comes in. (Interviewee 7)

In addition to highlighting the challenges SHS teachers face in accessing CPD programmes, the data indicated what motivate the teachers to participate in CPD programmes, as discussed in the next sub-section.

4.3.2.7 Motivation for SHS Teachers' Participation in CPD Programmes

In my attempt to use interviews to verify and get detail information of the issues raised by the questionnaire data, I probed into the questionnaire finding that teachers are mainly motivated by the correlation between CPD and classroom

practice. I sought to find out if there was any correlation, here are some of the comments the interviewees made:

It's true, there is correlation between CPD/INSECT and classroom practice because the teacher is supposed to practice his profession in the classroom so whatever he learns through the CPD, he takes it to the classroom and that enhances his performance. So it brings about improvement, that's the correlation (Interviewee 1)

Yes, I will say there is correlation between the training and the classroom practice because as I said, since we introduced those training programmes we have seen improvement in the teaching of our teachers and it's resultant effect on the performance of students.(Interviewee 6)

Yes, there is correlation between the programmes and the classroom practice because there is improvement in their work. **(**Interviewee 2)

Interviewee 7 also shared this view by adding that:

Yea, most of the time, training is based on identified needs of teachers and students so under normal circumstances it must correlate. What the person has learnt has a bearing on the classroom practice, has a bearing on general instruction but is he going to apply it?

The next section focuses on the interviewees' views on how the INSET programmes organised for teachers could be improved for better performance. The next theme discusses how to improve CPD programmes for meaningful teaching and learning in the schools.

4.3.2.8 Improving CPD Programmes for Meaningful Teaching and Learning in the Schools.

The interviewees critiqued the existing INSET programmes as having financial constraints, poor timing, lack adequate resource materials and lack of commitment on the part of teachers in Question 11 and suggested ways for improving the CPD programmes in order to provide the teachers with the requisite knowledge and skills required for a better performance in the schools. Some participants suggested the following in their reaction to the questions under this sub heading:

The District Education Office has to take it upon itself to ensure that the programme is organized at least once a term in all the senior high schools. And then when it is being organized, a representative or the director himself or herself must come to the venue to ensure that it's being organized, when it happens like that teachers give it all the seriousness that it deserves. I also think funds should be made available by the district Director or the Headmaster so that such programmes could be organized.

Yes, it should be the teachers themselves. They are doing the teaching so they know their short falls and so when topics for such programmes are taken from them, it would have a very positive impact on their teaching. (Interviewee 1)

Maybe we can still invite others who are also good at certain subjects (experts) or whatever it is. Knowledge is not found in one person at least we shouldn't think that once we have experienced teachers we are OK. Some people may think that if you invite a person then you're belittling them.

Responsibility, lies not only on the head, but also I think for academic work to go on, the assistant academic, assistant administration, HODs should put their hands together.

106

Yes the district or regional directorates should also organise CPD; sometimes the Teacher Associations organize annual workshops. For instance I used to handle chemistry at the national level for NAGRAT workshops. Those who attend such workshops also come and organize courses for their department members. Teachers should select topics because they are on the job, they are teaching the children so they may know the areas where they need help. (Interviewee 2)

Here, if you plan it very well, manage the training very well, you would get resourced but if you do it any how then at the end of the day it won't work. So the way to improve it, is to plan very well and maybe also get some sponsors. This time, I want to move into sponsorship because the school cannot do it alone. The government must come in, all the stakeholders: the P.T.A, the school and even the town folks must come in because the school is in their town, the chiefs and all the stake holders. Our Parent-Teacher Association (PTA) should be commended because at a point in time they came in to sponsor the CPD/INSET programmes organized in the school. (Interviewee 3)

We should try to curb absenteeism entirely. HODs should ensure effective implementation. Supervision should be intensified.

Teachers should select the topics for the workshops since the teachers know best as to what they should teach; the teachers also know the WAEC requirements so they should select the topics. (Interviewee 4)

The improvement can only come from the HODS. They are supposed to appraise the teachers. If you continuously appraise the teachers, you would know their weaknesses and that will form the basis of a/an CPD/INSET. The HOD should identify such needs and come for funding because there is a

composite budget for every year. If the HOD knows such limitations he factors it into the composite budget. Also, there should be follow ups after these workshops to ascertain whether the participants are using the new skill or knowledge acquired. Selection of topics for INSET should be done by the teachers themselves. It is the teachers who are going to teach in the classroom so their needs should be met by the CPD programmes. (Interviewee 5)

Well it can be improved in the school. If all departments plan and prepare their budget at the beginning of the academic year, we can factor it into the school calendar and budget. Two, we also have teachers who feel they are satisfied with what they know and I think those teachers need to be counselled because moving forward, things come into the system and we need to upgrade ourselves. Teachers must be conscientised to see the essence of INSET/CPD organized for them. I think it's both government and the school who should be responsible for providing quality CPD.

I think depending on the content of the workshop. For instance if it is going to be on teaching and learning then departments (that is, HODs) should select the topics because they supervise the teachers and know their weaknesses which must be addressed. And if it is something relating to management, then the head of the school could also suggest. That's why I talked about the content. (Interviewee 6)

4.4 Summary

This chapter dealt with the data presentation of the questionnaire and interview responses. It had two parts the first discussed the questionnaire findings whilst the second part of the chapter covered the interview findings. It emerged from the

findings that the dominant CPD programmes in the study area included workshops, study leave and mentoring. The study also revealed that, the CPD programmes improve the professional skills, content knowledge and confidence of teachers besides improving students' academic performance. It further identified financial constraints, wrong timing and inadequate resource materials in the district as the major hindrances to the teachers' access to CPD programmes. Other challenges revealed included inadequate motivation for the teachers, cold attitude of SHS headmasters towards CPD and lack of commitment on the part of the teachers. Moreover, the study pointed out that, the school authorities should draw a budget specifically for CPD programmes in the various Senior High Schools in the district and also make CPD a policy in the schools to guarantee its improvement in the district to enhance meaningful teaching and learning. Other ways of improving CPD programmes comprised making CPD attractive to the teachers and looking for favorable timing for CPD programmes to ensure maximum teacher participation.

Again, the findings revealed that CPD programmes in the Sekyere South district are irregular and are not well organised so the SHS teachers need further training in teaching methodology to help improve the quality of education in the district. Finally, it was suggested that the needs of teachers should be paramount so far as CPD provision is concerned since they serve as pivot around which CPD programmes revolve.

The next chapter will focus on the discussion of findings by linking them to the existing body of related literature on the topic reviewed at Chapter Two of the dissertation.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

This chapter focuses on the discussion of findings of the study. The findings are discussed against the background of the conceptual framework presented in the chapter two and are interpreted by drawing on the literature to develop a number of assertions.

Several themes emerged from both the questionnaire and the interview data. These themes were generally linked to the research questions set out in the introductory chapter of this study. The section discusses the data collected by questionnaire and interviews together and presents it using themes.

The various themes which emerged from the data on the kinds of CPD/INSET organised for SHS teachers in Sekyere South District and teachers views on the impact of CPD programmes they receive are highlighted. The challenges SHS teachers face in accessing CPD programmes offered to them as well as how the CPD/INSET programmes could be improved for meaningful teaching and learning in the schools are accentuated below:

1. Kinds of CPD Programmes Organised for the Teachers

2. The Relevance of CPD/INSET Programmes to the Needs of Teachers.

3. Effectiveness of the CPD Programmes.

4. Teachers' Views on the Impact of CPD Programmes Organised for them.

5. The Organisation of CPD/INSET Activities.

6. Challenges SHS teachers face in Accessing CPD Programmes.

7. Motivation for SHS Teachers' Participation in CPD Programmes.

8. Improving CPD Programmes for Meaningful Teaching and Learning in the Schools.

These themes that emerged from the data are discussed in detail according to how they have been highlighted above.

Presentation of Data Analysis and Discussion

Research Question 1: What are the continuous professional development/In-Service training activities organised for SHS teachers in the Sekyere South District? This research question sought to find out the kinds of continuous professional development/In-Service training activities organised for SHS teachers in the Sekyere South District. The following themes emerged from the findings:

5.1 Kinds of CPD Programmes Organised for the Teachers

Considering the item that found out about the kinds of CPD/INSET programmes organised for the teachers the findings indicated workshop, mentoring, annual conferences and study leave respectively. From the evidence in both the questionnaire and interview findings majority of the respondents pointed to workshop as the most leading kind of CPD teachers normally access in their various Senior High Schools in Sekyere south district.

Hence it can be inferred that, workshops are the most dominant CPD programmes SHS teachers in Sekyere south normally access. This is in line with Sparks, (2002) who put forward that, high-quality professional development strategies are essential to schools. The days of teacher staff development sessions consisting of ―sit-and-get‖ workshops and expert-delivered awareness campaigns are gone. Research and experience help us recognize that high-quality on-going professional

111

development that deepens teachers' content knowledge and pedagogical skills; provides opportunities for practice, research, and reflection; and includes efforts that are job- embedded, sustained, collaborative and will assist in the goal to remain up-to-date.

Interviewee 4 opined that, we have the concept teaching which is done every term for the teachers in the various subject areas. We also have workshops that are organized. Since this school is under the SEIP (Secondary Education Improvement Programme), they also organize workshops for the teachers. It's a world Bank project, that organizes workshops for Science, mathematics and ICT teachers on termly basis. And with the workshops, you know English, Mathematics and Science are trouble areas for students so the teachers are enhanced to know how to approach the subjects. I think it's also very good and effective.

Interviewee 6 laid more emphasis on workshop by saying that:

Here, the programmes we organize are departmentally based we organize programmes for them at their various departments. We have programmes for Mathematics teachers, Science and I.C.T teachers. These are the three major areas that we have had INSET for in recent years. We are undertaking a programme call SEIP-Secondary Education Improvement Programme on termly basis. But the other departments also organize their various workshops. Those ones are solely sponsored by the school. They are also done termly, prior to the beginning of every term. Before school re-opens you must draw your scheme of work and then you are tutored on the various topics that you are to teach for the term before the school re-opens. For instance, in English Language, everyone starts from anywhere and at the end of it you can see that

112

every teacher is doing his or her own thing. But if such a workshop is organized, we are made to know what we are supposed to teach for the term, and some teachers also come up to teach certain topics that are difficult for others to handle for them to know how to handle those topics/aspects well.

The above result is in line with **Interviewee 1** who postulated that:

With the school based INSET, we normally organize it in the school and sometimes we invite a teacher to facilitate it or sometimes we invite a personnel from the district education office or the regional office to facilitate it. I think the school based model is the most appropriate because each school has its own unique or peculiar challenges so it's better for us to organize it at the school level. Sometimes the INSET is on how to mark and if it's not subject based, then it's for a particular purpose but if it is subject based then it's not everybody who will be attending the programme. It's intended for those who handle that subject then the resource person is somebody who has in depth knowledge in that subject so they are able to help the teachers to teach the subject effectively at the SHS level.

Interviewee 7 discussed that, ―coaching as a strategy to help in peer teaching, I don't think we have that much in the school. It is all based on the usual Ghanaian attitude, somebody will think that why would I let you help me so that people will know that I'm not good. Some of these attitudes prevent effective coaching and I don't think it is only in this school, it cuts across."

The next sub-section looks at the relevance of CPD/INSET programmes to the needs of the teachers.

