

UNIVERSITY OF EDUCATION, WINNEBA

TEACHERS PERCEPTION OF STAFF PROFESSIONAL DEVELOPMENT
PRACTICES IN PUBLIC SENIOR HIGH SCHOOLS IN THE KWABRE EAST
DISTRICT



**A Project Report to the 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 the award of Masters of Arts (Educational Leadership) degree**

NOVEMBER, 2016

DECLARATION

STUDENT'S DECLARATION

I, BRIGHT APPIAGYEI-BOAKYE, declare that this project report, with the exception of quotations and references in published works which have all been identified and acknowledged, is entirely my original research and that no part of it has been presented for another degree in this university or elsewhere.

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work were supervised in accordance with guidelines and supervision of project report laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: PROF. FRANCIS OWUSU MENSAH

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DATE:.....

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DEDICATION

To my Bishop, Most Rev. Joseph Osei-Bonsu, my father Mr. Victor Ohene Appia-Agyei, my late Mother, Comfort Adwoa Serwaa and my siblings.



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ABSTRACT

Teaching profession needs to be mastered, and teachers need to be developed. Investing in teachers' professional development is important. Hence, this study aims to look into the structure of staff professional development practices in the Ghana Education Service (GES), and determine the relationship that exist between staff professional development and teachers' performance. To achieve this, the study sought the perception of teachers towards the staff professional development practices and its associated challenges. Descriptive research design was used for the study. Simple random sampling technique was used to sample out 210 teachers in the public senior high schools in the Kwabre East District. Questionnaire was used as the main data collection instrument. From the findings it was observed that teachers agreeably perceived staff professional development programmes of GES as being targeted to both their individual and organizational (GES) needs. Also teachers disregard the collaborative, reflective and evaluative nature of staff professional development of GES. The findings further revealed that staff professional development programmes are indispensable strategic tools for enhancing employee performance and organizations performance, but they are faced with challenges like the inadequate budgetary allocation, lack of resources, procedures and methods to evaluate the outcome of the programme, high cost in developing teachers professionally. The study recommends among others that staff professional development should be funded fully by the government.

CHAPTER ONE

INTRODUCTION

This chapter deals with the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitation of the study and organisation of the study.

1.1 Background to the Study

A profession is never mastered but rather, it can only be developed. Investing in one's development is important (Duke, 1993). Cole (1997) said an organizations, either private or public, set up their own goals and objectives and accomplishes it through human resources. Organizations need people of diverse backgrounds both skilled and unskilled to exert their energies towards the accomplishment of their goals. People are the greatest single asset available to an organization. In real terms, an organization is people (Stonge, 1997). They constitute the only asset that can work towards an organizational goal. As a result, one major concern of employers is to improve the qualities of their workforce in terms of their professionalism to enable the staff to release its latent energy and creativity in their services to the organization (Sykes, 1996).

According to Blyton and Turnbull (1994), work dominates the lives of most men and women and the management of employees, both individually and collectively, remains a central feature of organizational life. To develop is to grow in specific area. Good teachers grow. Good teachers develop and grow professionally through a journey of lifelong learning. The growth and development of the effective

teacher ultimately drives the improvement of student achievement and school success. The goal of every school setting is to improve the quality of education for students and to increase the academic performance of schools. The improvement of education requires an investment in the growth and development of the educator, hence the teachers. Any significant improvement in schooling must have the teacher at its heart. (Stonge, 1997). Teacher learning must be “at the heart of any effort to improve education in our society (Sykes, 1996).

Investing in the growth of teachers has become a major facet of the Ghana Education Service. The most effective way to improve student achievement and advance school success is to increase the quality of teaching occurring in the school through quality professional growth activities. According to research, increasing the education of teachers is the investment that yields the greatest increase in student achievement (31st Annual Phi Delta Kappa, 1999). Schools and students benefit from having quality educators, as teachers acquire new skills and knowledge and “reconnect with what it means to learn and grow” (Duke, 1993, p. 712). An integral component in the improvement of student achievement is an increase in teacher effectiveness (U.S. Department of Education USDE, 2003). Educational entities recognize a connection between teacher improvement and student achievement (Cook & Fine, 1996). The most productive and beneficial way to increase the effectiveness of the teacher is through quality professional growth activities that carry the participant through a journey of lifelong learning. According to research by Ferguson (1991), the qualifications of the teacher constitute 44% of the impact on student learning. With the teacher’s ability playing such a crucial role in student achievement, staff development that improves the qualifications of the teacher can have a direct impact on the improvement of student learning.

The public demands effective teachers for the nation's schools. With this demand comes the quest for evidence of high quality teaching and education. According to a national survey performed by Hasselkorn and Harris (1998), the public feels that the most important characteristic for teachers to possess is to be well-trained and knowledgeable about how to teach effectively. The public further believes that the strategy with the greatest potential for improving schools and creating high quality education is to recruit and retain better teachers (Russonelio & Stewart, 1999). According to the 31st Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools (1999), 85% of the public supports school-financed professional development opportunities as a means of attracting and retaining public school teachers.

The most valued product of high quality education is an increase in student achievement. The ultimate goal of the professional growth of the teacher is to foster student success. According to teachers, the number one reason for professional growth is to improve student achievement (National Foundation for the Improvement of Education (NFIE, 1996). Students become recipients of the professional growth of the teacher through an improvement in teacher knowledge and practice. The teacher becomes the linking factor between school improvement and student success.

1.2 Statement of the Problem

The professional growth of the teacher is paramount in school reform efforts today. The researcher is a teacher in public senior high schools at the Kwabre East District. As teacher of a public senior high school, the researcher rarely finds that the staff professional development practices to improve the efficiency of teachers in public senior high schools is of low standards. In retrospect, the researcher felt that

the school in conjunction with the Ghana Education Service (GES) is not doing enough, though not deliberately. This has prompted the researcher to examine what staff professional development programmes that exist in GES. The main objective guiding this study is concerned with the challenge that is faced in implementing staff professional development programmes in GES. Therefore the problem statement is structured around the objectives that seek to know which staff professional development programmes are appropriate and essential in improving teacher effectiveness, outcomes and school quality in the Ghana Education Service. This becomes the main phenomenon that the study is investigating.

The teacher is the link between reform initiatives and student achievement. It is therefore imperative that teachers receive quality professional growth opportunities. Identifying quality staff development and the perceptions of those charged with implementing and participating in it is important to reform efforts. The purpose of this study is to determine to what extent teachers perceive their staff development to be a quality experience and to what degree staff development impacts four areas of professionalism: benefit to student learning, a teacher's professional growth needs, a teacher's motivation to grow, and a teacher's feelings of competency. There has been high teacher attrition in Senior High Schools of the Kwabre East District which has been a concern for parents and stakeholders at parent Teacher Association meetings. Staff professional development contributes immensely to motivate teachers to remain in the service. The study therefore seeks to investigate teacher perception on professional development practices in Senior High School in the study area.

1.3 Purpose of the Study

The purpose of the study is to investigate into staff professional development as a motivational strategy to improve the efficiency of teachers' in Simms Senior High School and Kofi Adjei Senior High School under Kwabre East of the Ashanti Region of Ghana.

1.4 Research Objectives

The main objectives of the study are:

1. To determine the perception of teachers towards staff professional development practices in the Ghana Education Service.
2. To identify the structure and types of staff professional development practices in the Ghana Education Service.
3. To determine the relationship that exist between staff professional development and teachers' performance.
4. To identify the challenges facing staff professional development at the Ghana Education Service.

1.5 Research Questions

The following were the questions used as a guide for the study.

1. What is the perception of teachers towards staff professional development practices in the Ghana Education Service?
2. What are the structure and types of staff professional development practices in the Ghana Education Service?
3. What is the relationship that exists between staff professional development and teachers performance.

4. What are the perceived challenges facing staff professional development at the Ghana Education Service?

1.6 Significance of the Study

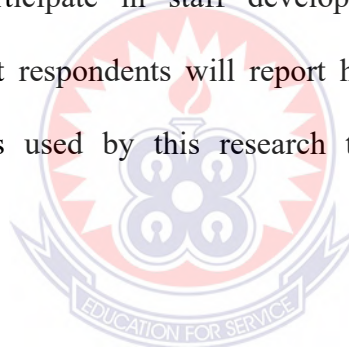
The teacher is at the heart of school improvement and student success, and professional growth is at the heart of quality teaching. The professional growth of the teacher is replicated in student achievement through the teacher's application of newly gained knowledge and skills. This study will inform those involved in the process of developing, implementing, and participating in professional growth opportunities in Ghana of the teachers' perception of the degree of implementation of characteristics of staff development.

The study will inform county or district staff development directors of the degree to which the types of activities and resources that should be provided to teachers in order to aid them in their professional growth are occurring in staff development opportunities in Ghana. With this knowledge, GES district directors may, in the future, provide teachers with opportunities to participate in quality growth experiences that will be applied in their practices with their students. The improvement in student achievement transmits to school success. School success is transmitted to county or district achievement. This study will contribute to the overall effectiveness of the county or school district.

Identifying motivational factors, social and work related factors influencing teachers' commitment will inform major stake holders of institutions such as Ministry of Education, and Ghana Education Service and Ghana Government in formulating policies geared towards addressing low commitment and high staff turnover in the Ghana Education Service. This will help in reducing the teachers' dissatisfaction and

boost their morale to make them more committed to their job. It is also hoped that this study would encourage more interest in research and pave the way for an in-depth study of the problems on staff development as a motivational strategy on a wider dimension than has been pursued in this research.

The following assumptions and potential limiting factors are worth noting. Based on an extensive review of literature, the assumption is being made that professional growth of the teacher will improve teacher knowledge, skills, and practices and have a positive impact on student achievement and school success. Further, the assumption is made that improvement in teacher practices, and subsequent improvement in student achievement, will be greater if teachers are provided with and participate in staff development opportunities. Lastly, the assumption is made that respondents will report honestly and without bias on the survey data instruments used by this research to seek their staff development experiences.



1.7 Limitation of the Study

A potential limitation of this study is in its generalizability. Data were provided by senior high school teachers in Kwabre East District in Ghana. Data may not be generalized to teachers in other states across the nation (Johnson & Christensen, 2000). A second potential limitation of this study is in the validity and reliability of the data. A single instrument for data collection was utilized to analyze participants' responses regarding the research questions. The single instrument was survey developed by the researcher, which poses an additional potential risk to validity and reliability. In addition, the survey calls for self-reported information and is thus limited to the accuracy of the participants' responses (Kerlinger, 1986). The

nature of a self-report survey allows for variation in the number of participant responses per survey item, which can complicate statistical analyses.

A further potential limitation of this study is in the replication of the instrument. Many survey reports based on a single data set are difficult to replicate due to sampling error (Schuman & Presser, 1981). A second reason for difficulty of replication is reactivity, or the tendency of respondents to alter their responses to conform to the purpose of the study or to portray themselves or their institution in a better light (Smith & Glass, 1987).

A final potential limitation of this study is in the data collection process. Two defects of survey research are the possible lack of response and the inability to check the responses given (Schuman & Presser, 1981). The implications of this study are dependent upon the return of the surveys to the researcher. Efforts were made by the researcher to receive a sufficient number of surveys to deem the study valid.

1.8 Delimitation of the Study

The researcher fully acknowledges the fact that a research of this nature and significance should have covered a large number of employees of Ghana Education Service. Unfortunately, resources at the disposal of the researcher made it impossible for a study of that magnitude as a result the study was limited to teachers in the two public Senior High Schools in the Kwabre East District of the Ashanti Region. These schools are namely Simms Senior High School and Kofi Adjei Senior High School. These schools were selected to investigate what factor plays a role in teacher professional development and job competency in the above mentioned schools. The schools were selected because they have a well dedicated staff which the researcher feels confident that they could help to provide an in-depth study of the problem.

1.9 Organization of the Study

This project report consists five chapters: the first chapter starts with the background to the study, the statement of the problem, research objectives, research questions, purpose of the study, and significance of the study, limitations of the study, delimitations of the study and organization of the study. Chapter two focuses on the review of related literature. Chapter three focuses on methodology which describes the research design, the population sample and sampling technique, data gathering instruments, data collection procedures of the study and data analysis. Chapter four discusses the findings of the results presented and lastly, the summary of finding, conclusion, recommendations and suggestions for future research form the chapter five of the study.



CHAPTER TWO

LITTERATURE REVIEW

2.0 Introduction

The study is based on the concepts of motivation and staff professional development. These concepts of motivation and staff professional development is relevant for this study because it attempts to review concepts of staff development as a motivational strategy to improve teachers and students' efficiency and also review relevant literature on the research topic.