5.2 The Relevance of CPD/INSET Programmes to the Needs of Teachers.

When the study sought to find out whose need should be provided by CPD programmes, majority of the respondents pointed out that the needs of teachers should

be considered first followed by that of the students, the Heads of schools, and the MoE/GES before the needs of the parents.

Hence, it can be concluded from the result that, the needs of teachers should be paramount so far as CPD provision is concerned. Teachers serve as pivot around which CPD programmes revolved. However, it also acknowledges the importance of teachers engaging in continuing career long development that meet their own personal and professional needs. These needs will vary according to circumstance, personal and professional histories and current dispositions. Yet, matching appropriate professional development provision to particular professional needs is essential if effective learning is to take place. This _fit' between the developmental needs of the teacher and the selected activity is critically important in ensuring that there is a positive impact at the school and classroom level. Where staff development opportunities are poorly conceptualised, insensitive to the concerns of individual participants and, make little effort to relate learning experiences to workplace conditions, they make little impact upon teachers or their pupils (Day, 1999a).

Interviewee 1 hypothesised that, ─The CPD programmes should provide the needs of the teachers, students, the school and also the directorate". He explained that, teachers are at the centre of affairs so far as teaching and learning is concerned.

Also, the interview with **Interviewee 4** revealed that, CPD should focus on teachers' needs. *"We need to groom the teachers through our counselling unit".* They should know some guidance and counselling. We should learn to understand deviant students, handle them fairly and counsel them."

The results of the findings on the areas where SHS teachers need further training showed the majority of respondents going for Teaching methodology followed by

114

Guidance and counselling, questioning skills, Classroom management, and communication skills. It is therefore, inferred that, teaching methods is the area where teachers need further training to help improve CPD programmes as well as quality education in the district.

The response from **interviewee 6** is in line with the above result that, ―CPD should promote professional skills like methods of teaching and team work. I think mostly teachers need training in pedagogical skills (teaching skills), that is what I have observed." Brungardt, (1996); Collins, (2002); Rhodes et al., (2009) postulate that the quality of training makes a significant difference to the effectiveness of both schools and educational systems by deepening the knowledge, expertise and behaviours of teachers.

Perraton et al (2002) also emphasised that ―this belief that schools require effective teachers is paramount if they are to provide the best possible educational opportunities." They explained that in contexts where teachers undergo no professional preparation for their role, beyond years of classroom teaching experience, they could be faced with a myriad of contemporary problems. To cope with these new demands and challenges, school teachers require relevant knowledge, skills and competencies to enable them to meet the particular circumstances of the school and also offer better service to the learners, and communities they serve. Teachers, like other skilled workers also benefit from on-the-job training, which is commonly referred to as continuous professional development (CPD).

Interviewee 7 also postulated that:

> Quality CPD programmes must help to sharpen the teachers' lesson delivery skills. I have observed during my supervisory duties that some teachers know the content, they have the indepth knowledge but they lack the teaching skills. Some areas that also need attention is lesson preparation, and others also came in and took advantage of the situation to do some professional courses hence, they might not have the actual professional behaviour or attitude. I think that to some extent, a lot of them need improvement on professional behaviour. Some of them, you look at their dressing, the way they talk to students, some of them will see items lying somewhere and they wouldn't care etc. They should be trained to be professionally minded. As for attitude the least said about it the better. Perhaps, continuous training in professional behaviour would also change their attitudes, it's really bad.

Besides the relevance of CPD/INSET programmes to the needs of teachers, the data also highlighted the effectiveness of the CPD programmes as discussed in the next section.
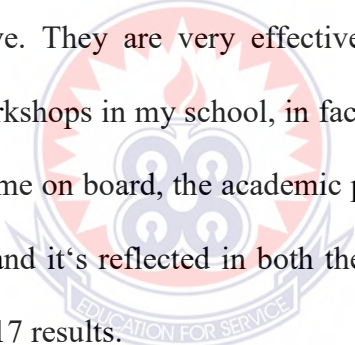
5.3 Effectiveness of the CPD Programmes.

The section presents findings derived from the research instruments on the effectiveness of the CPD programmes, almost every respondent indicated that CPD programme is very effective. Only a few of the total respondents indicated that the programme is not effective.

It can therefore be inferred from the study that teachers in Sekyere South district see CPD programmes as very effective. Fullan and Hargreaves (1996); and Fullan (1999) also report similar findings that, teachers are attracted to professional development because they believe that it will expand their knowledge and skills, contribute to their growth, and enhance their effectiveness with students. Moreover, Eraut (1995) emphasizes that in-service education raises the cultural and professional

standard of the teaching force as a whole. Therefore, in-service education is also an indicator of the health of an education system as it contributes to a better teaching force and improved learner outcomes as noted earlier. Continuous professional development plays an important role in helping teachers to manage current demands of the on-going and dynamic changes for enhancing the quality of learning and teaching (Fullan, 1995; 2006; Hopkins &Harris, 2000)

The result is in line with **interviewee 6** who posit that, both the departmental workshops and the SEIP are very effective. The departmental one, I know it's not all departments that organize it but those who organize it give tuition on the various aspects. I happened to be one of the facilitators in the English department this term and it was very effective. They are very effective in the sense that prior to the introductions of such workshops in my school, in fact, the academic record was down but when these things come on board, the academic performance of the students have increased tremendously and it's reflected in both the 2016 WASSCE results that we have received and the 2017 results.

Moreover, it emerged from the findings that the most effective CPD models for SHS teachers in Sekyere South district of Ashanti, included school based inset which was pointed out by majority of the respondents followed by departmental workshops, annual conferences organised by the Teacher unions, study leaves, mentoring and coaching respectively.

From the data presented, it is clear that school based in-service training is the most effective CPD model in the district. Lieberman (1996), identified that, Learning in school or school base inset which has to do with peer coaching, critical friendships, mentoring, action research, and task-related planning teams is the most effective CPD model.

117

When the participants were asked to Comment on mentoring as CPD programme, majority of the respondents conceded that experience teachers mentor new teachers, whilst some of them admitted that mentoring is not often used for INSET and a small number of the respondents also said mentoring is not used in the district.

It can be inferred that mentoring type of CPD is what the experienced teachers use to groom the new teachers in the service. In line with the above finding, **Interviewee 1** shared that ―What is common these days in the district is mentoring, normally we have new teachers who come to the field, they come and meet their senior colleagues and sometimes they mentor them to teach very well and they also give them a lot of support as to how to handle the subject.‖ **Interviewee 7** also confirmed the result by commenting that:

> In terms of mentoring, to some extent you can say yes because of mentee or student teachers, once they come, we have people to be there as mentors but not on teacher to teacher basis. Most of these things normally happen when teachers are posted fresh from school to join the staff. Unfortunately, in our case, we don‗t get teachers who are posted directly from school. Teachers who are sent here are normally teachers who were teaching elsewhere.

Furthermore, teachers‗ comments on study leave as CPD model showed that it is not easy to get it however, most of the respondents stressed that it is the best CPD for teachers as it helps them to finance their training especially the study leave with pay.

Interviewee 1 explained that, ―study leave is also good just that formerly the teachers would normally leave the classroom and go for further studies without the school getting a replacement. But presently because of the internship and the mentorship

programmes we normally get people to step in before a substantive teacher is posted or recruited".

Madden and Mitchell (1993) also opine that CPD is organized to fulfil three functions namely:

1. To update and extend the knowledge and skills of teachers on new developments and new areas of practice.

2. To train teachers for new responsibilities and for their ever changing roles and lastly

3. To develop personal and professional effectiveness thereby increasing job satisfaction.

The next section discusses the teachers' views on the impact of CPD programmes offered to them.
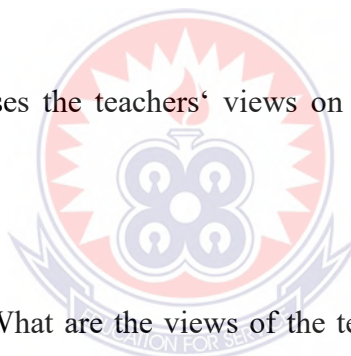
Research Question 2: What are the views of the teachers in Sekyere South District on the impact of the CPD programmes organised for them on their work? This research question sought to find out the views of the SHS teachers in the Sekyere South district on the impact of CPD programmes they receive. The themes relating to the question are presented below.

5.4 Teachers' Views on the Impact of CPD Programmes Organised for Them.

Findings on the impacts of CPD activities in Senior High Schools in Sekyere South district indicated that CPD improves the professional skills, content knowledge of teachers and result in positive impacts on students' performance.

The result is in line with Fenstemacher and Berliner (1983) who postulated that CPD is: *"The provision of activities designed to enhance the knowledge, skills and understanding of teachers in ways that lead to enhance their thinking and classroom behaviour"* (Fenstemacher & Berliner 1983, p.49)

They agree that the provision of CPD activities will not only benefit teachers but the students as well. This clearly indicates that the outcome of CPD activities do not only affect the teacher who is involved but the student and by extension the school as a whole. CPD is seen as a tool that leads to school and classroom improvement (McCombs, 1997). Teachers' CPD is a programme instituted to provide instruction to teachers to promote their development in certain areas. It is the tool by which policy makers' visions for change are conveyed to teachers. Though the recipient is the teacher, the ultimate beneficiary is the student. Thus, teachers' professional development is often the most critical component in students' achievement (Hooker, 2009). Bolam (2000) put forward that, Teachers CPD activities are aimed primarily at adding to their professional knowledge, improving their professional skills and helping them to clarify their professional values so that they can educate their students more effectively. Teachers often cite the need for CPD to be useful, relevant and appropriate if they are to take valuable time out of their classrooms. However, the impact of CPD is rarely assessed over the long term, and is often based on self-reports by teachers of the CPD experience itself, rather than the outcome. Evaluation does not tend to differentiate between the different purposes of CPD, and take account of the intended outcome. An emphasis on the purpose of CPD before any activities take place may enhance the CPD experience, and improve both individual and school-level outcomes (Harland & Kinder, 1997; Muijs et al, 2004).

Interviewee 1 also discussed that:

> **CPD** is very good, some of us completed University so many years back and so you think that you know everything but because knowledge is dynamic and it keeps on changing, there are new developments and so when you have the opportunity to attend CPD you would be able to improve upon what you can do. So it brings about improvement.

Interviewee 4 confirmed the result that:

> I think it's doing a lot, I think the impact is great because at where I came from, we were not doing the concept teaching even though we were doing departmental meetings so when I came here and observed how it's being done I have seen that it helps. At least it brings the teachers together. If someone is not there, you can even go to the classroom and teach for the person because you know what is supposed to be taught. The impact could be rated around 80%.

Interviewee 6 also confirmed the result by stating that:

> Yes, as I said earlier, the impact is very positive in improving the professional knowledge and skills of teachers. Some of the teachers confess that the programme has been very fruitful, effective and helpful to them. In terms of percentages I will give it 80%. Such activities are organized on termly basis. Recently we had one where the resource persons were drawn from outside the school in the areas of Science, Mathematics and Economics. In the other departments, the resource persons are drawn from the school and any material that they need, the school provides".

Interviewee 7also supported the result with the following:

> Well, that is how it should be, in fact, CPD/INSET is meant to update the knowledge and teaching skills of teachers. As I indicated earlier, if teachers could wean themselves from that kind of attitude that they would go but they won't work with it, it would be more beneficial. It's just like the pre-service training that they have at the Teacher Training Colleges. When students are there and they are teaching for marks, preparations and other things are very

121

high. They put in much effort because they are teaching for marks, which determines whether they pass or not. But when the same teachers, pass out and come to the field of work, you realize that these preparations they had been putting up do not count any more.

It can be inferred from the study that, upon thorough CPD evaluation by teachers on the impacts, it is confirmed that CPD is very useful to teachers. Therefore, an emphasis on the purpose of CPD before any activities take place may enhance the CPD experience, and improve both individual and school-level outcomes (Harland & Kinder, 1997; Muijs et al, 2004).

Interviewee 1 Posit that, ―Yea! I think it's helping, it's very effective because without that, most of the teachers would have been teaching non ‗sylla' or what used to be the norm. I think CPD is helping, because of that they are able to do what they are expected to do''.

Interviewee 2 also stressed that:

> Actually, we've seen that it helps them a lot to improve and also gives them confidence to deliver. Initially, we saw that some of the teachers did not have the confidence when they were teaching but since we started this, it's helping, it's building them.

Also in agreement with above, Dodds, (2001) put forward that, the role of professional development is to aid teachers in building new pedagogical theories and practices and to help them develop their expertise in the teaching field. Clarke and Hollingsworth (2002) stressed that the most immediate and significant outcome of any successful CPD is a positive impact in changing teachers' knowledge and practice, which in turn should lead to improved learner performance. Harland and Kinder (1997) suggested that enthusiasm and motivation resulting from activities are indicators of high quality CPD, and this was reflected in Edmonds and Lee's (2002)

finding that teachers felt the most effective CPD was that which resulted in increased confidence and enthusiasm. More generally, reported gains from CPD include: development of reflective and critical practice, and an enquiry-based approach to pedagogy; development of practitioner dialogue; development of problem-solving skills with reference to teaching practice; increased links, collaboration and cooperation with other teachers, with modelling and sharing of best practice; opportunities for promotion; and personal satisfaction. The opportunity to continue learning and rediscover an interest in the profession, and in education in general was valued, teachers appreciated the time to develop different ways of thinking, and postgraduate studies in particular were reported as pushing intellectual boundaries and encouraging a more critical, questioning approach to practice (Burchell et al, 2002; Davies and Preston, 2002; Lyle, 2003; McAteer et al, 2005).

The data also highlighted issues concerning the organisation of CPD/INSET activities, as shown in the following theme.
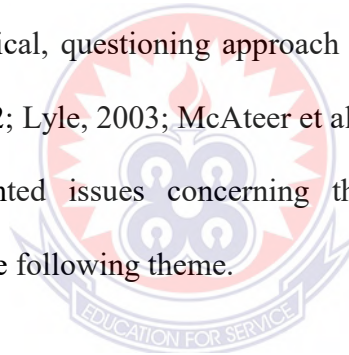
5.5 The Organisation of CPD/INSET Activities

The findings of the research instruments on how often CPD activities were organized for the SHS teachers in the Sekyere South District unveiled that the programmes were not regularly organized. Majority of the respondents indicated that CPD programmes were organized on termly basis in the SEIP schools, this was followed by those who said annually and the others said CPD was not organized at all by the district. It is inferred from the study that, CPD programmes are organized termly for the teachers in the SEIP schools but annually for non-SEIP schools.

Interviewee 1 posit that, ―every term we have to organize at least one for the teachers either with regards to management or with regards to the specific subjects they are

123

teaching but it's not always the case. Sometimes we don't organize it but I think at least once a term would be better."

Majority of the respondents who reacted to the question on how well CPD was organized in their schools in the Sekyere South district denoted that the CPD programmes were not well organised. This was followed by the respondents who represent very well organized (mainly from SEIP schools) and well organized respectively.

It can therefore be inferred from the study that, CPD programmes are not well organized in the Sekyere South District. **Interviewee 1** agreed to the questionnaire result by stating that:

> That is where the problem is , normally if you don't have money, you can't organize this CPD because, in the first place, you need materials, you need the resource person so it all boils down to funds so if the funds are not available, it would be difficult for you to organize it. Sometimes if you invite a resource person from far away, you need to give the person T&T. Teachers who commute from other places would also demand T&T so normally it's difficult for us to organize. The organization is not easy it's very tedious and difficult.

Majority of participants who commented on resource persons in the district indicated that they were very good. This was followed by respondents who rated them as satisfactory and those who believe the resource persons were ill prepared. From the result, it is established that, resource persons in the district are very good. **Interviewee 1** posit that: ―Normally we have the subject teachers who are seasoned examiners, most of the facilitators are these people. Sometimes we also invite lecturers from the Universities to come and help. These are the resource persons we normally use."

Additionally, the findings on resource materials for CPD programmes in the Sekyere South district, as pointed out by most respondents indicated that they were inadequate. However, some respondents (especially those from the SEIP schools) said the resource materials were adequate while a few respondents stressed that the resource materials were not available at all. It can therefore be inferred that, resource materials are not adequate in the district.

The challenges SHS teachers face in accessing CPD programmes are discussed in the next section.

Research Question 3: What challenges do teachers face in accessing the CPD programmes offered to them? The only theme that emerged from this question has been comprehensively discussed below.

5.6 Challenges SHS teachers face in Accessing CPD Programmes.

The study unveiled several factors that hinder teachers' access to CPD which included financial constraints, wrong timing, lack of resource materials, lack of commitment on the part of the teachers, cold attitude of SHS headmasters towards CPD and inadequate motivation for the teacher participants in their respective order. Majority of the study participants highlighted financial constraints as the leading challenge to the teachers' access to CPD in the Sekyere South district. Therefore, it can be concluded from the study that, financial constraints is the biggest hindrance to teachers' access to CPD programmes.

The result is in line with findings of Mohammed (2006) who put forward that, almost all CPD 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 CPD. Without financial resources, CPD programmes cannot run. These programmes need financial

125

resources for logistical purposes. These 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 CPD programme.

Concerning the challenges **Interviewee 1** discussed that, ―I mentioned finance and sometimes getting the venue is very difficult. If it involves the use of equipment and other things, where to get them and most at times all the places are busy, if you intend to maybe organise it at the dining hall, usually there are some activities going on there; if you want to do it at the science lab usually students have to be taken there for practical lessons and so the venue also poses a lot of challenges. And then we also have to get the resource persons, it's not also easy to get them. Sometimes if the person is a lecturer, you need to communicate with the person for quite a long time before he could be available for the CPD. So I think these are some of the challenges."

Interviewee 3 confirmed the result of financial constraints by stating that, ―At times, some of the training sessions you need resource persons and you cannot go and ask somebody to come and deliver something without giving the person anything. The school may be constrained so far as financial issues are concerned so sometimes you would organize the CPD but it would be poorly organized in the sense that you couldn't get the resource persons and materials and if you are not able to get those materials you will organize it but it will not be effective. Aside the finance, logistics and time constraint, some teachers would not avail themselves for the training programmes".

126

Interviewee 5 hypothesized that, ―Certainly, prominent among the factors is finance, financial constrain is normally the problem which most headmasters shy away from, unless they are compelled by the government to do that. Non-governmental organizations sometimes come in. Another problem is logistics. In some of the schools, where I was teaching for instance they don't have light so it means that they don't have the opportunity to use a projector so they have to make do with the black board and chalk. Compared with a school that has a projector in a room with light and everything, it's well organized for them. So finance, logistic and in some cases human resource are the major constraints."

In addition to highlighting the challenges SHS teachers face in accessing CPD programmes, the data exposed the things that motivate the teachers to participate in CPD programmes, as discussed in the next sub-section.

5.7 Motivation for SHS Teachers' Participation in CPD Programmes.

It emerged from the findings that majority of the SHS teachers in Sekyere South District participate in CPD in order to acquire professional skills and knowledge, followed by others who do CPD to get Certificates, financial motivation, for socialization or for mere formalities respectively.

It can be inferred that, acquisition of professional knowledge and skills is the main factor that motivates teachers towards CPD activities. Scholars such as, Fullan and Hargreaves (1996); and Fullan (1999) also asserted that, teachers are attracted to professional development because they believe that it will expand their knowledge and skills, contribute to their growth, and enhance their effectiveness with students.

With regard to comments on how venue for CPD hinders participation in CPD activities, majority said the venues were below standard followed by participants who said the venues were mostly far away from participants and a small number of respondents denoted that venue was not a problem.

From the study, it can be deduced that, venue provided for CPD programmes in Sekyere South district of education are below standard and therefore, demotivate teachers from accessing the CPD programmes. From the study result, overwhelming majority indicated that there is correlation between CPD and its corresponding practice. Deojay and Pennigton (2004a), argue that the contents that teachers should learn through CPD should be directly linked to the learning gaps of students. Harland et al (1991) posit that, accredited programmes provide teachers with significant gains in relation to knowledge of educational practices within a framework of a reflective learning community of peers. Flecknoe (2000) added that, CPD activities appear to increase teachers' confidence, that is, self-belief and assurance, in terms of their abilities to articulate views on educational issues at high cognitive level to their peers.

Interviewee 1 is in line with the result, when he posits that, ―It‘s true, there is correlation between CPD/INSECT and classroom practice. Since the teacher is supposed to practice his profession in the classroom, whatever he learns through the CPD, he takes it to the classroom and that enhances his performance.‖

Interviewee 6 confirms the result by saying, ―Yes, I will say there is correlation between the training and the classroom practice because as I said, when we introduced those training programmes we have seen improvement in the teaching of our teachers and its resultant effect on the performance of students‖.

The next theme discusses how to improve CPD programmes for meaningful teaching and learning in the schools.

Research Question 4: How could the continuous professional development (CPD) programmes organised for the teachers be improved for a meaningful teaching and learning in the schools? This fourth research question which sought to find out ways of improving CPD for meaningful teaching and learning in the district generated only one theme. The theme has been carefully treated below.

5.8 Improving CPD Programmes for Meaningful Teaching and Learning in the Schools.

Based on the evidence from the study on how CPD programmes could be improved in the context of the study, majority of the respondents suggested that a budget should be drawn for CPD programmes. This was followed by the recommendation that CPD should be made a policy in the schools. Others believe that qualified resource persons, provision of adequate resource materials, making CPD attractive and favorable timing would help to improve the programmes. It can be deduced that to ensure improvement in CPD programmes in the district, school authorities should not only draw a budget for CPD programmes but also make it a policy in the various senior high schools in the district.

Interviewee 1's response was in line with result from the study. He opined that, ―I also think funds should be made available by the district Director or the Headmaster so that such programmes could be organized".

Interviewee 3 stated that:

> This time, I want to move into sponsorship because the school cannot do it alone. The government must come in, all the stake holders: the P.T.A, the school, the chiefs and even the town folks because the school is in their town. I must say that our PTA should be commended because at a point in time, it came in to sponsor the CPD/INSET programmes organized in the school.

129

Interviewee 5 stated that, ―The HODs should identify the CPD needs of teachers and factor it into the composite budget for every year. Also, there should be follow ups after these workshops to ascertain whether the participants are using the new skill or knowledge acquired."

In the interview with **interviewee 6,** he argued that, ―Well, it can be improved in the schools if all departments plan and prepare their budget at the beginning of the academic year so that we can factor it into the school budget and calendar."

Evidence from the study indicates that MoE/GES should be responsible for the provision of CPD for teachers as they ensure policy implementation in the sector. The result is totally in line with **Interviewee 1**who stated that:

> The district education office has to take it upon itself to ensure that the programme is organized at least once a term in all the Senior High Schools. And when it is being organized, a representative or the director himself or herself must come to the venue to ensure that it's being organized, when it happens that way, teachers give it all the seriousness it deserves.