2.1 Role of Staff Development in Students' Academic Performance

An effort of GES has recognized the improvement of student achievement as the definitive goal of staff development opportunities. While student achievement is the ultimate goal of professional growth experiences, the link between student achievement and staff development is not a direct one (NFIE, 1996). Students become the recipients of professional development opportunities through teacher transference of newly gained knowledge and skills acquired during professional growth experiences to their educational practices. An important component of the professional growth of the teacher is the teacher's willingness to participate in an activity (Elmore, 2002). This type of willingness often stems from self-confidence in one's ability. Often, one's motivation, or willingness to participate in an activity, relies heavily on the outcome or the evaluation of that activity. Maslow contends that human needs are innate and intrinsic and have a motivational influence on what one learns (Wlodkowski, 1982). Yet, intrinsic motivation appears to be enhanced when some type of external reward system that provides feedback about an individual's

competence and self-determination is put into play. For teachers, this external system is often the demonstrated achievement of their students.

A study on how teachers view career-long learning revealed that teachers' motivation to grow as a professional came from the desire to improve student achievement (USDE, 2003). A key component of the practice of improvement should be to make the connection between student learning and teaching practice more direct and clear (Elmore, 2002). One of the key elements of quality staff development is that all activities must be referenced to student learning (USDE, 2003). WVDE's Policy 5500 recognizes staff development as essential to enhancing improved teaching and student learning (WVDE, 1997). Similarly, one of the NSDC's content standards for professional development calls for staff development that prepares teachers to hold high expectations for their students' academic achievement (NSDC, 2003c). To maintain high expectations for student achievement, teachers must be willing to continually grow in their professional knowledge and abilities.

In order to grow, a teacher must see and acknowledge the need for change. Knowles (1980) identified basic assumptions of the adult learner, one of which is the need to know why he/she needs to learn something. Another is the individual's orientation to learning, which illustrates adults' motivation to learn as having the perception that the learning activity will help them better perform tasks in their professional situations. A look into adult education programs illustrates that adult learners "rely on practical applications with immediate transparent benefits to ensure training outcomes are embedded in future practice" (Pye, 1999, p. 2). Those practices that are found to be effective are retained, while those that do not lead to desired learning outcomes are abandoned. Thus, a key determinant for teachers to change instructional practices is a demonstrated result in students' performance (Elmore,

2002). Teachers have an obligation to remain current in their profession (Danielson & McGreal, 2000). This involves a continual process of growth and improvement. In order to effectively change or improve the behavior of an individual, one must provide guidance on the stages of improvement while also enlisting the cooperation and motivation of that person.

Decisions about what will motivate a person to grow must reflect a balance between organizational and individual needs (Cresap, McCormick, & Paget, 1984). At the individual level, change relies on a sense of empowerment or efficacy and the perception that the change is worthwhile and possible (Darling-Hammond, Wise, & Pease, 1983). In the teacher's case, the change sought is ultimately the improvement of student learning. A teacher's feeling of effectiveness has repeatedly appeared as a contributing factor to student achievement (Rosenholtz & Smylie, 1984). Joyce and Showers (1998) acknowledged the link between teacher beliefs and practices. While Fullan and Hargreaves (1992) asserted that a causal relationship between teacher behaviors and student outcomes has not yet been established, they did find that as teachers become empowered, they become more involved and satisfied with their job, which in turn has a positive impact on student outcomes.

Guskey (1989) found similar results, asserting that teachers who successfully utilized new practices expressed more positive attitudes toward teaching which led to increased personal responsibility for their students' learning. The credence of a link between professional development and student learning is reflected in one of the NCREL goals for staff development: "Professional development enriches teaching and improves learning for all students. It is an essential link to higher student achievement" (Cook & Fine, 1996, p.15). Likewise, the NFIE set one of its criteria for quality staff development as that which contains experiences that have "the goal of

improving student learning at the heart of every school endeavor” (National Commission on Teaching & America’s Future, 1996, p. 84). In 1999 the National Partnership for Excellence and Accountability in Teaching established that one feature of effective professional development is that professional growth experiences are “connected to a comprehensive change process focused on improving student learning” (Elmore, 2002, p. 40). Similarly, one of the guidelines for professional development espoused by the AFT is that professional development experiences should contribute to measurable improvement in student achievement (AFT, 2002). It is apparent that if the current reform movement is to be effective, the link between professional development and student achievement must be acknowledged by those involved in the reform process.

2.2 Current Status of Staff Development Practices

Danielson and McGreal (2000) contend that factors which influence a teacher to move toward professional growth are not only found in the teacher’s motivation, responsiveness, and feelings of responsibility toward student learning, but also in the policies and practices of the school in which he/she teaches. Such policies and practices are reflected in the staff development activities provided to teachers. The key to the effectiveness of the staff development activity, as defined by present reform efforts, lies in the description and interpretation of quality.

While teacher practices have changed over the past few decades, staff development activities have remained stagnant (Darling-Hammond & McLaughlin, 1995; Lieberman, 1995). While educational reform movements have produced varying learning and instructional theories, practices, and applications, staff development experiences have ultimately remained quiescent, reflecting traditional

theories of learning and practice, such as the dominance of directed learning theories and the concept of passive, isolated learning. Many of the current staff development experiences for teachers do not concur with current learning theories. There is a mismatch between the kind of teaching and learning teachers are now expected to pursue with their students and the teaching they experience in their own professional education. Teachers are urged to engage their students in actively building their understanding of new ideas; to provide opportunities for practice and feedback as well as for inquiry, problem solving, collaboration, and critical reflection; to connect knowledge to students' developmental stages and personal experiences; and, to carefully assess student learning over time. These desirable characteristics of teaching are usually absent in the learning afforded to teachers. There are few parallels between how teachers are expected to teach and how they are encouraged to learn (National Commission on Teaching and America's Future, 1996)

Many staff development activities are relatively meaningless for the vast number of competent teachers (Duke & Stiggins, 1990). A large amount of professional funds allocated for staff development activities are used for either reimbursement for courses teachers take that may not be directly related to school needs or for teachers' classroom responsibilities, or for district-determined workshops that have little connection to teachers' own practices (National Commission on Teaching and America's Future, 1996).

The National Commission on Teaching and America's Future (1996) provides a view of the disconnected nature of current staff development practices for teacher growth and improvement. "In short, it's [staff development] pedagogically naïve, a demeaning exercise that often leaves its participants more cynical and no more knowledgeable, skilled, or committed than before" (p. 42). A historical view of

traditional staff development illustrates the traditional top-down model of learning. Staff development is generated by experts who pass down their knowledge to teachers, who in turn work alone to implement the newly gained knowledge into their classrooms. Thus, instead of participating in meaningful, ongoing learning opportunities, educators are provided with packaged prescriptions from outside consultants during brief workshops that make little contribution to the growth of the professional educator and the growth and achievement of his/her students. The one-shot workshop has become synonymous with traditional staff development activities.

The deskilling of the professional intellectual, as termed by Giroux (1988), into a technical, managerial, or practitioner position is perpetuated through many current staff development practices. Traditional staff development activities lack connection and tend to objectify the educator as a technician or manager, furthering the gap between theory and practice. Most one-shot workshops are not tied to specific subject areas or problems of practice. Little, if any, follow-up help for implementation is provided, and future workshops rarely build upon previous opportunities. Instead, future workshops consist of the new buzz word of the year/decade, offering no continuity in building practice. “These offerings bear little relation to what teachers want to study. Two-thirds of teachers report that they have no say in what or how they learn on the job” (National Commission on Teaching and America’s Future, 1996, p. 41). “It’s [staff development] everything that a learning environment shouldn’t be: radically under-resourced, brief, not sustained, designed for ‘one-size-fits-all’, imposed rather than owned, lacking intellectual coherence, treated as a special add-on event rather than as part of a natural process, and trapped in the constraints of the bureaucratic system we have come to call ‘school (p.42).

Each person has a unique set of experiences that are treated as truth and serve to determine the individual's behavior (McPhail, 1995). In light of this view, each educator has a unique connection with his/her experiences, and such experiences form the educator's sense of truth about education and children and shape his/her behaviors with them. This being the case, the one-shot, packaged prescriptions of many current staff development practices cannot possibly reflect the needs and wants of each individual educator and his/her students. Staff development, in order to be considered effective, must address the flaws of traditional approaches. It must go beyond the term "training" and include both formal and informal means of helping teachers develop new insights into pedagogy beyond the acquisition of new skills (Grant, n.d.). Little (1994) stated: ...the dominant 'training' model of teachers' professional development—a model focused primarily on expanding an individual's repertoire of well-defined and skillful classroom practice—is not adequate to the ambitious visions of teaching and schooling embedded in present reform initiatives. Emerging alternatives to the training model, though small in scale, embody assumptions about teacher learning and the transformation of schooling that appear more fully compatible with the complex demands of reform and the equally complex contexts of teaching. (p. 1). In order to effectively implement alternative staff development activities that are compatible with reform efforts and do not adhere to traditional approaches, a look into what constitutes quality professional growth of teachers that reflects principles of adult learning as well as standards, goals, principles, and recommendations of the national reform movement and national, regional, and state educational organizations is warranted.

2.3 Role of Staff Development in the Professional Growth Needs of Teachers

New theories and practices that address the achievement of students are introduced to the field of education on a continual basis. Research on brain-based learning and theories of academic development are profuse. Current reform efforts call for teachers to teach in new ways—ways that are often very different from how they were taught and how they learned to teach. Post-modernistic views of education have changed the way the field of education, as well as the public, regard teaching practices. In order for teachers to remain current with new theories and practices based on present literature and research, they must become students of education themselves. Often, this requires teachers to change behaviors, alter pedagogical beliefs, and/or increase their willingness to step out of their comfort zones and take risks in their practice. Fullan (1990) and Joyce and Showers (1980) assert that teacher behavior can be changed through staff development in which new knowledge, concepts, strategies, teaching approaches, and skills are introduced and implemented.

The professional development of teachers not only has an influence on teacher quality by enhancing pedagogical proficiency, but it can also have a great impact on teacher motivation to grow professionally, with the assumption that such growth will lead to quality teaching. “School boards recognize the connection between well-prepared and supported teachers, teacher competency, teacher efficacy, and student success” (Hirsh, 2003, p. 3). According to Hirsh (2003), 50% of new teachers leave a district in the first three to five years of their career. Yet, those districts that successfully retain a higher percentage of new teachers are cognizant of the support that new teachers require. Ongoing staff development throughout a teacher’s career can provide knowledge, skills, and the support necessary to produce competency. The National Commission on Teaching and America’s Future (1996) found that teachers

who feel more empowered to succeed with students are more successful and dedicated than those who feel unsupported in their learning and in their practices within the classroom. “Those who have access to new knowledge, enriched professional roles, and ongoing, collegial work feel more efficacious in gaining the knowledge they need to teach their students and more positive about staying in the profession” (National Commission on Teaching and America’s Future, 1996, p. 82). John Dewey, one of education’s most prominent philosophers and theorists, once asked an interview question of an applicant that has become famous in its own right. “Have you taught ten years or one year ten times?” (Thies-Sprinthall & Sprinthall, 1987, p. 66) This simple question addresses a crucial issue in today’s view of staff development: a teacher’s motivation to grow professionally. Under NCLB legislation, all teachers must become highly qualified through the attainment of content knowledge. But what happens after that? What motivates an educator to grow professionally year after year? One answer is quality staff development that produces feelings of efficacy, empowerment, and competence.

Owens (1991) claimed that a motivational need greater than pay, security, and advancement for teachers is to “achieve feelings of professional self-worth, competence, and respect; to be seen...as people of achievement, professionals who are influential in their workplaces, growing persons with opportunities ahead to develop even greater competence and sense of accomplishment” (p. 113). These feelings of competency and self-worth are reflective of relevant professional growth opportunities. Miller, Smith and Tilstone (1998) identify three types of needs that are met through quality staff development: the felt, the normative, and the comparative needs.

- **Felt need:** The felt need is recognized by teachers “who are aware that they lack some knowledge or skills” (Miller, Smith, & Tilstone, 1998, p. 2). Teachers feel as if they are lacking in a certain area of knowledge or practice. An awareness of a teacher’s need for improvement through the acknowledgment of a deficiency in a certain area is a beginning step toward professional growth, for once teachers feel the need for improvement, and they often convert this need into an expressed desire for growth opportunities. Teachers who recognize that they lack knowledge of a concept or of a particular skill often are motivated to enhance their understanding of the concept and/or skill through professional growth experiences.
- **Normative Need:** Normative needs are identified as “a result of recognition of an imbalance (of knowledge or skill) which must be rectified before the person achieves a desirable standard” (Miller, Smith, & Tilstone, 1998, p. 2). The recognition of this need often occurs through reflection or follow-up interviews following a professional growth experience. The normative need may also be recognized by an expert or more experienced professional who recognizes an imbalance in a teacher’s knowledge and/or practice.
- **Comparative Need:** “Comparative needs are those identified by professionals working in teams and awareness of the knowledge and competencies of others will lead to identification of training needs” (Miller, Smith, & Tilstone, 1998, p.2). Teachers’ work with other professionals may provide insight into alternative methods of practice. The sharing of knowledge and skills and the observation of another’s practice often leads to the recognition of the need for training in a particular area.