The **interviewee 6** posits that:

> I think it's both government and the school who should be responsible for providing quality CPD. A suggestion came up in our meeting to conduct one that could embody all teachers in the school, where they cited instances of schools that go outside their school premises to organize residential courses for their teachers. So if the government also comes in to help, then the financial deed could be met. So that the school takes charge of the small, small ones that we are doing.

The findings of the study revealed that, majority of the respondents want teachers to select topics for CPD programmes. This was followed by respondents who pointed to WAEC, those who said Heads of schools and GES respectively. It is therefore inferred from the study result that teachers should select topics for CPD programmes

since they are the direct beneficiaries of the programme and that they know their training needs.

The interviewee 1 confirmed the results by stating that ―Yes, it should be the teachers themselves. They are doing the teaching so they know their short falls and so when topics for such programmes are taken from them, it would have a very positive impact on their teaching".

Interviewee 4 also supported the result he opined that, ―Teachers should select the topics for the workshops since the teachers know best as to what they should teach; if you leave it to students, they will always go for their comfort zones. The teachers know the WAEC requirements so they should select the topics."

Interviewee 5 also reiterated that, ―Selection of topics for INSET should be done by the teachers themselves". He explained that it is the teachers who are going to teach in the classroom so their needs should be met by the CPD programmes. That's why the school based workshops for instance provide the needed teaching skills and competences to enhance their delivery. By extension the students' needs, parents' needs and that of the school are all covered.

Interviewee 6 also said that:

> I think depending on the content of the workshop. For instance, if it is going to be on teaching and learning, then departments (that is, HODs) should select the topics because they supervise the teachers and know their weaknesses which must be addressed. And if it is something relating to management, then the head of the school could also suggest. That's why I talked about the content.

Interviewee 7 was also of the view that:

131

Topics for the CPD must be selected by the HODs in consultation with the subject heads. I would even expand it to the teachers. For instance, if you take science, we have a coordinator for Physics, a coordinator for Integrated Science, Biology and Chemistry. So if there are certain areas that need attention in say Integrated Science, then the HOD must sit down with the coordinator and discuss the areas involved. Or one/two teachers from the area could be consulted.

This result is in line with Deojay and Pennigton (2004a) who argue that the contents that teachers should learn through CPD should be directly linked to the learning gaps of students since the ultimate goal of CPD is improving students' overall performance.

5.9 Summary

In this chapter, the research findings indicated in the chapter four have been discussed in relation to the literature. The major issues discussed relate to the kind of continuous professional development (CPD) /In-Service training (INSET) activities organised for SHS teachers in Sekyere South district, the views of teachers on the impact of continuous professional development (CPD) programmes offered to them, the challenges the teachers face in accessing the CPD programmes organised for them and how the programmes could be improved for meaningful teaching and learning in the schools. The next chapter will present the main findings of this study, indicate how the key research questions set out in Chapter One have been addressed, draw conclusions, make recommendations and give suggestions for further research.

CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSION AND

RECOMMENDATIONS

6.0 Introduction

This chapter provides a brief overview of the study by highlighting major findings to draw conclusions and to suggest the way forward. The chapter indicates how the original research questions and objectives set out in Chapter One have been answered. The main findings are summarised under the research questions followed by the significance of the study, recommendations for professional practice and new areas for further research.

The purpose of the study was to assess the views of Senior High School teachers in the Sekyere South District in the Ashanti region of Ghana on the impact of continuous professional development programmes offered to them.

Consequently, four objectives were set decisively to identify the kinds of continuous professional development/In-Service training activities organised for SHS teachers in the Sekyere South district; to assess the views of teachers on the impact of continuous professional development (CPD) programmes offered to them; to identify the challenges the teachers face in accessing the CPD programmes organised for them and to find out how the programmes could be improved for meaningful teaching and learning in the schools.

To accomplish these objectives a case study informed by the Constructivist perspective was designed around the following research questions:

1. What are the continuous professional development/In-Service training activities organised for SHS teachers in Sekyere South District?

133

2. What are the views of the teachers in Sekyere South district on the impact of the CPD programmes organised for them on their work?

3. What challenges do teachers face in accessing the CPD programmes offered to them?

4. How could the continuous professional development (CPD) programmes organised for the teachers be improved for meaningful teaching and learning in the schools?

In order to develop a framework to guide the study, the review of related literature was done in the Chapter Two of the study to explore the various issues raised. The knowledge gained from that conceptual framework guided the data collection process and helped with the development of the themes from the data. The conclusions drawn therefore answer the four research questions indicated.

6.1 Main Findings of the Study

The first question of this research sought to identify the continuous professional development (CPD)/(INSET) activities organised for SHS teachers in Sekyere South District. It emerged the CPD programmes included workshops, school based INSET, study leave and mentoring.

The second question of the research was to assess the views of the teachers in Sekyere South district on the impact of CPD programmes organised for them. The study unravelled that, the CPD programmes were very useful as they improve professional skills and content knowledge of teachers besides impacting positively on students' performance. It is inferred from the result that, CPD has positive effects on the quality of teaching, student performance and school reputation.

The third Research Question was to identify the challenges SHS teachers face in accessing the CPD programmes offered to them. The study identified financial constraints, wrong timing and inadequate resource materials in the district as the major hindrances to the teachers' access to CPD programmes. Other challenges included inadequate motivation for the teachers, cold attitude of SHS headmasters towards CPD and lack of commitment on the part of the teachers.

The last Research Question was to unravel how the Continuous Professional Development (CPD) programmes organised for the teachers could be improved for meaningful teaching and learning in the schools. The study pointed out that, a budget should specifically be drawn by the school authorities for CPD programmes in the various Senior High Schools in the district in addition to making it a policy in the schools to guarantee its improvement to enhance meaningful teaching and learning. Other ways of improving CPD programmes included making CPD attractive to the teachers and looking for favorable timing for the programmes to ensure maximum teacher participation.

6.2 Conclusions

Based on the findings of the study, the following conclusions could be drawn: workshops with variants like: (concept teaching, departmental, SEIP, school base INSET workshops), study leave and mentoring are the most common kinds of CPD programmes in the Sekyere South district. Study leave was acclaimed the best CPD programme for teachers, because it provides access for some teachers to finance their education and also offers them ample time to study.

The study also denoted that coaching method is not common among the CPD activities offered to SHS teachers in the district. The study again, emphasised that the district did not organise any CPD for the SHS teachers.

CPD is very useful to the teachers but it is organized only on termly basis for most teachers in the Senior High Schools in Sekyere South District in the form of concept teaching and departmental workshops. The study further revealed that CPD programmes in the Sekyere South district are irregular and are not well organized. The needs of teachers should be paramount so far as CPD provision is concerned since they serve as pivot round which CPD programmes revolved. The study again proved that, teachers need further training in teaching methodology or pedagogical skills to help improve CPD programmes as well as quality education in the district.

6.3 Recommendations for Professional Practice

Based on the findings the following recommendations could be made:

1. The study discovered that financial constraints, wrong timing and inadequate resource materials are the major hindrances to the teachers' accessibility to CPD programmes. Therefore, it is recommended that school authorities draw a budget specifically for CPD programmes in the various Senior High Schools in the district to guarantee its improvement through effective organisation to enhance meaningful teaching and learning. It is again recommended that CPD should be made a policy in the schools to boost teachers' participation and to ensure its regular organisation. I further recommend that the assistant headmasters of the schools or the organisers of CPD programmes look for enough resource materials and good or appropriate time that would favour most teachers any time they are going to organise such programmes.

136

2. The study confirmed that CPD is very useful in building the capacities of both teachers and secondary school heads. It is therefore recommended that the district director of education liaises with the headmasters of the Senior High Schools to ensure constant organisation of CPD/INSET in the schools. Also, stakeholders should consider investing the right amount of resources into the programmes of teacher's continuous professional development at both the district and national levels to warrant the public expectations for improvement in students' learning outcomes.

3. The study again revealed that, teachers need further training in teaching methodology or pedagogical skills to help improve the quality of education in the district. It is recommended that organisers of CPD programmes lay more emphasis on pedagogical training in order to sharpen the teaching skills of the teachers. Also, I recommend a policy framework that would mandate teachers to complete a certain amount of continuous professional development activities every year.

4. It emerged from the findings that correlation between CPD programmes and classroom practice is a major factor that motivates teachers to access CPD activities in the district. It is therefore recommended that as suggested by most of the participants, teachers should select topics for CPD programmes since they are the direct beneficiaries of the programmes and they know their CPD needs as well as the needs of the students. It is further recommended that organisers of CPD programmes always do enough need assessment before they organise CPD/INSET. Again, I recommend that participants of CPD programmes should be given physical motivation such as T&T, cash allowances, feeding etc.

6.4 Suggestions for Further Research

1. The study focused on SHS teachers in Sekyere South District of Ashanti region, further research could focus on Senior High School teachers in other districts in the region or the nation. This will help in understanding other teachers' perspectives on Continuous Professional Development (CPD) programmes organised for them.

2. The study explored the Perspective of SHS teachers in Sekyere South District of Ashanti on Continuous Professional Development (CPD) programmes organised for them. A study that will focus on the challenges school management face in the organisation of CPD programmes in Senior High Schools will be worthwhile.

REFERENCES

Adama, A. (2012). *Niger INSET country report.* London: UNESCO – 11CBA, Addis Ababa and Commonwealth Secretariat.

Adamu-Issah, M., Elden, L., Forson, M., & Schrofer, T. (2007). *Achieving universal primary education in Ghana by 2015: A reality of a dream?* New York: UNICEF. Retrieved on 4/8/17 from http://www.unicef.org/videoaudio/PDFs/Achieving_Universal_Primary_Education_inhana_by_2015.pdf

Adeyanju, T. K. (2004). Teacher-led professional development through support and mentoring: Report of a World Bank action research, National Teachers' *Institute (NTI) Journal of Open Learning and Teacher Education, 1*, 16-45.

Adeyanju, T. K. (2012). *An impact study of the MDG teacher retaining project*, 2006 - 2010. National Teachers' Institute (NTI) Commissioned study.

African American Institute [AAI] (2015). *Overview of the State of Education in Africa: Early Childhood, Primary and Secondary Education*, Vocational and Technical Training and Higher Education. Report released in Lagos, Nigeria

Aikenhead, P. (1997). *Choosing qualitative research: A primer for technology education.* Oxford: University Press.

Allied Health Professions Project [AHP] (2002). *Demonstrating competence through Continuing Professional Development (CPD)* Final Report. London: AHP Project.

Anamuah-Mensah, J. (2002). *Keynote address on the 50th Anniversary Celebration of the Jasikan Training College.* Ho: Ghana.

Atkinson, P., Coffey, A., & Delamont, S. (2001). *A debate about our canon. Qualitative research.* USA: McGraw-Hill.

Babbie, E. (2010). *The practice of social research.* Belmont, CA: Wadsworth.

Becker, G (1964). *Human capital.* New York: Columbia University Press.

Becker, G. (1962). Investment in human capital: A theoretical analysis. NBER Special Conference 15. *Supplement to Journal of Political Economy, 70*(5), 9-49.

Ben-Porath, Y. (1967). The production of human capital and the life cycle of earnings. *The Journal of Political Economy, 75*(4), 352-365.

Best, J. W., & Kahn, J. V. (1993). *Research in education* (7th ed.). India: Prentice Hall.

Biggs, J. (2004). *Teaching for quality learning at University: What the student does. Society for research into higher education.* Maidenhead: Open University Press.

Blundel, R., Dearden, L., Meghir, C., & Sianesi, B. (1999). Human capital investment: the returns from education and training to the individual, the firm and the economy. *Fiscal Studies, 20*(1), 1-23.

Bolam, R. (2000). Emerging policy trends: Some implications for continuing professional development. *Journal of In-Service Education, 26*(2), 267-280.

Boldizzoni, (2008). *Means and ends: The idea of capital in the West; 1500-1970.* New York: Palgrave Macmillan.

Bowles, S., Gintis, H., & Osborne, M. (2001). The determinants of earnings: A behavioral approach. *Journal of Economic Literature, 39*(4), 1137-1176

Brookfield, S. D. (1995). *Becoming a critically reflective teacher.* USA: John Wiley & Sons, Inc.

Brown, J. (2004). *Making the most of understanding by design.* Washington, DC: Association for Supervision and Curriculum Development.

Brungardt, C. (1996). The making of leaders: A review of the research in Leadership development and Education. *Journal of Leadership Studies, 3*(3), 81-95.

Bubb, S. & Hoare, P. (2001). *Performance management: Monitoring teaching in the primary school.* London: David Fulton.

Bubb, S., & Earley, P., (2007). *Leading and managing continuous professional development: Developing people, developing schools*. London: Sage Publications.

Burchell H., Dyson J., & Rees, M. (2002). Making a difference: A study of the impact of Continuing Professional Development on personal and professional lives. *Journal of In-service Education, 28*(2), 219-255.

Burns, N., & Grove, S. K. (2003). *The practice of nursing research: Conduct critique and utilization*. Toronto: WB Saunders.

Bush, T. (2007). *Leadership and management development in education.* London: Sage.

Cahuc, P., & Zylberberg, A. (2004). *Labour economics*. Cambridge, MA: MIT Press.

Campbell, A., McNamara, O., & Gilroy, P. (2008). *Practitioner research and professional development in education.* London: Paul Chapman Publishing.

Chappuis, S., Chappius J., & Stiggins R, (2009). Supporting teacher learning teams. *Association for Supervision and Curriculum Development, 66*(5), 56-60.

Clarence-Fincham, J., & Naidoo, K. (2014) Translating theoretical perspectives into constructive debate: Reconceptualising the curriculum in the South African context. *South African Journal of Higher Education, 28*(3), 1003-1016.

Clarke, D., & Hollingsworth, H. (2002). Elaborating a model of teacher professional Growth. *Teaching and Teacher Education Journal, 18*(8), 947-967.

Cobbold, C., Ghartey, A. J., Mensah, F., & Ocansey, F. (2009).*Research on education in Africa with specific reference to Ghana. In Revitalizing higher education in Sub-Saharan Africa. A United Nations University project report*. United Nations University. Retrieved on 4/6/17 from http://www.unu.edu/africa/files/UNU_RevitalizingHigherEducation.pdf

Cohen L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). London: Routledge Falmer.

Cohen, L., Manion, L., & Morrison, L. (2000). *Research methods in education* (5th ed.). London: Routledge Falmer.

Collins, B. (2002). *The effectiveness of managerial leadership development programs: A Meta-Analysis of Studies from 1982-2001*. PHD Dissertation. Louisiana State university: The School of Human Resources Education and Workforce Development. Retrieved on 3/7/16 from: http://www.etd.Isu.edu/docs/available/etd-0607102-080200/unrestricted/collins dis.pdf. [

Cordingley, P., Bell, M., Rundell, B., & Evans, D. (2003). *The impact of collaborative CPD on Classroom Teaching and Learning. Research Evidence in Education Library.* London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London.

Craft, A. (2000). *Continuing professional development: A practical guide for teachers and schools*. London: Routledge Falmer.

Creemers, Kyriakides, & Antonio (2013). *Competence development for Vocational High... Researchgate.* London: Prentice-Hall.

Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions.* London: Sage Publications.

Creswell, J. W. (2003). *Research design: Qualitative and quantitative approaches.* Thousand Oaks, CA: Sage Publications.

Creswell, J. W. (2005). *Educational research planning, conducting and evaluating quantitative and qualitative research* (2nd ed.). New Jersey: Pearson Education.

Dadds, M. (1997). Continuing Professional development: nurturing the expert within. *British Journal of In-Service Education, 23*(1), 31-38.

Darling-Hammond, L., & Lieberman, A. (2012). Teacher education around the world: What can we learn from international practice? In Darling-Hammond, L. & Lieberman, A. (Eds.). *Teacher education around the World: Changing Policies and practices.* USA: Routledge.

Davies, R., & Preston, M. (2002).An evaluation of the impact of continuing professional development on personal and professional lives. *Journal of In Service Education* , *28*(2), 231-255.

Day, C. (1991). Quality assurance and professional development. *British Journal of In-service Education, 17*(3), 189-195.

Day, C. (1999a). *Developing teachers: The challenge of lifelong learning.* London, Routledge Falmer.

Day, C. (1999b). Professional development and reflective practice: Purposes, processes and partnerships. *Pedagogy, Culture and Society, 7*(2), 221-233.

Day, C., & Sachs, J. (2004). Professionalism, performativity and empowerment: discourse in the politics, policies and purposes of continuing professional development, in C. Day and J. Sachs, J. (Eds.), *International handbook on the continuing professional development of teachers.* Maidenhead: Birks, Open University Press.

Dearnley, C. A. (2006). Knowing nursing and finding the professional voice: A study of enrolled nurses converting to first level registration. *Nurse Education Today, 26*(3), 209-217.

Dearnley, C. A., & Matthew, R. G. S. (2007).Factors that con- tribute to undergraduate success. *Teaching in Higher Education, 12*(3), 377-391.

Dearnley, C., & Dixon, A. M. (2012). *Finding professional voice: Towards a theory of continuing professional development.* Retrieved on 5 January 2017 from<http://www.leads.ac.uk/medicince/meu/lifelong08/ChristineDearnley.pdf.>

Deetz, S. 1996). *Doing critical management research.* London: Macmillan.

Denscombe, M. (2003). *A good research guide for small scale social research projects.* Buckingham, Open University Press.

Deojay, T. R., & Pennigton (2004a). School Based Continuous Professional Development Practices at a Selected General Secondary and Preparatory School in Bahir Dar Town.

Dixon, A. M. (2007). *Challenges build confidence and delivers change: A Qualitative Evaluation of stereotactic needle core biopsy education program. Research Paper and Presentation Submitted in Partial Fulfilment of the Requirements*

for a Masters in Research Methods in Social Science. Bradford: University of Bradford.

Dodds, M. (2001). Continuing professional development: Nurturing the expert within. In Soler, J., Craft, A. & Burgess, H. (Eds.), *Teachers' development.exploring our own practice.* London: Paul Chapman Publishing and the Open University.

Eatough, V., & Smith, J. A. (2007). Interpretative phenomenological analysis. In C. Willig & W. Stainton Rogers (Eds.), *Handbook of qualitative research methods in psychology.* (pp. 179-194). London, UK: Sage.

Edmonds, S., & Lee, B. (2002).Teachers feelings about continuing professional development. *Education Journal, 61*, 28-29.

Educational Review Committee Report (2002).White paper on the report of the education review committee. Retrieved from http://www.modernghana.com /.../white%20paper%20and%20education%20reform.pdf

Erasmus, M., & Westhuizan, P. C. V. D. (1994).*Guidelines for the professional development of school principals by means of a mentoring system in a developing Country'.* Paper presented at the International Inter-visitation Programme, Buffalo, NY, May 22-27.

Eraut, M. (1994). *Developing professional knowledge and competence.* London: Falmer Press.

Eraut, M. (1995).In-service teacher education, In L.W. Anderson (Ed). *The international Encyclopedia of Teaching and Teacher Education.* Cambridge: Pergamo.

Eston, L. B. (2004). *Powerful designs for professional learning*. USA: National Development Council.

Evans, L. (2011). The ‗shape‗ of teacher professionalism in England: Professional standards, performance management, professional development and the changes proposed in the 2010 White Paper‗. *British Educational Research Journal, 37*(5), 851-870.

Falk, B. (2001). *Teachers caught in the action: Professional development matter.* New York: Teachers‗ College Press.

Fenstermacher, G. D., & Berliner, D. C. (1983). *A conceptual framework for the Analysis of staff development.* Santa Monica, CA: Rand

Fisher, I. (1897). Senses of ‗capital‗. *The Economic Journal, 7*, 199-213.

Flecknoe, M. (2000). Can continuing professional development for teachers be shown to raise pupils' achievement? *Journal of In-Service Education, 26*(3), 437-457

Flick, U., Kardorff, E. V., & Steinke, I. (2004). What is qualitative research? An introduction to the field. In Flick, U., Kardorff, E. V, & Steinke, I. (Eds.) *A companion to qualitative research.* London: Sage Publications.

Fullan, M. (2001). *Leading in a culture of change.* San Francisco: Jossey-Bass.

Fullan, M. (1991). *The new meaning of educational Change.* New York: Teachers College.

Fullan, M. (1995). The limits and the potential of professional development. In T. R. Guskey and M. Huberman (Eds.), *Professional development in education: New paradigmand practices.* New York and London: Teachers College Press.

Fullan, M. (1999). *Change forces: The sequel.* London and Philadelphia: Falmer Press.

Fullan, M. (2006). *Leading a culture of change.* San Francisco: Jossey-Bass.

Fullan, M., & Hargreaves, A. (1996). *What is worth fighting for in your school?* New York: Teachers College Press.

146

Fullan, M., & Hargreaves, A. (2001). *Teacher development and educational change.* London: Falmer.

Fullan, M., & Miles, M. (1992). *Getting reform right: What works and what doesn't.* San Francisco: Jossey-Bass.

Gaible, E., & Burns, M. (2005). *Using technology to train teachers.* Retrieved on 26 September 2017 from http://www.infodev.org/en/Publication.13.html

Gall, M. D., Gall, J. P., & Borg, W. R. (2007).*Educational research: An introduction* (8th ed.). Boston: Pearson International Edition.

Galloway, S. (2000). *Issues and challenges in continuing professional development. Continuous professional development: Looking ahead Proceedings of a symposium by the Centre on Skills, Knowledge and Organisational Performance*. Oxford: S. Galloway.

Ganser, T. (2000). An ambitious vision of professional development for teachers. *National Association of Secondary School Principals (NASSP) Bulletin, 84*(618), 6-12.

Gay, L. R., & Airasian, P. (2003). *Education research* (2nd ed.). New Jersey:Prentice Hall.

George, A. L., & Bennett, A. (2005). *Case studies and theory development in the Social Science*. Cambridge: MIT Press.

Gephart, R. (1999). *Qualitative and quantitative research paradigms in business.* London: Prentice-Hall.

Gillham, B. (2002). *Developing a questionnaire.* London: Continuum.

Giri K, Frankel, N., Tulenko K., Puckett A., Bailey R., & Ross, H. (2012**),** *Continuing Professional Development for Health Workers in Developing Countries*. Intra Health International.

Glatthorn, A. (1995). Teacher development. In L. Anderson (Ed.), *International Encyclopaedia of teaching and teacher education*. London: Pergamon Press.