2.4 Role of Staff Development in Teacher Efficiency Motivation

One of the goals of professional growth is to stimulate the achievement motivation of the participant and increase his/her motivation to participate in future growth experiences. Psychologists and educators believe motivation can “arouse and instigate behavior, give direction and purpose to behavior, continue to allow behavior to persist, and lead to choosing or preferring a particular behavior” (Wlodkowski, 1984, p. 12). A person is often said to be motivated if he/she accomplishes a certain objective. For teachers, accomplishing a certain objective often means acquiring some type of educational achievement. There is evidence that establishes that educational achievement is consistently positively related to motivation (Wlodkowski, 1982).

Individuals who participate in growth opportunities often capitalize on their own mistakes and welcome advice from others on how to improve (Duke & Stiggins, 1990). Utilizing one’s mistakes as a source for improvement and accepting advice from others requires a certain type of attitude toward professional growth. Wlodkowski (1984) noted the important role of attitude in adult motivation. Wlodkowski (1984) divided motivation into four categories, beginning with attitude. While participating in the growth process, one begins with a basic attitude toward the general learning environment. One’s attitude toward the learning environment affects the level of motivation experienced by the participant during the growth process. Attitude also has an influence on the second category of motivation—one’s basic needs at the time of instruction. Motivation to participate in a growth experience is affected by the perceived needs of the participant and the relevance of the growth experience to those needs. The third category of motivation is related to the stimulation of the environment and learning situation and the affective or emotional experiences obtained while learning.

The affective and emotional experiences of the participant are dependent upon the quality of the growth experience. The fourth category of motivation occurs after participation in the growth experience. Upon completion of the growth activity, motivation results from the acquisition of competence as a result of new knowledge or skills gained and reinforcement provided for one's efforts (Wlodkowski, 1984). Motivation is thus enhanced in different ways at various stages of the growth process and by the quality of the growth activity. Achievement motivation is defined as a person's "functional display of a concern for excellence in work that one values, and, in a sense, it is also a desire for competence over a body of subject matter, a specific skill, or a designated task" (Wlodkowski, 1984, p. 135). To acquire achievement motivation, one must be involved in the process of planning and striving for excellence along with a progression toward improvement. If a teacher's successful learning can be attributed to his/her ability and effort, he/she will experience pride and reward for his/her performance and behaviors (Wlodkowski, 1982). Often, achievement motivation leads to a sense of accomplishment and competence.

2.5 Role of Staff Development in Teacher Competency

Another goal of professional growth is to increase the competency of each individual teacher (Cook & Fine, 1996). Teacher competency refers to "any single knowledge, skills, or professional value position held by the individual teacher, which is relevant to successful teaching" (Cresap, McCormick, & Paget, 1984, p. 31). Such competency refers to the specific knowledge, actions, or beliefs of the individual teacher. Competence describes a person's ability to "take the initiative and capably act upon his/her environment rather than remaining passive and allowing the environment to control and determine his/her behavior" (Wlodkowski, 1984, p. 134).

Competency can occur within two dimensions. The first occurs when a person realizes that a specified degree of knowledge or level of performance that is acceptable by personal and/or social standards has been attained. This is known as awareness of mastery (Wlodkowski, 1984). The second is the self-perception that one is capable and proficient, known as gaining a sense of self-confidence (Wlodkowski, 1984). These two dimensions can be acquired through quality growth opportunities.

2.6 Role of Staff Development in Teacher Efficiency

A third goal of professional growth is to instill a sense of self-efficacy in the participant. The acquisition of new knowledge and mastery of a set of objectives, which provide the foundation for staff development activities, lead to the development of confidence in one's ability and skill level, known as efficacy. Bandura (1993) asserts that a teacher's belief in his/her own efficacy to support student learning affects the types of teaching and learning environments created as well as the level of academic progress made by his/her students. Thus, confidence in one's ability supports the efforts to acquire and master new knowledge and skills, the mastery of which, in turn, promotes confidence (Wlodkowski, 1984). The attainment of self-confidence is a product of competence growth, providing the basis for taking risks and expanding one's level of skill and performance into new areas (Sparks, 1988; Wlodkowski, 1984). Experimental research has indicated that people strive to behave in manners consistent with their view of themselves (Wlodkowski, 1982). Teachers who hold a commanding sense of self-efficacy tend to have higher levels of commitments and confidence in their teaching abilities than those teachers with a weak sense of self-efficacy (Norman, n.d.) Therefore, self-confidence and

achievement motivation are crucial to the professional growth of the individual teacher.

2.7 The Role of the Teacher in Staff Development

Teachers do have an obligation to remain current in their profession. The growth of the individual teacher and/or school organization depends upon continual professional growth experiences. While the teacher is generally seen as the recipient of staff development experiences, literature and research findings suggest that teachers should be actively involved in initiating, planning, and implementing staff development programs (Alber & Nelson, 2002; Auger & Wideman, 2000; Borgia & Schuler, 1996; Evans, 1991; Ferraro, 2000; Gennaoui & Kretschmer, 1996; Knowles, 1980; Kuhne & Quigley, 1997; NFIE, 1996; Washington, 1993). When teachers are involved in all aspects of the staff development program, they become more empowered to utilize the knowledge and skills gained from the program activities and more motivated to continue to participate in growth experiences. In relation to professional growth, the first function of the teacher is to recognize the need for professional growth experiences. This is often the result of analyses of student outcomes, teacher evaluations, and/or peer communications. Next, teachers should involve themselves in the staff development program through planning, implementing, and/or participation. Finally, teachers should implement the newly gained knowledge and/or skills and evaluate their impact on student achievement. Yet, this is not the end. The professional growth of a teacher is a continuous cycle that provides a forum for lifelong learning.

2.8 Organizational and Staff Development Strategies

McClelland's research (1994) is one of many to show that organizations generally do not consider development to be part of their competitive strategy formulation, although he found that those that identified it to be of values achieved in gaining as well as maintaining competitive advantage. Those organizations that do consider employee development at strategic level usually see it as a key to implementing business strategy. This necessitates and emphasizes on identifying development needs from organizational perspectives. Miller (1991) has demonstrated how management development can be aligned with the strategic positioning of the institution. He produced a matrix showing how development content and process can reflect stable growth. He offers the models of suggestive, only of possibilities in designing strategically oriented management development programmes.

2.8.1 Strategies and Policy Directions of Staff Training and Development

In reviewing staff training and development strategies and policies in schools a lot of strategies emerged. Policies of staff training and development in any institutions should therefore be built on the following initiatives. There should be a strategic plan for staff training and development within the institution and those responsible for training. It should involve appropriate development of the institution plan and institution strategic plan should be integrated into the corporate plan rather than "bolted on".

It should be recognized that staff training and development activities are most effectively promoted by;

1. Commitment to staff development from the institutions most senior officers.
2. A written policy of training and staff training and development which is

communicated to all staff.

3. Having at least one staff development co - coordinator who work on full time basis has sufficient seniority to make an effective contribution.
4. Staff training and development should be acknowledged as a line management responsibility. Heads of departments and section should be encouraged to spend time with their staff in planning, discussing and integrating their staff development activities. Staff should be encouraged to take responsibility for their own actions and idea of formal service delivery to the nation.
5. It is important that finance and time be planned and allocated for development activities. Staff training and development should be seen less as an ad - hoc activity but one which is properly costed where priorities can be established and training plans devised. Earlier notification of training events will help unit commanders devise development plans for their staff and may help to encourage a culture where time and money for training is built into work schedules.
6. An integrated approach to staff training and development should be adopted where all staff training and development plans and programmers of in - service training are being device. The approach of integrated programme which are not exclusively available to one staff category is commanded.
7. Such programmes and training plans should carefully be strategize in order to improve on the efficiency of teachers.
8. Clear and explicit links should be established between lower and senior ranks in the service to enhance improvement.

2.8.2 Structures and Organization of Staff Development

It is understood that professional development comes in many forms. It can take place in the workplace and other environment. It can be offered by the senior officers in the teaching field or by lecturers of Universities, specialized in educational courses, like the University of Education, Winneba (UEW) and the University of Cape Coast (UCC) on daily, weekly, monthly or yearly basis to improve on effectiveness of the teaching service. These structures depend on when the personnel passed 'out from the training school so that they will be abreast with occurrences of crimes and deal with them accordingly. Mikhese and Singh (1993) have indicated that structures and operational modes should be tried out. The characteristics of a system structure apart from size and maturity of the institutions most importantly depends on the availability of human and materials resources often delivery structures involve five main models. These are a single staff development officer / Personnel officer with (Person unit located in the administrate department who works consistently and report to the management about the conduct of individual personnel or performances in general so that weakness can be identified and deal with them accordingly. Functional representation of institutional staff in a form of staff training and development committee should be established to monitor the performance of teachers in general so that they can be upgraded to live up to public expectation and hopes.

2.8.2.1 Academic Qualification

Staff training and development programmes provided opportunities for staff to obtain higher levels of professional qualification. Higher training institutions have set up training programmes for young people where programmes are seen as long- term investment for up grading of qualification towards institutional development as well

as supporting areas where workforce shortage is crucial. As a means of increasing the number of qualified staff, scholarship programmes and in-service training should be encourage to enhance effective delivery of service to the people of Ghana and beyond. It is recall that issues of professional and academic is a shortfall that persist therefore measures should be taken to address such anomalies to enhance better performance from the personnel of the service. The phenomenon calls for vigorous policies of nationalization and as well as establishing unit programmes to retain and improve on the staff performances.

2.8.2.2 Sustained Professional and Career Development

Training and development programmes of institutions offer career-long professional development needs for the staff. Some institutions are able to integrate the improvement of institutional skills in their professional status of by way of enhancing their career development. Providers of staff training and development programmes are able to demonstrate leadership in conducting, managing, directing and supporting research findings to strengthen the performance of teachers and enhancing quality delivery as well. Publication of texts as well as research findings are all geared towards sustained professional and career development.

2.8.2.3 Management and Administrative Skills

Apart from expansion of higher education for the teachers, physical training would also be taken seriously to keep them fit and active to provided quality and effective service to the nation. Administration will also provide managerial skills to take up management roles and discharge them effectively, new management functions that centers on running of and in service training and departmental

supervision which include services from the personal as well as publication and links with government and the publics, design and conduct of research projects requires new managerial skills. Thus in the face of new roles and functions and rapid changes in the higher education landscape, systematically organized staff training programmes will help equip staff with management and administrative skills and knowledge. Institutionalized training programmes lie in the heart of providing effective management practices at all level of decision making in the teaching service.

2.8.2.4 Short Training Courses

Workshops, seminars and conferences comprise a large proportion of the work of most academic development units in teaching sector. Pebble and his colleagues have initiated that, participant are selected or opt to attend some form of training. This activity takes place in separate part of institution from the regular work place. This was structured in a way that supervision was key and after the participants finished and return to their place of work they were able to impact if effectively into others and it helps in development in an organization. Weimer Lenze (1997) indicates little published evidence of the continuing effectiveness of such programmes. They conducted studies to find out how such programmes impact on learners and teaching were less positives and failed to find a significant difference between the post intervention results of the experimental and control groups. Meanwhile other studies support the assertion that feedback from short course trainees gives trainers encouragement that their effort have been worthwhile and that such courses remain a useful way to introduce new knowledge and skills to large numbers of staff. They believe is that they may lead to changes in policing and beliefs and seem to be generally well accepted by participants. The general proposition by

Pebble and his colleagues is that; short training courses tend to have limited impact on changing teachers' attitude or behaviour. They tend to be most effective when used to disseminate information about institutional policy and practice or to train staff in discrete skills and techniques.

2.9 Common Characteristics of Quality Staff Development

Taking an in-depth look at the preceding models of staff development, as well as the standards, goals, principles, criteria, and recommendations for quality staff development, and comparing them to current literature about professional growth, it becomes evident that several characteristics are commonly found throughout the literature and in the aforementioned criteria. Embedded within the five prominent models, high quality staff development consists of activities that are 1) targeted to the specific needs of the individual employee and the institution/organization; 2) collaborative in nature; 3) considered an ongoing process that is conducted in a long-term sustained manner; 4) "time-friendly" and job-embedded in the daily experiences of the employee; 5) opportunities for reflective thinking; and 6) systematically evaluated for their impact on employee effectiveness and student achievement

2.9.1 Targeted Staff Development

Quality staff development encompasses activities that are targeted toward the needs of the individual employee as well as the institution and/or organization. Employees must participate in learning experiences that are pertinent to their educational situations. Employees find value in information that is directly applicable to their everyday classroom experiences and linked to specific instructional objectives and learning concepts (NFIE, 2003). Brown (1992) recognized that educators have a

hard time connecting what is presented through staff development activities to their day-to-day practices. The perceived usefulness of staff development is critical to the validity of such experiences and to the motivation of employees to participate in such experiences. An opportunity that is created by an organization or an individual unconnected to the institution system is not likely to be sufficiently aligned with the goals and expectations of the recipients of such an experience. Quality staff development must be targeted in nature with activities and opportunities that are directly related to the needs of the individual employee and his/her institution environment. One of the guidelines for professional development set forth by the AFT is to align the content of professional development with standards and curriculum that employees actually use (AFT, 2002). In order to target the needs of the individual educator and the corresponding institution environment, one of the key elements of NCLB is for institutions to use data to make decisions about the content and type of activities needed in order to create pertinent opportunities with the ultimate goal of improving student achievement (USDE, 2003). Employees use data to set specific, measurable targets for student improvement, such as self-assessment questions, which can provide a starting place to “collect data on employees’ needs in relation to the knowledge and skills that research has shown are connected with results for students” (Hirsh, 2001, p. 2). Gathering and analyzing institution data from several sources is an effective way to identify trends in student achievement and clarify institution and/or student needs. For greatest impact, professional development is based on identified needs.