Goode, R. B. (1959). Adding to the stock of physical and human capital. *The American Economic Review, 49*(2), 147-155.

Gray, D. E. (2004). *Doing research in the real World*. London: Sage Publications Ltd.

Gray, J. (2000). *Causing concern but improving: A review of schools' experience*. London: DfEE.

Gray, S. (2005). *An enquiry into continuing professional development for teachers.* London: University Of Cambridge.

Grbich, C. (2007) *Qualitative data analysis: An introduction*. London: Sage Publications Limited.

Grobler, P. A., Warnich, S., Carrell, M. R., Elbert, N. F., & Hartfield, R. D. (2002). *Human resource management* (2nd ed.). Cornwall: TJ International.

Gulston, K. (2010). *The challenges experienced by educators in primary schools regarding continuous professional development.* Master of Education Dissertation Submitted to the Department of Education, Law and Policy Studies: Faculty of Education University of Pretoria.

Guskey, T. (2000). *Evaluating professional development*. London: Corwin Press.

Guskey, T. (2002). Teachers and teaching: Theory and practice. *Professional Development and Teacher Change, 8*(3), 380-391.

Guskey, T. R. (1994). *Professional development in education. In search of the optimal mix.* Annual Meeting of the American Educational Research Association, New Orleans.

Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, Ca.: Corwin Press.

Haley, W. J. (1973). Human capital: The choice between investment and income. *American Economic Review, 63,* 929-944.

Hall, A., & Johnson, T. R. (1980). The determinants of planned retirement age. *Industrial and Labor Relations Review, 33*(2), 241-254.

Hargreaves, A. (1994). *Changing teachers: Changing times.* London: Corwin Press.

Harland, J., & Kinder, K. (1997). Teachers' continuing professional development: framing a model of outcomes. *British Journal of In-service Education, 23*(1), 71-84.

Harris, A. (2002). *Leadership in schools facing challenging circumstances, international congress of school effectiveness and school improvement*, Copenhagen.

Harris, A., & Muijs, D. (2002). *Teacher leadership: Principles and practices*. A Paper for the National College for School Leadership, Nottingham, England.

Hassel, E. (1999). *Professional development: Learning from the best. Oak Brook, IL: North Central Regional Educational Laboratory* (NCREL).

Henn, M., Weinstein, M., & Foard, N. (2006). *A short introduction to social research*. London: Sage Publications Ltd.

Herod, A. (1999). Reflections on interviewing foreign Elites: Premix, positionality, validity, and the cult of the insider. *Geofrum, 30*, 313-327.

Holloway, I., & Wheeler, S. (2002). *Qualitative research in nursing* (2nd ed.) Oxford: Blackwell.

Hooker, M. (2009). How can I encourage multi-stakeholder narrative and reflection on the use of ICT in Teacher Professional Programmes in Rwanda. *Educational Journal of Living Theories, 2*(3), 324-364. Retrieved on 24th March 2016 www.ejolts.net

Hopkins, D., & Harris, A. (2001). *Creating the conditions for teaching and learning a handbook of staff development activities*. London: David Fulton Press.

Howit, D., & Cramer, D. (2011). *Introduction to research methods in psychology* (3rd ed.). Prentice Hall.

Ishikawa, M., & Ryan, D., (2002). Schooling, basic skills and economic outcomes. *Economics of Education Review, 3*, 34-45.

Janaid, M. I., & Maka, F., (2015). *In-service teacher education in Sub-Saharan Africa:* A Synthesis Report, Commonwealth Secretariat.

Joyce, B. R., Calhoun, E. F., & Hopkins, D. (1999). *The new structure of school Improvement.* Buckingham: Open University Press.

Joyce, B., & Showers, B. (1980). Improving in-service training: The messages of research. *Educational Leadership, 37*, 379-385.

Joyce, B., & Showers, B. (1988). *Students' achievement through staff development.* New York: Longman.

Joyce, B., E. Calhoun, et al. (1998). *Models of teaching: Tools for learning.* Buckingham: Open University Press.

Kalton, R. (1983). *Introduction to research design.* London: Prentice-Hall.

Kelchtermans, G. (2004). *Continuing professional development for professional renewal: Moving beyond knowledge for practice.* In C. Day & J. Sachs (Eds), International Handbook on the Continuing Professional Development of Teachers. Maidenhead: Open University Press.

Kennedy, A. (2005). Models of continuing professional development: A framework for analysis. *Journal of In-service Education, 31*(2), 235-250.

Kerlinger, F. N. (1973). *Foundations of behavioral research* (2nd ed.) New York: Holt, Rinehart & Winston.

Kincheoloe, J. L. (1991). *Teachers as researchers: Qualitative inquiry as the path to empowerment*. London: Falmer Press.

Kusi, H. (2012). *Doing qualitative research: A guide to researchers.* Accra-New Town: Emmpong Press.

Laroche, M., Merette, M., & Ruggri, G. C. (1999). On the concept and dimensions of Human Capital in a knowledge- based economy context. *Canadian Public Policy-Analyse de Politiques, 25*(1), 87-100.

Learning First Alliance. (2000) *Every child reading: A professional development guide.* Learning First Alliance.

Lee, L. (2002). *The effect of Agency Training for Talwanese child care director professional development* (China), (Electronic resource). Ed.D. Thesis at spaldine University.

Lieberman, A. (1996). *Schools as collaborative culture: Creating the future now.* New York: Falmer Press.

Little, J. (1992). *Teachers professional development in a climate of educational reform*. New York: Macmillan.

Little, J. W. (1993). Teachers professional development in a climate of educational reform. *Educational Evaluation and Policy Analysis, 15*(2), 129-151.

Lyle, S. (2003). An investigation into the impact of a continuing professional development programme designed to support the development of teaches as researchers in South Wales. *Journal of In-Service Education, 29*(2), 195-313.

Madden, C. A., & Mitchell, V. A. (1993). *Professions, standards & competence: A survey of continuing education in the professions.* Bristol: University of Bristol.

Maden, M., & Hillman, J. (1996). *Success against the odds*. London: Routledge

Marshall, C., & Rossman, G. B. (2006). *Designing qualitative research* (4th ed.). Thousand Oaks, CA: Sage.

Maslow, A. H. (1970). *Motivation and personality* (3rd ed.). New York: Harper Collins Publishers.

McAteer, M., Foster, R., Groves, J., Hallet, F., Jones, M., & Rutter, T. (2005) *Continuing professional development: Exploring the impact on teachers' professional practice and pupil learning.* Paper presented at BERA annual conference, University of Glamorgan, 14 – 17 September 2005.

McCombs, B. L. (1997). Self-assessment and refection: Tools for promoting teacher changes toward learner-centred practices. *National Association of Secondary School Principals (NASSP) Bulletin, 81*(587), 1-14.

Mcgraw, H (2011). *Human capital theory: Applications to education and training – chass*. utoronto.ca

Mesec, B. (1998). *Uvod v kvalitativno raziskovanje v socialnem delu./Introduction to Qualitative Research in Social field.* Ljubljana: Visoka šola za socialno delo.

Ministry of Education & Ghana Education Service (2012). *Ghana Pre-tertiary teacher professional development and management in Ghana:* Policy Framework. Retrieved on 3/7/17 from http://planipolis.iiep.unesco.org/upload/Ghana/Ghana_Pretertiary%20teacher%20professional%20development%20and%20management.pdf

Ministry of Education (2010). Education Sector Performance Report. Retrieved on 3/7/17 from http://www.idpfoundation.org/Ghana%20MoE%20Ed%20Performance%20Report%202 10.pdf.

Ministry of Education (MoE) (2010). *Education sector development Programme IV* (ESDP IV) Addis Ababa.

Ministry of Education (MOE). (2012). *Education Strategic Plan 2010 – 2020*. Vol 1; Policies, Strategies, Delivery and Finance, MoE, Accra.

Mizel, H., (2010). *Why professional development matters – Learning forward: Advancing professional learning for student success.* Learning Forward: USA (Available online at: www.learningforward.org/advancing/whypdmatters.cfm)

Mohammed, A. M. (2006). *Creating opportunities for continuing professional Development of Teachers.* The National Teachers' institute experience lead Paper presented at The 1st National conference of the Faculty of Education, University of Abusa Held from 17th -21st October: Nigeria.

Mugenda, O. M., & Mugenda, A. G. (2003). *Research methods: Quantitative and qualitative approaches*. Nairobi: Act Press.

Muijs, D., Day, C., Harris, A. and Lindsay, G. (2004). Evaluating continuing professional development: An overview. In C. Day and J. Sachs (Eds.) *International handbook on the continuing professional development of teachers.* Ballmoor, Bucks: Open University Press.

Mulkeen, A. D., Chapman, J., DeJaeghere, E., Leu, & Bryner, K. (2005).*Recruiting, retaining, and retraining secondary school teachers and principals in Sub-Saharan Africa. GEC Working Paper Series.* Washington D.C.: Academy for Education Development and the World Bank.

National Staff Development Council (2009a). *NSDC Standards: Learning*. Retrieved June 30, 2017 fromhttp://www.nsdc.org/standards/learning.cfm

National Staff Development Council (2009b). NSDC standards: Learning communities Retrieved on November 30, 2017 from http://www.nsdc.org/standards/learningcommunities.cfm

National Staff Development Council. (2001). *Standards for Staff Development* (Revised). Oxford, OH: NSDC.

Neil, P., & Morgan, C. (2003). *Continuing professional development for teachers: From induction to senior management*. London, UK: Kogan Page Limited.

Neuman, W. L. (2003). *Social research methods: Qualitative and quantitative approaches* (5th ed.). Boston: Allyn and Bacon.

O'Leary, Z. (2005). *Researching real-world problems: A guide to methods of Inquiry.* London: Sage Publications.

Oduro, G. K. T. (2003). *Perspectives of Ghanaian headteachers on their Role and Professional Development: The Case of KEEA District Primary Schools'.* Unpublished thesis submitted to the University of Cambridge, UK.

OECD (2009). *Creating effective teaching and learning environments. First results from TALIS.* Paris: OECD Publication. http://www.oecd.org/dataoecd/17/51/43023606.pdf

OFSTED (2000). *Improving city schools*. London, Office for Standards in Education.

Opie, C. (2004). Research approaches. In Opie, C. (Ed.), *Doing educational research: A guide to first time researchers.* London: Sage Publications.

Parahoo, K. (1997). *Nursing research: Principles, process and issues*. Basingstoke: Macmillan.

Penuel, W. R., Fishman, B. J., Yamaguchi, R., & Gallagher, L. P. (2007). What makes professional development effective? Strategies that foster curriculum implementation. *American Educational Research Journal, 44* (4), 921-958.

Perraton, H, Creed, C, & Robinson, B (2002). *Teacher education guidelines: Using open and distance learning technology, curriculum, cost, evaluation*. Paris UNESCO & Cambridge: Division of higher education and research, International Research Foundation for Open Learning.

Preston-Shoot, M. (2007). *Effective group work* (2nd ed.) Basingstoke: Palgrave Macmillan.

Punch, K. (2005). *Introduction to social research: Quantitative and qualitative approaches* (2nd ed.). London: Sage Publications.

Rhodes, J. E., Camic, P. M., Milburn, M., & Lowe, S. R. (2009). Improving middle school climate through teacher centered change. *Journal of Community Psychology, 37*(6), 711-724.