According to principles of high quality staff development as set forth by the U. S Department of Education’s Professional Development Team in Goals 2000, staff development opportunities must focus on individual and organizational improvement

that is embedded in the daily life of the institution (U. S. Department of Education's Professional Development Team, 1994). "Research has shown unequivocally that professional development is most effective when it is embedded in employees' work" (Kelleher, 2003, p. 754).

Before designing staff development opportunities, developers must first recognize the needs of the participants and the corresponding organization. The NEA recommends that staff development balance individual priorities with the needs of the institution and the district (NEA, 1998). In accordance with the preceding recommendation, The National Commission on Teaching & America's Future (1996) has also recommended that staff development be "better balanced between meeting the needs of individual employees and advancing the organizational goals of their institutions and districts" (Professional Development, 2002, p. 2).

WVDE Policy 5500 reflects a targeted nature in its statement of purpose for ongoing professional staff development. "Professional staff development should be a continuous, developmental process ultimately based on staff needs" (WVDE, 1997, p.2). This statement of purpose is reflected in one of the principles of operation of Policy 5500, calling for activities that provide for individual as well as organizational needs (WVDE, 1997). A targeted nature can be found within the design of each of the models of staff development. In Individually Guided development activities, or Independent Study, the employee designs his/her own learning activities. With the goal of empowering employees through self-direction, employees participate in development activities, chosen by themselves, that are directly related to their particular concerns or interests. The NFIE defines high quality staff development as that which is employee designed and directed, incorporates the best principles of adult learning, and involves shared decision designed to improve the institution by creating

a balance between the needs of the employee, institution, and district (National Commission on Teaching and America's Future, 1996).

Knowles (1980) identifies self-direction, as well as the need to know why the learner needs to learn something, as one of the key characteristics of adult learner behavior. Similarly, one of the guiding principles of andragogy is that learners should be able to relate what is being learned to their personal or professional experiences. Adults are motivated to learn if they have the perception that the learning activity will help them better perform tasks in their professional situations (Knowles, 1980). This reflects one of the needs that must be met through staff development activities as recognized by Miller, Smith and Tilstone (1998) the felt need. Stage theorists and learning style researchers assert that individuals have different professional needs based upon their developmental stages and the ways they perceive and process information (Sparks & Loucks-Horsley, 1989). The Individually-guided staff development model allows employees to solve self-selected professional problems using their preferred modes of learning (Sparks & Loucks-Horsley, 1989). The Peer Observation and Assessment model can reflect a targeted nature through the observance of a specific practice. Employees observe specific practices and/or skills of their peers and evaluate the effectiveness of these activities.

The Involvement in a Development or Process model can reflect a targeted staff development program through the process of assessing current practices and determining a problem whose solution will improve student outcomes (Sparks & Loucks-Horsley, 1989). Through the identification of a problem or need by an individual employee or a group of employees or professionals, the outcome of the staff development activity is dependent upon its targeted nature. As one component of the NSDC's process standards, the use of disaggregated data and multiple sources of

information are to be used to determine learning priorities for employees and institutions (NSDC, 2003).

The Training model of staff development, which is the most widely used form and most thoroughly researched, can also illustrate a targeted nature of staff development (Sparks & Loucks-Horsley, 1989). Employees receive training in areas of concern or interest by an expert in the field. The impact on employees is dependent upon the targeted objectives and the quality of the training program (Sparks & Loucks-Horsley, 1989). Likewise, a targeted nature can also be found within the design of the Inquiry, or Action Research model. “Inquiry reflects a basic belief in employees’ ability to formulate valid questions about their own practice and to pursue objective answers to those questions” (Sparks & Loucks-Horsley, 1989, p.96). One of the NCREL’s goals for staff development is that such experiences must be job-embedded and inquiry-based (Cook & Fine, 1996). The first step in this model is to identify a problem of interest related to an individual or group of employees’ educational situation. Action research is developed based upon the problem of interest. For staff development to be effective, it should be targeted toward the needs of the individual participants as well as the corresponding organization and/or institution. Without activities and opportunities that are directly related to the needs of the participants, staff development becomes the meaningless experience associated with traditional staff development opportunities.

2.9.2 Collaborative Staff Development

“Professional development must shift its emphasis from working *on* employees to working *with* employees toward improvement of teaching and learning for all students” (Cook & Fine, 1996, p. 6). Staff development must be organized to

create effective learning communities. The underlying premise of establishing learning communities is that “members learn best from one another and grow through interaction with other members” (Newell, Wilsman, Langefeld, & McIntosh, 2002, p. 2). One of the recommendations of The National Commission on Teaching & America’s Future (1996) is to link employees to larger learning communities so they can bring in expertise and ideas to complement their work. Likewise, two of the context standards and one of the process standards of the NSDC’s standards for staff development call for the organization of adults into learning communities whose goals are aligned with those of the institution and/or district, for the support of collaboration through resources, and for the acquisition of knowledge and skills needed to collaborate (NSDC, 2003). Bowskill, Foster, Lally, and McConnell (2000) have found a growing trend of collaboration among individuals, departments and universities in staff development experiences.

Collaborative decision making and opportunities to learn from and with colleagues are tools that employees find most helpful (NFIE, 1996). Lieberman (1995) found that the act of employees sharing work of their own professional improvement with colleagues has gained credibility in the education arena. According to a U.S. Department of Education survey on professional development and training (1998), 82% of employees believe that weekly scheduled collaboration with other employees improves their job. Experience has shown that problem posing is greatly enhanced when educators communicate with other educators who are familiar with the particular problem under study (Kuhne & Quigley, 1997). In 1996, the NEA (as cited in NFIE, 2003) published the results of a two-year nationwide study on high quality professional development. The report concluded that “when employees analyze and discuss instructional practice and the resulting samples of student work,

they experience some of the highest caliber professional development available” (9). Thus, one of the recommendations for quality staff development suggested by the NEA is to provide employees with opportunities to mentor with colleagues (NEA, 1998). There is evidence that supports the idea that professional growth is enhanced when a employee is assisted by others to become more aware of his/her daily practices and activities (Hawley & Valli, 1999). The U. S. Department of Education survey on professional development and training (1998) showed that 88% of public institution employees believe that being formally mentored by another employee at least once a week improves their classroom teaching.

Borgia and Schuler (1996) describe several elements that are essential to staff development, with one element being collaboration. Relations among developers, presenters, and participants must be equal and supportive. The best way to bridge the gap between theory and practice is to involve educators in research and their own professional growth (Alber & Nelson, 2002). Employees blame researchers for the gap between theory and practice because much of the research is performed outside the educator’s everyday experiences and therefore lacks meaning and serves to perpetuate the practice of lack of employee involvement in planning and implementing research (Alber & Nelson, 2002). People who participate in creating something feel more ownership of what they have created and make more use of it. The feeling of ownership moves employees beyond simply hearing about new ideas and strategies to being actively involved in decisions about the content and process (Lieberman, 1995). When employees take an active role, they become more empowered as professionals instead of remaining in a technician/managerial position. This is reflected in one of the principles of quality staff development set forth by the U. S. Department of Education’s Professional Development Team in Goals 2000,

stating that staff development is planned collaboratively by those who will participate in and facilitate that development (U. S. Department of Education's Professional Development Team, 1994). Empowerment through collaboration can also be found as one of AFT's guidelines for professional development, stating that development opportunities should be designed by employees in cooperation with experts in the field (AFT, 2002).

Within the process standards of the NSDC's standards for staff development, collaboration is acknowledged as a means of providing educators with knowledge and skills. Quality staff development provides time for employees to interact with peers, to share views and experiences, and offers mentoring opportunities (Abdal-Haqq, 1996; Gibbons & Kimmell, 1997; Kelleher, 2003; NEA, n.d.; NFIE, 1996). Through the use of collaborative staff development, employees can "develop stronger voices to represent their perspectives, learn to exercise leadership with their peers, use their firsthand experience to create new possibilities for students through collaborative work, and develop a community of shared understanding that enriches their teaching and provides intellectual and emotional stimulation" (Lieberman, 1995, p. 595). Through the process of collaboration, employees become sensitive to their contexts and concerns and are more empowered to be leaders as well as learners (Lieberman, 1995).

The importance of collaboration is reflected in several models of staff development. One model is labeled the Collaboration model (The Professional Growth Cycle, n.d.). The purpose of this model is to allow employees to engage in collegial interactions. One of the U. S. Department of Education's Professional Development Team's guiding principles for practitioners and policymakers involved in staff development activities is to focus on individual, collegial, and organizational

improvement. A second principle calls for staff development to respect and nurture the intellectual and leadership capacity of employees (U. S. Department of Education's Professional Development Team, 1994). Both of these principles are illustrated in the Collaboration model as employees are actively involved with colleagues in the examination of a particular aspect of their teaching. Similar activities also occur within the Involvement in a development/Improvement process model.

Another staff development model that can reflect a collaborative nature is Peer Observation and Assessment (Sparks & Loucks-Horsley, 1989; The Professional Growth Cycle, n.d.). The purpose of this model is to provide the employee being evaluated with collegial support. Reflecting a constructivist view of adult learning, this model allows employees to see themselves as facilitators and co-learners. Reflecting Miller, Smith and Tilstone's (1998) comparative need that must be met in quality staff development, the assumption behind this growth program is that instructional practices are improved if a peer observes a employee's classroom procedures and provides appropriate feedback. In turn, observers also learn as they watch their peers in action. Joyce and Showers (1995) found that substantial improvements in student learning have occurred when training of employees in instructional skills and practices is followed by observations and coaching from peers.

Similarly, collaborative staff development efforts reflect achievement motivation of adults, in which the desire to achieve is enhanced by involvement in the process of planning and striving for the achieved goal. One of the principles of andragogy is that adult learners should be involved in the planning and evaluation of their instruction (Andragogy, n.d.). Research on individual and organizational change indicates the critical role that autonomy in the implementation process of one's learning plays in the success of a change effort (Darling-Hammond, Wise, & Pease,

1983; Lieberman & Miller, 1979). Within the Training model of staff development, quality sessions can be spaced one or more weeks apart so employees can have the opportunity to share applications of gained knowledge and participate in peer coaching activities (Sparks & Loucks-Horsley, 1989). While the Training model utilizes the expertise of a staff development presenter, employees prefer their peers as trainers as opposed to outside consultants (Sparks & Loucks-Horsley, 1989). When peers are trainers, “employees feel more comfortable exchanging ideas, play a more active role in workshops, and report that they receive more practical suggestions” (Sparks & Loucks-Horsley, 1989,).

Fullan (1982) found that an employee’s change in behavior is strongly related to the extent to which employees interact with each other and provide professional assistance to one another. In terms of willingness to participate in professional growth activities, employees are more likely to try new strategies and take risks in their practice if they feel they have the support of colleagues (Sparks & Loucks-Horsley, 1989).

Quality staff development should include a collaborative component in which employees are directly involved in the planning and implementation of staff development opportunities as well as in the establishment and participation of learning communities. Collaboration is a key process in quality staff development (Lambert, 1984; McLaughlin & Marsh, 1978; Wood & Thompson, 1993). Through leadership opportunities, employees are motivated to participate in and are empowered to continue professional growth experiences.

2.9.3 Sustained, Ongoing Staff Development

Quality staff development must go beyond the traditional one-shot events and

contain a more continuous form of application, communication, and reflection. In the words of Michael Rutherford, executor director of Cincinnati's Mayerson Academy (a staff development center), "One thing we know about professional development is that it's not worth anything if there isn't ongoing follow-up and support all the time. It can't be inconsistent and it can't be one-shot programs" (National Commission on Teaching and America's Future, 1996, p. 85). A long-term plan that is focused and ongoing is one of the key elements of quality staff development as set forth by NCLB (USDE, 2003). Likewise, the U. S. Department of Education's Professional Development Team calls for leaders to guide continuous instructional improvement for employees (NSDC, 2003c). Support for employees is critical to employee growth and the reduction of attrition (Hirsh, 2003b). This support arises from staff development opportunities that are sustained throughout the employee's career. As described in recommendations made by the NEA, quality staff development should be career long, rigorous, and sustained (NEA, 1998).

Another element of staff development as described by Borgia & Schuler (1996) as critical to quality staff development opportunities is commitment. Those involved in quality staff development must understand that they are involved in activities and experiences that are a part of an ongoing process of learning. In a study of people who had been able to use staff development to build excellent teaching and learning environments, Hilliard (1997) found that one of the key elements to successful staff development by all people studied is the provision of ongoing, focused feedback to participants. One of the NFIE's criteria for staff development is that it must be "rigorous, sustained, and adequate to the long-term change of practice" (National Commission on Teaching & America's Future, 1996, p. 84). Likewise, Sparks & Loucks-Horsley (1989) contend that in study after study, appropriate staff

development experiences with continual, follow-up assistance that allows time for new behaviors to be integrated into an employee's everyday practice are a part of effective staff development. One of the NCREL's goals for staff development is that experiences are "considered an ongoing process and are conducted in a long-term, sustained manner" (Cook & Fine, 1996). Sustained, ongoing staff development can be incorporated into each of the five models of staff development, yet combining models is a highly effective means of providing professional growth that is ongoing and systematic (WVDE, 2003-2004).

For quality staff development to occur, one-shot workshops should become a learning experience of the past. Staff development, in many current models, resembles "a series of boats floating in different directions. To the outside observer, there does not seem to be a connection between many of the activities" (Kelleher, 2003, p. 754). Such experiences do not allow for the sustained support adult learners require. If teaching is to be viewed as a continually emerging profession, the activities and experiences offered to employees to keep them abreast of changing theories and practices must also reflect a continual, sustained atmosphere. This perception is reflected in the 2004 West Virginia Department of Education Professional Development Goals, in which the four goals are to be met through "sustained, continuous, and institution-embedded professional development models" (WVDE, 2004, p.3). The one-shot workshop must be replaced with consistent, ongoing professional collaborations among educators that illustrate consistency in process and application. Champion (2001) recommends planning professional development experiences for a three to four-year period.

2.9.4 Time-friendly, Job-embedded Staff Development

Finding time for staff development is a critical issue for most institutions (Raack, 2000). Staff development is often treated as time added to an employee's already busy workday. In relation to student learning opportunities, present staff development activities for adults have been referred to as "adult pull-out programs" (Kelleher, 2003, p.751). "In many institutions, ongoing professional development disrupts the regular schedule. In-service meetings may require extra days off for students. Meetings held after institution add extra time to the already long institution day" (Cook & Fine, 1996, p.25). One of the principles of high quality staff development offered by the U. S. Department of Education's Professional Development Team is the implementation of staff development experiences that are "embedded in the daily life of institutions" (U.S. Department of Education's Professional Development Team, 1994, p.5). In like manner, one of the guidelines set forth by the AFT is that professional development should be job-embedded and site specific (AFT, 2002). If staff development is to be considered essential to institution reform, it cannot be viewed as an add-on activity but must instead be seen as an essential part of the working day. Issues such as workload and compensation then arise to create negative connotations of staff development for both the participants and the developers. Many employees want staff development experiences to be "over and done with". They feel torn between their classroom responsibilities and their desire and/or need for professional development opportunities. The prevailing institution culture which considers a employee's place during institution hours to be in front of a class of students actually isolates employees from one another and discourages staff development opportunities other than those outside the employee's work day. It is recommended that employees' time for learning, as well as ongoing collaboration and

joint planning, be supported by redesigned institution schedules, structures, and staffing that reflect a new institution culture of continual learning (National Commission on Teaching and America's Future, 1996). The NFIE supports making staff development a part of the working day, as one of the criteria of quality staff development offered by the NFIE is to provide adequate time for inquiry, reflection, and mentoring as an important part of the normal working day (National Commission on Teaching & America's Future). The inclusion of staff development within the work day will require more flexible institution schedules. Allowing for flexibility in scheduling the work day promotes student achievement by utilizing employees' time more efficiently and allowing employees to perform the various duties expected of them in more efficient manners (NFIE, 1996).

According to the recommendations for staff development asserted by the NEA, staff development should be incorporated into the teaching profession as an essential component of the work schedule (NEA, 1998). Employees and researchers indicate that the greatest challenge to implementing quality staff development is lack of time (Cambone, 1995; Corcoran, 1995; Troen & Bolles, 1994; Watts & Castle, 1993). One of the NCREL's goals for staff development is to ensure that professional development is job- embedded (Cook & Fine, 1996). Several reports by national organizations have called for the need for a more adequate utilization of time for professional development. In 1994, the National Education Commission on Time and Learning (NECTL) published a report entitled *Prisoners of Time* in which it strongly urged that a total change in how time is utilized in public institutions to improve learning be implemented. In the same year, the NEA recommended that institutions move toward extended-year contracts for employees to allow additional time for instructional planning, individual study, and group work (NFIE, 1996). The NECTL

concurred, stating that employees should be afforded time to grow professionally; such time should not be viewed as a frill or add-on component to the employee's normal working day but should be seen as a major aspect of the agreement between employees and districts concerning their work priorities (NFIE).

Quality staff development should be viewed as an integral part of the employee's work day rather than as an add-on activity to the employee's already busy schedule. Current research has shown that in order to improve student learning, professional growth activities must be embedded in employees' daily work (Kelleher, 2003). If staff development is seen as a critical component of the national reform effort to improve employee quality and student achievement, then it should become an accepted component of the employee's work day.

2.9.5 Reflective Staff Development

Reflection of one's practice is recognized as a key element of quality staff development (Abdal-Haqq, 1996; Gibbons & Kimmell, 1997; Hilliard, 1997; NEA, 1998). In Hilliard's study of effective staff development practices, one commonality found was time set aside for deep reflection by the participant and the developer of the staff development experience (Hilliard, 1997). Staff development should begin with the targeting of specific goals and end with reflection on how the goals have been met (Kelleher, 2003). One recommendation for adult education programs is that they should foster critical, reflective thinking (Knowles, 1980). "Good employees are by nature reflective learners" (Kelleher, 2003, p.755). In a review of adult learning theory, self-directedness, including self-learning from experiences in natural settings, has been found to be an important component (Ferraro, 2000). Standards set forth by the NSDC, as well as professional development recommendations and goals of the

NEA and the NCERL, call for staff development activities to be modeled after learning experiences considered valuable to adults and which support adult learning theories (National Commission on Teaching & America's Future, 1996; NEA, 1998; NSDC, 2003c). Likewise, the NFIE defines one characteristic of high-quality staff development as that which "provides adequate time for inquiry, reflection, and mentoring, and is an important part of the normal working day" (National Commission on Teaching and America's Future, 1996, p. 84). Literature on employees' use of reflective practices seems to concur with the above recommendations. "The primary benefit of reflective practice for the employees is a deep understanding of their own teaching style, and ultimately, greater effectiveness as employees. Other specific benefits include the validation of a employee's ideals, beneficial challenges to tradition, and respect for diversity in applying theory to classroom practice" (Ferraro, 2000, p. 13).

According to Denzin and Lincoln (2000), the mark of a professional employee is the ability to take reflective action. Employees who use cases written as self-reports of personal experiences suggest that they are a great tool to develop habits and techniques of self- reflection, as well as a stimulus to analytical thinking (Kleinfeld, 1992). Therefore, staff development practices that allow employees to study their unique situations cause them to step back and critically reflect how and why they teach in a particular way. Much of this staff development takes place through the Inquiry, or Action Research, model. According to the Employee Survey on Professional Development and Training sponsored by the U. S. Department of Education (1998), the professional development activity in which most employees feel improves their teaching consists of an in-depth study of their teaching in their main subject area.

Dewey emphasized the importance of reflective thinking and the educator's ability to reflect on his/her practice and integrate such observations into his/her emerging theories of teaching and learning (Dewey, 1916). The educator thus becomes both employee and student of the classroom environment, an important concept of effective staff development. Teaching is improved as employees begin to look beyond the immediate, concrete environment and delve into the deeper meaning of the situation. Through such practices, educators begin to bridge the gap between theory and practice. As educators become aware of their own practices and inner voices, they become empowered as professionals. According to NFIE, high quality staff development should be directed toward employees' intellectual development and leadership (National Commission on Teaching and America's Future, 1996). The National Commission on Teaching and America's Future maintains that: it is more important than ever that employees have the capacity to appraise their actions, evaluate their work, anticipate and control consequences, incorporate new theory and research into practice, and possess the skills and understanding needed to explain their work to other employees, and to students and their parents....They (reflective capacities) are, rather, the outcome of sustained and rigorous study, and of dialogue and exchange with master employee educators. (p. 42).

When educators are in charge of their own staff development learning activity, they are able to adopt a more self-directed model that gives them ownership and control over their instruction. One recommendation for adult education programs is to help learners achieve self-direction and empowerment (Knowles, 1980). One way to do this is to directly involve educators in their own learning experiences. "When employees focus on their own concerns, they solve pressing problems without depending on the bureaucracy, and students benefit at once" (Evans, 1991, p. 11).

Within the Observation and Assessment staff development model, employees are provided with data for reflection that can be analyzed to improve student learning. One assumption of this model is that reflection on one's practice can be enhanced by observations of another (Sparks & Loucks-Horsley, 1989). The advantage of having input from another provides the employee with a perspective that may be different from his/her own.

Another element recognized by Borgia and Schuler (1996) as critical to effective staff development is consideration. Reflection is a challenging, critical consideration of an educator's own behavior as a means of developing his/her knowledge and skills. Literature on adult learning proposes that two stages necessary for improvement are "recognition of potential areas of growth through a process of reflection and motivation to change or engage in learning activities" (McLaughlin & Pfeifer, 1988, p. 26). This reflects Miller, Smith, and Tilstone's (1998) felt need of staff development, which is recognized by employees who become aware that they lack some knowledge or skill.

Quality staff development should employ the use of reflection to create staff development experiences, as well as to promote future opportunities. Reflection becomes the means by which employees recognize the need for staff development and the means by which employees analyze their use of knowledge and skills gained through staff development in order to initiate consequent professional growth opportunities.

2.9.6 Evaluated Staff Development

Employee knowledge and practice are the most immediate outcomes of staff development opportunities. While these represent the immediate outcomes, they are ultimately the bridge between staff development and improvements in student learning, which is the ultimate goal of any staff development effort. The underlying assumption is that if staff development opportunities do not alter employees' professional knowledge, skills, and/or practices, little improvement is expected in student learning (Gusky & Sparks, 1996). "For professional development to make a difference in instruction, employees and administrators need to be thinking continually about the nexus between employee learning and classroom learning" (Kelleher, 2003, p.756). The effectiveness of staff development opportunities must therefore be considered within all stages of development, from the planning to the design, and finally to the implementation stages. For this to occur, Guskey (2000) offered five levels of professional development evaluation that provide a continuum from impact on participants to an increase in student learning.

Guskey and Sparks (1996) contend that present accountability demands that the improvement of student learning be the main focus in evaluating staff development programs. This becomes apparent through NCLB reform efforts, for one of the key elements of staff development as set forth by NCLB is that all professional activities are fully evaluated (USDE, 2003). Likewise, the NEA, along with the principles of operation of West Virginia's Policy 5500, calls for an ongoing, systematic evaluation process to determine effectiveness and impact of staff development (NEA, 1998; WVDE, 1997). "We can only be accountable for our professional development and we can only look at its impact on teaching and learning if we collect and examine data and know how to use it in our planning and

implementation of professional development” (Raack, 2003, p.9). Unfortunately, many staff development evaluation practices either contain no mechanism to measure the results of the activity or end with the assessment of participants’ immediate reactions to the particular experience (Kelleher, 2003; NSDC, 2003a).

A variety of factors and multiple measures of student and adult learning are employed in quality staff development experiences (Kelleher, 2003). Beyond initial collection of data on participant reactions, the Kelleher (2003) suggests that evaluation should focus on teachers’ acquisition of new knowledge and skills, how the newly gained knowledge affects teaching, and how changes in practice affect student learning. As one of the Kelleher’s (2003) standards, multiple sources of information for evaluation should be used to guide improvement and demonstrate its impact (Gibbons & Kimmell, 1997; NSDC, 2003c). Joyce and Showers (1998) suggested that multiple sources of data collection include interviews, observations, document analysis, and tests of student learning. Stanley and Popham (1988) suggested that an evaluation process that measures the outcome of staff development “in terms of performance behavior, rather than paper and pencil knowledge, needs to be developed” (p. 37).

While tests of student learning are recognized by NCLB as the ultimate evaluation of institution success, many professionals have argued against the use of standardized tests. According to Raack (2003), if institutions have performed a needs assessment and identified priorities, then change can be evaluated through the use of standardized testing. Evaluation can also occur through the collection of data throughout each stage of the staff development cycle. Data collected from staff development evaluation can then be used to guide subsequent staff development efforts, which reflects one of the principles of high quality professional development

as described by the U. S. Department of Education's Professional Development Team (1994).