Robinson, C. & Sebba, J., (2004). *A Review of Research and Evaluation to Inform the Development of the New Postgraduate Professional Development Programme.* TTA/University of Sussex.

Rose, J., & Reynolds, D. (2009). Teachers' continuing professional development: Rooting practice in the classroom. *International Journal of Management in Education, 2*(1), 14-29.

Sagor, R. (2000). *Guiding school improvement with action research.* Alexandria, VA: Association for Supervision and Curriculum Development.

Sahakian, W. S. (1976). Gestalt Learning Theory Overview. Retrieved on 14 Dec. 2017 from <http://www.lifecirclesinc.com/Learning-theories/gestalt/gestalttheory.html> ().

155

Sakaran, T. (2000).*Research methods for business.* London: John Willey.

Sanders, J., & McAreavey, M. J. (2007). Developing the scholarship of medical educators: a challenge in the present era of change. *Postgrad Med J,* 83, 561

Saunders, W. M., Goldenberg, C. N., & Gallimore, R. (2009). Classroom learning: A prospective, quasi-experimental study of Title I schools. *American Education Research Journal, 46*(4), 1006-1033. Retrieved on December 1, 2017, from: http://aer.sagepub.com/cgi/content/abstract/46/4/1006

Schultz, T. W. (Ed.) (1961). Investment in human capital. *The American Economic Review, 51*(1), 1-17.

Schulze, S. (2003). *Views on the combination of quantitative and qualitative research approaches*. London: Prentice-Hall.

Schwille J., & Dembélé, M. (2007). *A career-long perspective on teacher learning: Improving policy and practice in developing countries.* Fundamentals of educational planning series. Paris: International Institute for Educational Planning (IIEP).

Sebba, J. (1997). Educational research: Developing and implementing the Government's action plan. *Research Intelligence, 67*, 19-20.

Sharan, B., Johnson-Bailey, J., Ming-Yeh, L., Kee, Y., Ntseane, G., & Muhamed, M. (2001). Power and Positionality: Negotiating insider/outsider status within and across cultures. *International Journal of Lifelong Education*, *20*(5), 405-416.

Sikes, P. (2004). Methodology, procedures and ethical concerns. In Opie, C. (Ed.) *Doing Educational Research: A guide to first time researchers.* London: Sage Publications.

Skill for Care (2010). *Keeping up the Good Work – a practical guide to implementing continuing professional development in the adult social care workforce,*

(online) Available from: http://www.skillforcare.org.uk/developing-skill/CPD-and-careerpathways/cpd.aspx, (Accessed 13 July, 2012)

Smith, A. (1776). *An inquiry into the nature and causes of the wealth of nations*, Book 2. Petersfield: Harriman House.

Smith, A. (2007). *An inquiry into the nature and causes of the wealth of nations.* Petersfield: Harriman House. (Original work published in 1776.)

Sparks, D. (2002).*A New Vision for staff Development.* Paper co-published by the National Staff Development council (NSDC) and the Association for Supervision and Curriculum development (ASCD).

Sparks, G. M., & Simmons, J. (1989). Inquiry-oriented staff development: Using research as a source of tools, not rules. In S. Caldwell (Ed.), *Staff development: A handbook of effective practices* (p. 126-139). Oxford, OH: National Staff Development Council.

Spillane, J. P. (1999). External Reform initiatives aid teachers' efforts to reconstruct their practice: The mediating role of teachers' zones of enactment. *Journal of Curriculum Studies, 31*(2), 12-34.

Steiner, L. (2004). *Designing effective professional experiences: What do we know*. Naperville, IL, Learning Point Associates.

Sturman, A. (1997). Case study methods. In: J. P. Keeves (Ed.). *Educational research, methodology and measurement: an international handbook* (pp. 61–66). Oxford: Pergamon.

Sweeney, D. (2005). *Learning along the way: Professional development by and for teachers.* Maine, USA: Stenhouse Publishers: Portland.

Talbert, J., & McLaughlin, M. (1994). Teacher professionalism in local school context. *American Journal of Education*, *102* (2), 123-153.

Ukeje, B. O., Akabogu, G. C., & Ndu, A. (1992). *Educational administration*. Nigeria: Fourth Dimension publishing cap. Ltd

Ulin, P.R., Robinson, E. T., & Tolley E. E., (2004). *Qualitative methods in public health: A field guide for applied research*. San Francisco, CA: Jossey-Bass

UNESCO (2004). *The quality imperatives,* EFA Global Monitoring Report 2005: Paris.

UNESCO (2006). *EFA Global Monitoring Report 2007: Strong Foundations. Early Childhood Care and Education.* Paris: UNESCO Publishing.

UNESCO. (2005). *Institute for Statistics.* Diagnostic Report on the Collection, Production and Use of Education Statistics, Data.

UNESCO. (2008). Seventh E-9 Ministerial Review Meeting. Retrieved from www.unesco.org

USAID, (2004). *Continuing teacher professional development through lesson study in South Africa.*

Verma, G. K., & Mallick, K. (1999). *Researching education: Perspectives and techniques.* London: Falmer Press.

Villegas-Reimers, E. (2003). *Teacher professional development: An International Review of the Literature.* Paris: International Institute for Educational Planning.

Walsham, G. (1993). Doing interpretive research: *European Journal Information System, 4*(2), 74-81.

Weber, M. (1949).*The methodology of the social sciences*. New York: Free Press.

Wei, R., Andree, A., & Darling-Hammond, L. (2009). How nations invest in teachers: High-achieving nations treat their teachers as professionals. *Educational Leadership, 66*(5), 28-33.

158

Wei, R., Darling-Hammond, L., Andree, A., Richardson, N., & Orphanos, S. (2009). *Professional learning in the learning profession: A status report on teacher development in the United States and abroad.* Dallas, TX: National Staff Development Council.

Wenger, E., McDermott, R., & Snyder, W. M. (2002). *A guide to managing knowledge: Cultivating communities of practice:* Boston: Harvard Business School Press.

Wertheimer, M, Wolfgang, K, & Koffka, K (1912). *Gestalt psychology: An introduction to new concept in modern psychology.* London:

William, T. M. K. (2006). *Research methods knowledge base.* Retrieved from: http//www.socialresearchmethod.net/kb/scallkphp

Willis, G. B. (1995). *Using interviews to improve survey instruments.* London: Prentice-Hall.

Woodhall, M. (1997). *The reform of higher education finance in developing countries: Some implementation issues.* Paper presented at Human Development Week Washington, DC: World Bank.

Wragg, T. (2002). Interviewing. In Coleman, M. & Briggs, A. R. J. (Eds.), *Research methods in educational leadership and management*. London: Paul Chapman Publishing.

Yin , R. (2003). *Case study research design and methods* (3rd edition ed.). London: Sage.

Yin, R. K. (1994). *Case study research: Design and methods* (2nd ed.). Thousand Oaks, CA: Sage.

Yoon, K. S., Duncan, T., Lee, S. W., Scarlos, B., & Shapley, K. (2007). *Reviewing the evidence on how teacher professional development affects students'*

159

achievement. Issues and Answers Report 33. Washington, D.C.: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved on 4/8/17 from http: //ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007.pdf

APPENDICES

APPENDIX A

MAP OF SEKYERE SOUTH DISTRICT
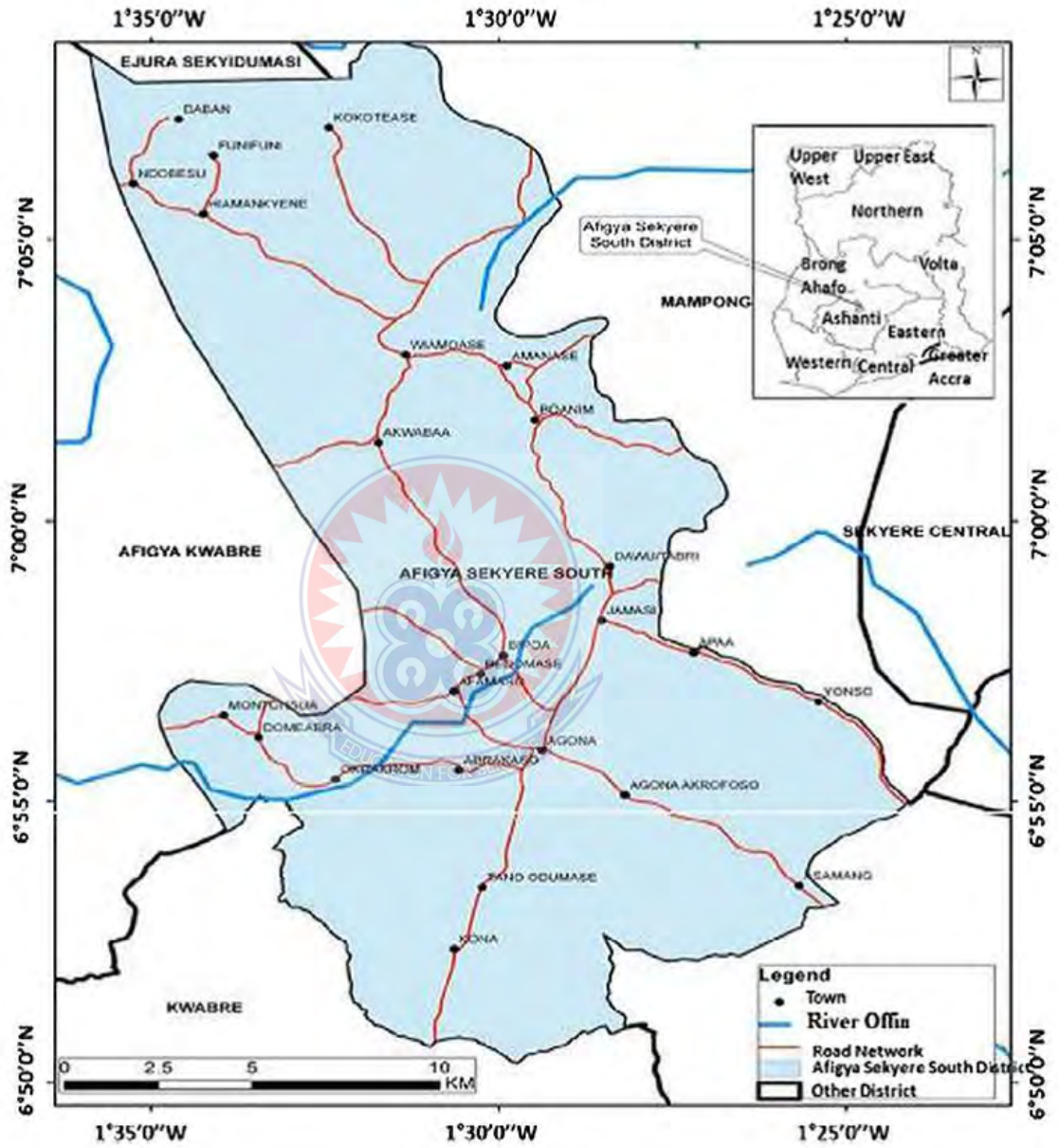
APPENDIX B

SAMPLE PERMISSION LETTER

Konadu Yiadom S.H.S.

Post Office Box 18

Asamang-Ashanti

10 -04 -2017.

The Headmaster

Konadu Yiadom S.H.S.

P. O. Box 18

Asamang-Ashanti

Request for Research Authority

Topic: Perspectives of Senior High School Teachers in Sekyere South District of Ashanti on Continuous Professional Development Programmes Organized for Them.