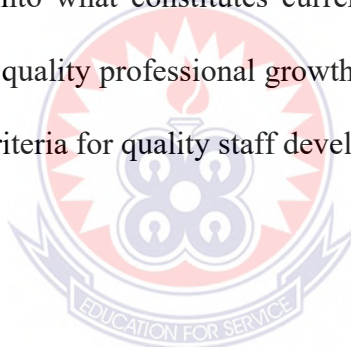
Incorporating an evaluation process into staff development opportunities not only allows for documentation of employee and/or student change, but it also provides motivation for participating in growth opportunities. A crucial trait to the professional growth of the employee is the willingness to participate in an activity, which often stems from self-confidence in one's ability. This type of motivation relies heavily on the outcome or the evaluation of that activity. One of the underlying assumptions of the Observation and Assessment model is that "when employees see positive results from their efforts to change, they are more apt to continue to engage in improvement" (Sparks & Loucks-Horsley, 1989). Employees want to know if their staff development activities are making an effective and efficient change, particularly in student learning, in order to justify the added time and work put into participating in such activities (NSDC, 2003a). A key characteristic in quality staff development is an ongoing, systematic process of evaluation of staff development activities.

The evaluation process should be implemented during all phases of staff development experiences and should take into consideration individual and group needs in regard to data collection. Employees need to see results of their efforts, and a quality evaluation process is a beginning step toward their motivation to continue growing as professionals.

2.10 Summary

A review of the literature has shown that staff development is a critical component of the national educational reform effort (Hirsh, 2003b; Kelleher, 2003; NSDC, 2003c; Publishers Look for NCLB, 2002; USDE, 2003) as well as being an

essential building block of quality education. Until recently, staff development has not been viewed as a critical component of the status of a school system and has thus not warranted consideration for accountability. This view is now changing. National educational organizations are supporting the theory of a connection among staff development and teacher improvement and student achievement (Cook & Fine, 1996; National Commission on Teaching & America's Future, 1996; NEA, 1998; NSDC, 2003c; USDE, 2003). An in-depth look into each of the above criteria, along with a study of research and literature into effective staff development practices, reveals common characteristics that are found within the literature and criteria alike. In light of the present impetus on the role of quality staff development in the educational reform process, a look into what constitutes current staff development practices is critical to the creation of quality professional growth experiences. Several educational entities have generated criteria for quality staff development practices.



CHAPTER THREE

RESEARCH METHODOLOGIE

3.1 Introduction

Methods include the means by which the participants are selected and the data are analyzed (Smith & Glass, 2007). This chapter provides a description of the research procedures that were utilized for this non-experimental study. Included in this chapter are descriptions of the study's research design, population and sample, instrumentation, data collection procedures, and statistical analyses of the data.

3.2 Research Design

A research design provides the foundation for a study by specifying the type of inquiry and the procedures for selection of subjects and measurement of the variables (Smith & Glass, 2007). This study was descriptive in nature and was designed to examine teachers' perceptions of staff development. The purpose of this study was to determine to what degree teachers perceive their staff development to be a quality experience and to what degree staff development impacts student learning, a teacher's professional growth needs, a teacher's motivation to grow, and a teacher's feelings of competency. Data collection and establishment of this degree were derived from survey responses in relation to six variables of quality staff development and four areas of impact gathered from a sample population. These variables were operationally defined as scores on the researcher developed *Survey of Staff Development Experiences*.

Demographic data were also utilized to examine the quality of staff development. Once data were collected, the degree to which staff development

exemplified a quality experience was compared to demographic data for analysis. The procedures for participant selection and measurement of variables were discussed further in the following sections.

3.2 Population and Sample

The population for this study was teachers in the public senior high schools in the Kwabre East District of Ghana. The number of teachers in the public senior high schools in the Kwabre East District for the 2015-2016 school year was approximately 231 (Ghana Education Service, Facts at a glance, 2016). With a 95% confidence level and 2.04% margin of error, an appropriate sampling size for a population of 231 is 210 (The Survey System, 2013). Once the representative population was identified, a random sample of 210 teachers in the public senior high schools in the Kwabre East District was selected. A random selection process is one in which each participant has an equal chance of selection independent of any other variables in the selection procedure (Babbie, 2007). Random selection eliminates the danger of researcher bias and allows for the possibility of alternative explanations to be discounted, increasing the internal validity of the study. Additionally, the process of random sampling allowed for estimation and control of sampling error (Smith & Glass, 2007).

3.4 Data Collection Instruments

Data utilized in this study was gathered through the use of a cross-sectional survey questionnaire that asked teachers in the senior high schools about their perception of the degree to which staff development in which they participated was indicative of a quality experience. A cross-sectional survey utilizes data that are

collected at one point in time from a selected sample and are used to describe a larger population at that time, as well as for determining relationships among variables at the time of the study (Babbie, 2007). According to Babbie, survey research is probably the best known and most widely used research method in the social sciences today. It is logical, deterministic, general, parsimonious, and specific. Survey research focuses on people's beliefs, attitudes, motivations, and behaviors (Kerlinger, 2008). The purpose of survey research, according to Smith and Glass (2007), is "to describe the characteristics or variables in populations by directly examining samples" (p. 226). The ability to utilize random sampling procedures to allow a small number of participants to represent a larger population is one of the advantages of utilizing survey research (Schuman, 2008).

The survey questionnaire utilized in this study was designed in the form of a Likert scale. According to Smith and Glass (2007), scales have the advantage of increased reliability over separate questionnaire items. The *Survey of Staff Development Experiences* consisted of 22 close-ended items with ordered choices. Teachers were asked to indicate the degree to which the staff development in which they participated exemplified a quality experience as defined by six characteristics of quality professional development as well as the impact of staff development on student learning, their professional growth, motivation, and competency by using a 5-point Likert scale (5 = "Strongly Agree", 4 = "Agree", 3 = "Neither Agree nor Disagree", 2 = "Disagree", and 1 = "Strongly Disagree"). According to Kerlinger (2006), a 5- or 7-point scale has the advantage of a greater response variance over 2- or 3-point response categories. Requests for additional data consisting of four items reflecting demographic data were placed at the end of the self-administered questionnaire. "Placing these [duller demographic data] items at the beginning gives

the questionnaire the initial appearance of a routine form, and the person receiving it may not be motivated to complete it” (Babbie, 2007, p. 150).

The design specified that each participant be given a survey. The *Survey of Staff Development Experiences* was based on an in-depth literature review of quality staff development practices. Six characteristics (targeted, collaborative, sustained, time- friendly and job-embedded, reflective, and evaluated staff development) were selected because of their appearance in the literature. Appendix B provides a matrix of these characteristics and the appearance of each characteristic. The *Survey of Staff Development Experiences* was initially pre-tested for content, style, and validity with a group of seven staff development experts, including three universities senior lecturer who specialties are in teacher development members, two members of the Ghana Education Directorate in the Kwabre East District, the teacher coordinator, all of whom provide staff development opportunities to public school teachers.

3.5 Validity and Reliability of Data Instruments

Pre-tests represent initial examination of one or more facets of the research design (Babbie, 2007). Since the instrument was developed by the researcher, validity was determined by a panel of experts in the subject addressed in the survey (Johnson & Christenson, 2000). The experts were provided with a list of questions to guide their review of the reliability of the survey questionnaire.

Content validity describes the degree to which an instrument actually measures the entirety of the concept it is designed to measure (Babbie, 2007). After suggested revisions from the experts were made, the *Survey of Staff Development Experiences* was piloted with a group of 15 public senior high school teachers to

determine its reliability. The teachers were asked to complete the survey based on the staff development in which they had participated within the past year. Reliability coefficients were established by using Cronbach's alpha. Statistical analysis revealed an alpha score of 0.95, indicating a high level of reliability.

3.6 Data Collection Procedures

This study utilized a self-reported survey questionnaire in which participants were asked to report on the status of their own beliefs and opinions (Smith & Glass, 2007). Each teacher in the sample was a packet of information compiled by the researcher. A cover letter (Appendix C) explaining the nature of the research, the intent of the survey, how the participant was selected for the study, the importance of each respondent's response, promised confidentiality, approval by the Graduate Studies Office of Research at the University of Education, Winneba, Kumasi, and a telephone number for those respondents who would like to have additional information about the study was included in the packet. In addition, the packet contained one copy of the *Survey of Staff Development Experiences* with directions for completion, and an addressed and stamped reply envelope. Teachers were asked to complete the survey and return it to the researcher within two weeks.

A return rate graph was constructed to track returned surveys. As completed surveys were returned, each was assigned an identification number and logged on a graph illustrating the number of surveys returned each day. A follow-up letter (Appendix D) and another packet of information were sent two weeks after the initial mailing in an effort to increase the return rate. Providing follow-up letters is an effective method for increasing the rate of return in mail surveys (Babbie, 2007; Smith & Glass, 2007). According to Babbie (2007), a lack of response bias is much more

important than a high response rate. For this reason, non-respondent bias checks were prepared in case of low response rates. Out of the 210 questionnaire distributed, 171 questionnaires were received given a response rate of 77.73% and a turnover of 22.27%.

3.7 Data Analysis

Upon receiving the completed surveys, data were analyzed to determine the degree to which teachers perceived staff development to exemplify a quality experience as defined by the six characteristics of quality professional development and the four areas of professional impact. The data were then compared to the demographic data for analysis. Descriptive statistics and tests of significance were conducted as appropriate.

3.8 Summary of the Chapter

The procedures presented in this chapter describe the researcher's methods of assuring that the study presents facts of empirical significance. The methods were designed to determine the degree to which teachers in the public senior high school perceived staff development in which they participated to exemplify a quality experience. Descriptive data considered in this study were collected from a cross-sectional, self-reported survey questionnaire titled the *Survey of Staff Development Experiences*. A random sample of 210 teachers in the public senior high school in the Kwabre East District was surveyed. Tests of association and statistical significance were performed. The following chapter presents the results of the data presentation and data analysis.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter attempts to analyses and present data and the information collected from the units of enquiry in order to fulfill the research objectives and answer the research questions which were the main guidance of this study. Self-administered questionnaire has served as operational instrument to collect cross-sectional primary data from 161 out of 210 teachers in public senior high schools in the Kwabre East District in the Ashanti Region of Ghana. The analysis of the study is divided into several subsections as explained below:

4.2 Demographic Analysis

Demographic results were attained and it is presented for the 171 teachers who responded to the questionnaire item. In all the demographic is shown in Tables 4.1

Table 4.1: Demographic Characteristics of respondents

Variable	Categories	Frequency	Percentage (%)
Age	20 – 30	27	16
	31 – 40	38	22
	41 – 50	71	42
	51 – 60	35	20
	Total	171	100
Gender	Male	105	61
	Female	76	39
	Total	171	100
Educational Level	First Degree	132	77
	Master's Degree	66	23
	Total	171	100
Teaching Experience	16 years and above	11	6
	11-15 years	51	30
	6-10 years	57	33
	1-5 years	45	26
	Below 1 year	7	4
	Total	171	100

Source: Field Data, 2016

Table 4.1 represented composition of the sample with reference to age groups. About 27 respondents, representing 16% were within 20 to 30 years' group. Respondents lying between age 31 to 40 years were 38, and this represented 22%. Respondents lying between age 41 to 50 years, were 71, and this represented 42%. Respondents lying between the ages of 51 to 60 years were 35, representing 20%. In this study the more respondent's representative was from the 41 to 50-year age group. From the above analysis, it could be realised that majority of the respondents were within the energetic working group who were much concerned with staff development practices of the Ghana Education Service. Table 4.1 again represents composition of the sample with regards to gender. Whereas 61% were males 39% were females, which demonstrates more respondents were males.

Another demographic component reviewed is usually with reference to respondents' education. Table 4.1 also shows the highest educational level of respondents before they joined the teaching profession. Table 4.1 also expressed that out of the total of 171 teachers who answered the questionnaire items for this survey, 77% (the highest in study) respondents possess a first degree and the remaining 39 respondents representing 23% hold master's or second degree. Empirically, the study shows that, all the respondents were literate and had the ability to read, write and understand. It stands to reason that, the administration of the questionnaire was done without intermediary who is most likely to result in misinterpretation and distortions. Again, it was found that their level of education enhanced their capabilities to answer the questionnaire and provide credible responses required for the study to meet the basic principles of reliability, validity and consistency.

Table 4.1 finally shows how long, in years, respondents have worked with the Ghana Education Service. Majority, 57(33%) indicated that they had worked with the

Ghana Education Service (GES) for between 6 and 10 years, 51(30%) indicated that they had worked with the GES between 11 and 15 years. Whereas 45 (26%) indicated that they had worked with the Ghana Education Service for between 1 and 5 years. This indicates that majority of the teachers in the Ghana Education Service had been in the teaching profession for a long period of time.

4.3 Teachers' Perception of Staff Professional Development in GES

This section presents major findings organized to correspond the research question one which seeks to determine the perception of teachers on staff professional development in the Ghana Education Service. The research question was answered by utilizing the quantitative statistic procedure, the Principal Component Analysis (PCA) of factorial analysis. In agreement with the factor analysis performed on the questionnaire, it embodied the six characteristics of staff development perceived by teachers in the Ghana Education Service. Each of the six characteristics of staff development in GES was represented by three statements per characteristic. Table 4.2 provides a descriptive display of the factor analysis of this research question depicted through the survey statements.

4.3.1 Discussion of the Factors or Components of Staff Professional Development

A number of comparable factor analyses were then performed, putting more emphasis of the various prevalent items which constitutes the perception of staff professional development in the Ghana Education Service. Principal Component-factor Analysis (PCA) was used by the researcher as his dimension characterization technique. This implies that he obtains a set of factors which summarize, as well as

possible, the information available in the data. The factors are linear combinations of the original statements in the questionnaire survey.

Table 4.2: KMO and Bartlett's Test for Factor Analysis

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	Bartlett's Test of Sphericity		
	Approx. Chi-Square	df	Sig.
.841	1999.363	946	.000

Source: Field Survey, June 2016

Before PCA can be performed, at the initial stage, sampling adequacy for factorial analysis or component formulation should be assessed using the Kaiser-Meyer-Olkin (KMO) Measure of Sampling and the Bartlett's Test of Sphericity. KMO and Bartlett's Test of Sphericity is a measure of sampling adequacy that is recommended to check the case to variable ratio for the analysis being conducted. In most academic and business studies, KMO & Bartlett's test plays an important role for accepting the adequacy of sample responses. While the KMO ranges from 0 to 1, the world-over accepted index is over 0.6 (Snedecor & Cochran, 1980). Also, the Bartlett's Test of Sphericity relates to the significance of the study and thereby shows the validity and suitability of the responses collected to the problem being addressed through the study. For Factor Analysis to be recommended suitable, the Bartlett's Test of Sphericity must be less than 0.05 (Snedecor & Cochran, 1989). With KMO value of 0.841 and Bartlett's sphericity of $\chi^2(946) = 1999.363$, $p < 0.05$, the data set is found to be adequate and reliable for factorial analysis. Each of the variables explains some variance that is shared by all other variables and this occasioned an event where the initial communality for each variable equaled 1.00.

Table 4.3: Rotated Factor Component for Perception of Staff Professional Development

No.	Statement	1	2	3	4	5	6
1.	My professional development was directly related to my personal needs.	.833					
2.	My development was directly related to the needs of GES.	.767					
3.	My professional development provided a balance between my individual priorities or needs and the needs and priorities of GES.	.652					
4.	My professional development provided opportunities for me to collaboratively develop professional growth activities with other peer teachers.		.752				
5.	My professional development was designed to provide opportunities to share my own professional needs and improvement with colleagues.		.822				
6.	My professional development was designed to link me to larger learning communities.		.753				
7.	My professional development was part of a long-term plan that allowed for ongoing participation in growth activities throughout the year.			.821			
8.	My professional development was opportunities that provided follow-up beyond the initial professional development experience.			.777			
9.	My professional development was one-session activities with no follow-up assistance provided beyond the initial staff development experience.			.724			
10.	My professional development was embedded within my daily work				.710		

schedule.	
11. My professional development was a part of my everyday responsibilities as a teacher.	.739
12. My professional development was incorporated into my profession as an essential part of my regular teaching and learning activities.	.708
13. My professional development required me to reflect the knowledge and skills gained on my teaching processes	.644
14. My professional development was designed to require reflection on how the goals and content of the teaching activities were met in my school.	.619
15. My professional development was opportunities to analyze data on my own teaching to improve my job	.727
16. My professional development utilized multiple sources of information to evaluate the impact of the staff professional development on my job.	.697
17. My professional development was evaluated based upon how changes in my teaching practices made improvements in my school and community.	.644
18. My professional development was designed around an ongoing, systematic evaluation process to determine the impact of the staff professional development	.701

Small coefficient suppressed with an absolute value above 0.5

1=Targeted, 2=Collaborative, 3=Sustained, 4=Time-friendly and Job-embedded, 5=Reflective, 6=Evaluative

Source: Field Survey, June 2016

Table 4.3 displays the rotated factor pattern of the analysis performed including all the 18 statement items, loaded on their appropriate factors with loadings greater than absolute value of 0.5. A Maximum Iterations for Convergence was set at 0.5 when the principle factor analysis was performed specifying six factors as expected. The factors were then rotated to a final solution using the orthogonal (Varimax) rotations. This rotation provided a more interpretable solution. The results of this analysis are displayed in Table 4.3 and again, only factor loadings greater than 0.5 were displayed. Furthermore, each item loads highly only on the correct factor. For instance, *Factor 1*, which is represented as *Need Targeted*, included statement items posed to assess the relationship of staff development experiences with respondent's personal and schools' needs. *Factor 2* included items measuring *Collaborative*, and the items loading *Factor 3* measured *Sustained*, then *Factor 4* and *Factor 5* measured *Time-friendly and Job-embedded* and *Reflective*, respectively. Finally, *Factor 6* measured *Evaluative* responses on statement items posed to find out teachers perceive that staff professional development are designed around a systematic evaluation process.

The questions of staff professional development experiences utilized a Likert scale to obtain teachers' perceptions of staff development experiences. The rating scale for this instrument was as follows: 5 = "Strongly Agree", 4 = "Agree", 3 = "Neither Agree nor Disagree", 2 = "Disagree", and 1 = "Strongly Disagree". For ease of interpretation and discussion, response options were collapsed into three categories and analyzed. The "Agree" and "Strongly Agree" response options were merged to create a response of "Agree". The "Neither Agree nor Disagree" response option remained unchanged. The "Disagree" and "Strongly Disagree" response options were combined to create a response of "Disagree". Upon calculating the mean score for

each statement on the survey, statements representing each perceived characteristics of staff professional development, the statements were then collapsed into one variable (the Factors). A mean score was identified for each variable to answer each staff professional development experiences, whether the teacher agrees or disagrees with that experience. The following segments illustrate the descriptive data for each of the major characteristics identified for staff professional development programmes of GES.

Table 4.4: Descriptive Data for the Need Targeted Staff Professional Development

Statement	Mean	SD
My professional development was directly related to my personal needs.	3.66	3.66
My development was directly related to the needs of GES.	3.78	3.13
My professional development provided a balance between my individual priorities or needs and the needs and priorities of GES.	4.03	3.31
Overall Mean	3.82	.96

Source: Field Data, 2016

Response options from the Likert scale were calculated for the need targeted variable. In other words, respondents were requested to illustrate their perception of staff professional development in targeting their personal or organizational need. While the overall mean score for the need targeted staff professional development variable (3.82) indicated that teachers were in agreement that their professional development was targeted to their personal or organizational (GES) needs, the single mean score for each statement indicates that more respondents agreed that their staff

professional development experiences were targeted to their both their individual and organizational (GES) needs (Mean=4.03).

Table 4.5: Descriptive Data for the Collaborative Staff Professional Development

Statement	Mean	SD
My professional development provided opportunities for me to collaboratively develop professional growth activities with other peer teachers.	2.11	1.08
My professional development were designed to provide opportunities to share my own professional needs and improvement with colleagues.	2.03	1.12
My professional development were designed to link me to larger learning communities.	2.32	1.10
Overall Mean	2.15	.93

Source: Field Data, 2016

Participants were asked to indicate their perception in staff professional development that allowed for collaboration with colleagues by indicating a number on the Likert scale that was most representative of their perceptions. Table 4.4 displays the mean scores for each of the three statements on the survey regarding collaboration. With 171 responses, statement 4 had a mean score of 2.11, statement 5 had a mean score of 2.03, and with statement 6, a mean score of 3.12 was obtained. All respondents answered three statements for an overall mean score of 2.32 for the collaborative staff professional development, which indicates that the teachers were in total disagreement in their responses regarding the collaborative nature of staff professional development at GES.

Table 4.6: Descriptive Data for the Sustained Staff Professional Development

Statement	Mean	SD
My professional development were part of a long-term plan that allowed for ongoing participation in growth activities throughout the year.	2.41	1.13
My professional development were opportunities that provided follow-up beyond the initial professional development experience.	2.14	1.14
My professional development were one-session activities with no follow-up assistance provided beyond the initial staff development experience.	2.09	1.17
Overall Mean	2.21	.64

Source: Field Data, 2016

Participants were asked to depict their perception of staff professional development, whether it is ongoing and sustainable beyond their initial experience. In other words, respondents were questioned to illustrate their observation on staff professional development at GES, whether is the continuing, lasting or part of long-term plans. Table 4.6 presents the mean scores for each of the three statements on the survey pertaining to ongoing and sustainable nature of staff professional development. With, again 171 responses, statement 7 had a mean score of 2.41, statement 8 had a mean score of 2.14, and from statement 9 a mean score of 2.09, was obtained. One hundred and seventy-one (171) respondents answered all three statements for an overall mean score of 2.21, which indicates that teachers were having disagreement perceptions that the staff professional development at GES is always ongoing and sustainable throughout the year or in a long-term. In other words, teachers perceive that staff professional development is only viable in a short-term, as and when needed.

Table 4.7: Descriptive Data for the Job-embedded Staff Professional Development

Statement	Mean	SD
My professional development were embedded within my daily work schedule.	4.59	1.13
My professional development were a part of my everyday responsibilities as a teacher.	4.64	1.10
My professional development were incorporated into my profession as an essential part of my regular teaching and learning activities.	4.42	1.14
Overall Mean	4.55	.96

Source: Field Data, 2016

Participants were asked to describe their participation in staff development experiences that were job-embedded by indicating a number on the Likert scale that was most representative of their perceptions. Table 4.7 presents the mean scores for each of the three job-embedded statements on the survey. With 171 responses, statement 10 had a mean score of 4.59, statement 11 had a mean score of 4.64 and statement 12 had a mean score of 4.42. All the one hundred and seventy-one (171) respondents answered all three statements for an overall mean score of 4.55, which clearly, can be interpreted that teachers strongly perceive the staff professional development practices of GES to mostly embed the teaching job in it.

Table 4.8: Descriptive Data for the Reflective Staff Professional Development

Statement	Mean	SD
My professional development required me to reflect the knowledge and skills gained on my teaching processes	2.34	1.04
My professional development were designed to require reflection on how the goals and content of the teaching activities were met in my school.	2.23	1.11
My professional development were opportunities to analyze data on my own teaching to improve my job	2.15	1.17
Overall Mean	2.24	.92

Source: Field Data, 2016

Participants were asked to indicate their perception of staff professional development practices at GES on whether these practices require teachers to reflect the knowledge and skills gained through the staff professional development practices on teaching and learning activities. Table 4.8 displays the mean scores for each of the three statements on the survey regarding reflective nature of staff professional development. 171 responses, statement 13 had a mean score of 2.34, statement 14 had a mean score of 2.23, and statement 15 obtained a mean score of 2.15. All the one hundred and seventy-one (171) respondents answered all three statements for an overall mean score of 2.24 which indicates that teachers were of the disagreement view with staff professional development, being reflective practices.

Table 4.9: Descriptive Data for the Evaluative Staff Professional Development

Statement	Mean	SD
My professional development utilized multiple sources of information to evaluate the impact of the staff professional development on my job.	2.16	1.08
My professional development were evaluated based upon how changes in my teaching practices made improvements in my school and community.	2.59	1.10
My professional development were designed around an ongoing, systematic evaluation process to determine the impact of the staff professional development	2.26	1.05
Overall Mean	2.34	.92

Source: Field Data, 2016

Participants were asked to depict their participation in staff professional development opportunities that were evaluated after it ended. Respondents were asked about their perception of the evaluation process of the staff professional development of GES. Table 4.9 presents the mean scores for each of the three statements on the survey pertaining the evaluation process of staff professional development. It can be understood from the Table 4.9 that, the overall mean was 2.34, which indicates that the teachers were in total disagreement with their perceptions. In other words, the teachers responded that staff professional development of GES is not evaluated after it is completed. Moreover, with 171 responses, statement 16 had a mean score of 2.16, statement 17 had a mean score of 2.59, and also, statement 18 obtained a mean score of 2.26.

4.4 Structure and Types of Staff Professional Development in GES

In this section the researcher asked the respondents whether they are familiar with staff professional development practices in the Ghana Education Service. First, respondents were asked to indicate if staff professional development practices and

programmes do or do not exist in the Ghana Education Service. If it existed, the study will further enquire from the teachers, the structure and types of staff professional development programmes that are common at the GES.

Table 4.10: The Existence of Staff Professional Development Programmes at the GES

Variable	Frequency	Percentages(%)
Yes	126	72.3
No	55	27.7
Total	171	100

Source: Field Data, 2016

At this question, teacher respondents were asked if there is staff professional development programmes at GES, where they were required to put a tick in a 'YES' or 'NO' answers. Table 4.10 which indicates the staff professional development programmes awareness shows that, one hundred and twenty-six (126) respondents which is 72.3%, alleged 'YES' to the question. That means, the GES have staff professional development programmes. The remaining 55 respondents which represented 27.7%, responded that there is no staff professional development programmes at the Ghana Education Service. Through further discussions, it was found that the teachers who were not aware of the staff professional development programmes in the Ghana Education Service further conjectured that, these staff professional development of teachers, do need enough time to practice and even financial resources to make sure that the employee acquire the right skills needed for them to perform their duties. They again, speculated that, due to the nature of the functions conducted by the Ghana Education Service, sometimes the staff

professional development of teachers, do not take its part effectively as the resources required is massive.