I am a second year Master of Philosophy Student of the department of Educational Leadership, University of Education, Winneba, Kumasi Campus, conducting an important research in connection with the Perspectives of Senior High School Teachers in Sekyere South District of Ashanti on Continuous Professional Development Programmes Organized for Them.

I humbly request permission to conduct the research in your school. The findings will be of value to all stakeholders. The confidentiality of the participants is assured and will be respected.

I trust my request would be given the needed consideration and attention. Thank You.

Yours faithfully,

Isaac Nkrumah Frimpong

Cell phone: 0243527004

APPENDIX C

UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

FACULTY OF EDUCATION AND COMMUNICATION SCIENCES

DEPARTMENT OF EDUCATIONAL LEADERSHIP

MASTER OF PHILOSOPHY IN EDUCATIONAL LEADERSHIP

QUESTIONNAIRE FOR SHS TEACHERS

Research Topic: Perspectives of Senior High School Teachers in Sekyere South District of Ashanti on Continuous Professional Development Programmes Organized for Them.

Dear Teacher,

The purpose of this questionnaire is to gather information on "Perspectives of Senior High School Teachers in Sekyere South District of Ashanti on Continuous Professional Development Programmes Organized for Them" as a requirement for the award of Master of Philosophy degree. Results of the study will add to the growing research base on Continuous Professional Development programmes and their role in making teachers effective and efficient in the classroom. I would therefore appreciate to have you as one of valued respondents of the study. Please, be informed that your participation is voluntary. The information you provide will be held in the strictest confidence and anonymity and would be used for academic purposes only. The success of the study lies on your prompt return of the questionnaire. Please complete and return the questionnaire to me. Your cooperation will be greatly appreciated. Thank you.

Yours faithfully,

(Isaac Nkrumah Frimpong)

0243527004

Name of Student: Isaac Nkrumah Frimpong

Programme: Master of Philosophy (Mphil) Educational Leadership

Date: ....

Questionnaire

Section A: Biographic Data

This section has items and questions from ̱1 to 5, and deals with the personal information of participants. Please tick the appropriate box or enter a statement.

1. Please indicate your gender.

   Male   [ ]

   Female   [ ]

2. Please tick your age range.

   20-29   [ ]

   30-39   [ ]

   40-49   [ ]

   50 and above [ ]

3. Please, tick your highest academic/professional qualification

   Certificate ̱A' or ̱B' [ ]

   Diploma   [ ]

   Degree   [ ]

   Masters   [ ]

   PhD   [ ]

Any other   [ ]   Please, Specify..

4. How many years of teaching experience do you have?

   1-5 years   [ ]

   6-10 years   [ ]

164

11-15 years   [   ]

16-20 years   [   ]

20 years and above [   ]

5. Please indicate your rank.

Principal Superintendent [   ]

Assistant Director I I   [   ]

Assistant Director I   [   ]

Deputy Director   [   ]

Director   [   ]

SEMI STRUCTURED QUESTIONNAIRES

Section B: RQ1

Kinds of CPD/INSET programmes organised for S.H.S. Teachers

1. What kinds of In-Service Training/CPD programmes are organised for you? Please mention them.

    ……………………………………………………………………………………..

    ………………………………………………………………………………………

    ………………………………………………………………………………………

    …...

    ....

    What are the most effective CPD programmes for you as teachers? Please state some of them.

    ………………………………………………………………………………………

    …...

    ………………………………………………………………………………………

    ………………………………………………………………………………………

    …...

    How effective are the above mentioned CPD programmes in improving your professional knowledge, skills and practice as a teacher? Please indicate.

    ………………………………………………………………………………………

    ………………………………………………………………………………………

    ………………………………………………………………………………………

    …..

    ....

Please give your comment(s) about the following kinds of CPD/In-Service

training programmes in your school/district: Please, state one for each.

a. Coaching……………………………………………………………………

………...

b. Mentoring……………………………………………………………………

………...

c. Singleworkshop………………………………………………………………

………...

d. Studyleaves…………………………………………………………………

………...

Section C: RQ2

Teachers views on the impact of CPD/ In-Service Programmes organised for them.

2. What would you say about the impact of CPD activities in your

   school/district? Could you please state them?

   ……………………………………………………………………………………

   ……………………………………………………………………………………

   ……………………………………………………………………………………

   ………...

3. How do you evaluate or rate the impact of CPD activities in your

   school/district? Please indicate.

   ……………………………………………………………………………………

   ……………………………………………………………………………………

   ………...

   ....

How often are CPD activities organized for you in your school/district? Please state..

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

………...

How well is CPD organized in your school/district? Could you please indicate?

…………………………………………………………………………………

………...

....

....

....

4. Could you please comment on the availability or quality of:

a. Resourcepersons...................…………………………………………………

……………………...

5. resourcematerials………………………………………………………………

………...

It is believed that CPD/In-Service Training has positive effects on teacher quality, students' performance and school reputation. What is your opinion?

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

....

Section D: RQ3

Challenges S.H.S teachers face in accessing the CPD/In-Service Training

programmes offered to them.

6. What factors make it difficult for you to access CPD programmes in your

   school /district? Please list them.

   …………………………………………………………………………………

   …………..………………………………………………….……………………

   …………………..……………………………………………………………………

   …………………………..

   What motivates S.H.S teachers in your school/district to participate in CPD

   activities organised for them? Please list some of them.

   …………………………………………………………………………………

   …...………………………………………………………………………………

   ………...…………………………………………….……………………………

   ……...
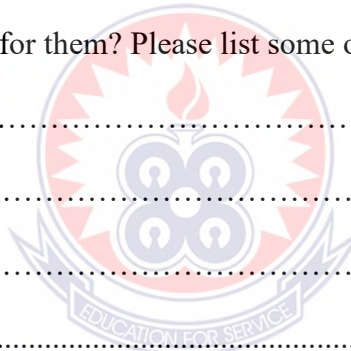
Please comment on the effect of the following factors in relation to S.H.S. teachers'

participation in CPD programmes in your district:

   a. Venue……………………………………………………………………

   b. Timing……………………………………………………………………

   c. Cost/Finance…………………………………………………………………

   d. Correlation between CPD and classroom

      practice…………………………………………

…………………………………………………………………………………

169

Section E: RQ4

How the CPD/In-Service Training programmes could be improved for meaningful teaching and learning in the schools

7. How can CPD programmes be improved in your district? Could you please state two reasons?

……………………………………………………………………………………

…………..……………………………………………………….…………………

………………..……………………………………………………………………

……………………...

Who should be responsible for the provision of quality CPD/In-Service Training? Please indicate.

……………………………………………………………………………………

…………..……………………………………………………………………………

……………..…………………………….…………………………………………

………………………..

Could you please suggest those who should select topics for the CPD programmes?

……………………………………………………………………………...............

....

Please give reason(s)..

....

....

....

Please mention the stakeholders whose needs should be provided by CPD programmes.

…………………………………………171………………………………………………

…………..…………………………………………………………………………………

…………………..……………………………………………………………….…………

…………………………...

Which particular areas do you think S.H.S. teachers in your school/district need

further training? Please mention them.

....

....

....

....

APPENDIX D

INTERVIEW GUIDE FORPROVIDERS

Section A: Biographic Data

This section has items and questions from '1 to 5, and deals with the personal information of participants. Please tick the appropriate box or enter a statement.

1. Please indicate your gender.

   Male   [ ]

    Female   [ ]

2. Please tick your age range.

   20-29 [   ]

   30-39 [   ]

   40-49 [   ]

   50 and above [   ]

3. Please, tick your highest academic/ professional qualification

   Certificate _A' or _B'   [ ]

   Diploma   [ ]

   Degree   [ ]

   Masters   [ ]

   PhD   [ ]

Any other   [ ] Please, Specify...

4. How many years of teaching experience do you have?

   1-5 years   [   ]

6-10 years   [   ]

11-15 years   [   ]

16-20 years   [   ]

20 years and above [   ]

5. Please indicate your rank

    Principal Superintendent [   ]

    Assistant Director I I   [   ]

    Assistant Director I   [   ]

    Deputy Director   [   ]

    Director   [   ]

SEMI-STRUCTURED INTERVIEW GUIDE

Section B: RQ1

Kinds of CPD/INSET organised for S.H.S. Teachers

1. What kinds of In-Service Training/CPD models do you normally organise for S.H.S. teachers in your district/school?

2. What do you think are the most effective CPD models for the S.H.S. teachers in your district/school?

3. How effective are the above mentioned CPD programmes in improving the professional knowledge, skills and practice of S.H.S. teachers?

4. Please let's talk about the following kinds of CPD/In-Service training programmes:

    e. Coaching

    f. Mentoring

    g. Single workshop

    h. Study leaves

Section C: RQ2

Teachers views on the impact of CPD/ In-Service Programmes organised for them.

5. Could you please comment on the impact of CPD activities in your district/school?

6. How do you assess the impact of CPD activities in your district/school?

7. How often do you organise CPD activities for S.H.S. teachers in your school/district?

8. How well are CPD activities organized in your school/district?

9. Could you please comment on the quality of:

    b. resource persons

c. resource materials

10. It is believed that CPD/In-Service Training has positive effects on teacher quality, students' performance and school reputation. What is/are your views?

Section D: RQ3

Challenges S.H.S teachers face in accessing the CPD/In-Service Training programmes offered to them.

11. What factors hinder the organisation of CPD programmes in your district/school?

12. How do the S.H.S teachers in your district/school patronise the CPD activities you organise for them?

13. Please comment on how the following factors influence the participation of S.H.S. teachers in CPD programmes you offer to them:

e. Venue

f. Timing

g. Cost/Finance

h. Correlation between CPD and classroom practice
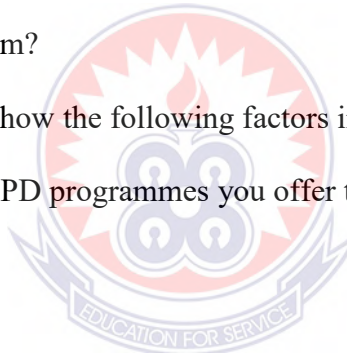
Section E: RQ4

How the CPD/In-Service Training programmes could be improved for meaningful teaching and learning in the schools

14. How can CPD programmes be improved in your district/school?

15. Who should be responsible for the provision of quality CPD/In-Service Training?

16. Could you please suggest those who should select topics for the CPD programmes? Why?

17. Please mention the stakeholders whose needs should be provided by CPD programmes.

18. Which particular areas do you think S.H.S. teachers in your district need further training?

176
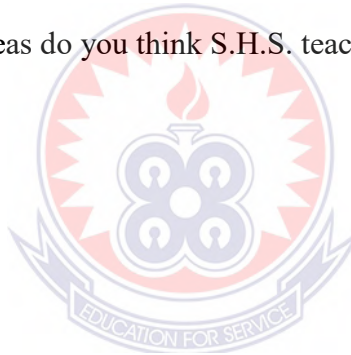
APPENDIX E

CODING SCHEME FOR RESPONDENTS/INTERVIEWEES

Research Method Number Codes

Teachers' Questionnaire	**Number**	**Codes**
i. Research Question....................................	4	RQ 1-4
ii. Participating Teachers……………...............	57	PT 1-57

Interview Guide for Providers

i. Research Question.......................................	4	RQ 1-4
ii. Interviewees.................………………….	7	Interviewee 1-7