Table 4.11: Structure of Staff Professional Development at the GES

Structure	Frequency	Percentage (%)
Planned and Structured	18	10.53
Unplanned and Unstructured	153	89.47
Total	171	100

Source: Field Data, 2016

From this study, in Table 4.11, it was revealed that majority of the respondents argued that staff professional development programmes and practices existed at the Ghana Education Service (GES), however, one hundred and fifty-three of the respondents representing 89.47% said the Ghana Education Service is using unstructured (unplanned) modalities of staff professional development practices where the remaining minority, 10.53%, representing 18 respondents that Ghana Education Service is using structured (planned) modalities of staff professional development practices. This was decided because the teachers perceive that the Ghana Education Service saw that there were some situations whereby the use of planned modality can be ineffective, as the planned form of staff professional development programmes requires a well-structured budget which the claim to be very difficult to implement. They therefore optimally rely on unplanned modality to be useful.

Table 4.12: Types of Staff Professional Development at the GES

Variable	Frequency	Percentages (%)
Workshops/Seminars	42	24.56
Coaching and Mentoring	18	10.53
Short Courses	13	7.60
Conferences	38	22.22
Induction and Orientation	6	3.51
Career Study Leaves	12	7.02
Technical Development	29	16.96
Others	15	8.77
Total	171	100

Source: Field Data, 2016

Analysis of the types of staff professional development indicated that the main types of staff professional development in Ghana Education Service (GES) are through workshops and seminars. These constituted 24.56%, representing 42 of the teacher respondents. Further interrogations came out that, most often, needs assessment of the teachers are conducted after which a tailor-made programmes are drawn in the form of seminars and workshops to address the needs of these teachers to be developed professionally. For instance, teachers often undergo workshops on good teaching methods, classroom management and practices and personal financial planning and investments. All these are geared towards improving the managerial competencies of teachers both the in classrooms and in their personal lives. The study also found that it is not all the time that seminars directly related to the core business of teaching, are organized. At other times, seminars on general welfare issues such as how to reduce stress (Stress Reduction Seminars) and how to prevent Human Immune Virus (H.I.V.) infections (H.I.V. Infection Prevention Seminars) at the workplace, and how to plan for retirement (Planning for Retirement Seminars) are also organized for

teachers. Another type of staff professional development identified in the study area was through the attendance and participation of conferences. This constituted 22.22% of the respondents or 38 teachers. The study found that most of the teachers belong to the Ghana National Association of Graduate Teachers (GNAGRAT) and this professional association normally organizes conferences for their members in order to sharpen their skills and to improve on their professional standards and ethical conducts. The condition of service of GES included the sponsoring of teachers to attend conferences in their areas of professions. It also supports teachers when they have to present a paper at conferences. Due to these provisions, teachers benefit from developing their capacities through presentation of papers at conferences and participation.

Besides attending workshops, seminars and conferences, teachers also rated technical development as the next most common mode of staff professional development programme being organized by the GES for its teachers. Twenty-nine respondents representing 16.96% chose technical development programmes as the most common form of staff professional and development practices at GES. For instance, in further interrogations, professional development programmes had been organized in Information and Communication Technology (I.C.T.) software applications relevant to the work of the teachers. These teachers have been taken through the software application, most especially, the use of office applications like the Microsoft Excel, Word and PowerPoint in teaching and learning. This is to familiarize themselves with such an application and to be able to appraise teaching and learning activities in their respective schools.

Career Study Leave was found as another strategy of professionally developing teachers at the GES. This constituted 10.53% representing 18 of the

teachers. It was found that teachers are either sponsored fully or partially to undertake further studies that will let them acquire higher certificates. In the cases of those who are normally sponsored partially, they are given study leave without pay; but with the assurance that after successful completion of their programmes they will be absorbed into the system when they re-apply. The study further found that most of the teachers have taken advantage of the study leave package to undertake graduate and post-graduate studies from the University of Education, Winneba and the University of Cape Coast, while minority of the teachers have also gone for further studies at the Kwame Nkrumah University of Science and Technology.

Short Courses were found to constitute 7.6% of the responses when the types of teacher staff professional development were explored. It was found that most often; teachers were allowed to attend short courses on specific skills they want to be competent or proficient in. For instance, most of the teachers have taken advantages on the short courses run by the tertiary institutions specialized in education, such as the University of Education, Winneba (UEW) and the University of Cape Coast (UCC) leadership, attitude and motivation, and effective classroom management to improve their competencies. On-the-job training in the form of Coaching, Mentoring and Demonstration was also seen as another way of developing teachers professionally in the GES. However, this constituted a minority 7.02% of the responses. It was therefore found that this type of staff professional development was not often adopted by the GES. The study found that whenever there is a new method of teaching to be introduced, headmasters are trained and encouraged by GES to coach and demonstrate how to use such teaching methods in teaching and learning processes. In so doing teachers take advantage to develop their capacities on new teaching methods.

Induction and Orientation of newly recruited teachers is another means of developing their capacities, and also to help them cope in their new environment, however the very minority, 6 of the teachers representing 3.51%, attested to this. The study found that new teachers are not always taken through induction and orientation programmes by the GES in conjunction with respective schools' administration under whom they will serve. The remaining 15 teachers, representing 8.77% claimed, they have experienced and attended other staff professional development programmes, such as the core competency development, consultation that to assist and teachers to clarify and address immediate concerns by following a systematic problem-solving process, and communities of practice to improve professional practice by engaging in shared inquiry and learning with other teachers who have a common goals.

4.5 The Value of Staff Professional Development at the GES

In this section we will first discuss correlation and regression analysis, whereby correlation analysis is used to quantify the association between two continuous variables (e.g., between an independent and a dependent variable or between two independent variables). Correlation analysis measures the relationship between two items, for example staff professional development and teacher job performance. The resulting value (called the "correlation coefficient") shows if changes in one item (e.g., staff professional development) will result in changes in the other item (e.g., teacher job performance). Regression analysis is a related technique to assess the relationship between an outcome variable and one or more risk factors or confounding variables. The outcome variable is also called the response or dependent variable and the risk factors and confounders are called the predictors, or explanatory or independent variables.

Table 4.13: Correlation between Variables

Variables	StPD	EP	OP
StPD	1		
EP	.539**	1	
OP	.719*	.456**	1

*Correlation is significant at the 0.05 level (2 - tailed)

**Correlation is significant at the 0.01 level (2-tailed)

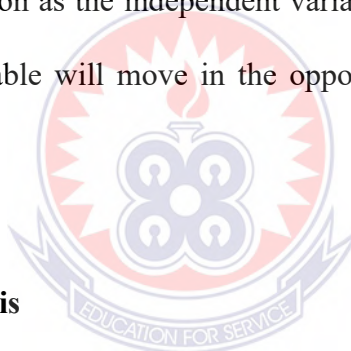
Note: StPD-Staff Professional Development, EP-Employee Performance, OP- Organisation Performance

Source: Field Data, 2016

The Table 4.13 depicted the correlation between staff professional development, employees' performance, and organization performance. Results indicate in the table that staff professional development (StPD) and employees' performance (EP) are positively correlated with highly significant value of $r=.539$ at $p<0.01$). Staff professional development (StPD) and organization performance (OP) are positively correlated with significant value of $r=.719$ at $p<0.05$. Organisational Performance (OP) and Employee Performance (EP) positively correlate with significant value of $r=.456$ at $p<0.01$).

When interpreting the correlation between two items, one item is called the "dependent" item and the other the "independent" item. The goal is to see if a change in the independent item, which in the case of the study, is staff professional development (StPD), will result in a change in the dependent item, which again, in the case of this study, is employee performance and organizational performance. The correlation coefficient can range between ± 1.0 (plus or minus one). A coefficient of $+1.0$, a "perfect positive correlation", means that changes in the independent item will result in an identical change in the dependent item (e.g., a change in staff professional development will result in an identical directional change in the employee performance). A coefficient of -1.0 , a "perfect negative correlation," means that

changes in the independent item will result in an identical opposite change in the dependent item, but the change will be in the opposite direction. A coefficient of zero means there is no relationship between the two items and that a change in the independent item will have no effect in the dependent item. A low correlation coefficient (e.g., less than ± 0.10) suggests that the relationship between two items is weak or non-existent. A high correlation coefficient (i.e., closer to plus or minus one) indicates that the dependent variable (e.g., the staff professional development) will usually change when the independent variable (e.g., employee performance) changes. The direction of the dependent variable's change depends on the sign of the coefficient. If the coefficient is a positive number, then the dependent variable will move in the same direction as the independent variable; if the coefficient is negative, then the dependent variable will move in the opposite direction of the independent variable.



4.5.1 Regression Analysis

4.5.1.1 Staff Professional Development on Organizational Performance

Table 4.14 has deflected the regression analysis where value of 'R=.384' and the value of 'R Square=.148' implies that approximately 14.8% variation in organization performance is because of staff professional development. The value of F (F-Value=33.795) implies that the model possesses significant overall strength. This ensures the correctness of the model. On the basis of Beta coefficients, the model implies that staff professional development causes 38% positive variation in organization performance ($t= 5.813$ and also $p<0.001$). So the answer to the third research question is that there is significance relationship between staff professional development with organization performance. When teachers of the Ghana Education

Service are well developed professionally, they will get enough skill to perform their duties effectively; this will in turn cause the teachers to be more valuable staff of the Ghana Education Service and hence improve the overall organizational performance.

Table 4.14: Effects of Staff Professional Development on organizational Performance

	R	R Square	F – Value	Beta	T	sig.
Model 1	.384	.148	33.795	.384	5.813	.000*

* $p < .001$

Source: Field Data, 2016

4.5.1.2 Staff Professional Development on Employees Performance

Value of 'R Square' in Table 4.15 shows 18% variation throughout employee performance is because of staff professional development. The value of F (43.378) signifies that the model has significant overall strength. This ensures the correctness in the model. On the basis of Beta coefficients, the model signifies that staff professional development causes 42% positive variation in employee performance, $t = 6.586$ and $p < (0.001)$. Therefore, answer to the third research questions that, there is a positive relationship between staff professional development with employee performance. Once a teacher is professionally developed, his or her skill on the teaching job will be improved and hence his ability to perform his duties in a more efficient way will also be high. It therefore vivid that a well professionally developed teachers will result into an improved performance.

Table 4.15: Effects of Staff Professional Development on Employee Performance

	R	R Square	F – Value	Beta	T	sig.
Model 2	.427	.182	43.378	.427	6.586	.000*

* $p < .001$

Source: Field Data, 2016

4.4 Perceived Challenges of Staff Professional Development Programmes

Ghana Education Service faces a number of problems in the organization of staff professional development programmes for teachers. The details are presented in table 4.16 below.

Table 4.16: Perceived Challenges of Staff Professional Development Programmes

Challenges	Frequency	Percentages (%)
Inadequate Budgetary Allocation	58	33.92
Difficulty in getting Resource Persons	15	8.77
High Cost of organizing Professional Development Programmes	31	18.13
Indifference Attitude of teachers towards Professional Development Programmes	18	10.53
Lack of evaluative resources, procedures and methods after the Professional Development Programmes	40	23.39
Poor Timing of Development Professional Programmes	9	5.26
Total	171	100

Source: Field Data, 2016

The study found that inadequate budgetary allocation for teachers' staff professional development (33.92%) was a major problem in GES. The study found that due to this constraint, a lot of staff professional development programmes at GES

cannot be organized as they normally go beyond the budget. This finding is in line with O'Herron and Simonsen (1995) and Moses (2000) findings that government allocates small percentage of amount to most publicly owned organizations to develop staff professionally. Another major problem affecting management in organizing staff professional development programmes for teachers was the fact that after staff professional development, the resources, procedures and methods to evaluate the outcome of the programme is mostly not available. This constituted 40 teachers representing 23.39%. This situation does not motivate GES to commit themselves fully in the staff professional development of teachers since there is a difficulty in knowing the benefits reaped from the programme.

High cost of in organizing staff professional development was identified as another problem affecting GES in conducting staff professional development programmes. This was supported by 31 teachers representing 18.13%. It was found that the generally teachers perceive that high cost of developing teachers professionally, has also affected the interest GES have in implementing staff professional development. Teachers added that GES spent huge sums of money in staff professional development programmes as consultants used as facilitator charge is high. There is also a high cost to be incurred in booking for location for accommodating the staff and also conference rooms for the programmes. Another area that attracts high cost is when teachers are sponsored for short courses or full time studies through study leaves.

The problem of indifference attitude of teachers towards staff professional development programmes was perceived by 10.53% of the respondents as a challenge or problem faced by GES. It was found that in most of the time, some staff refuses to participate in some of the professional development programmes, especially

workshops and seminars they think are not directly related to their area of operations. They try hard to put up a whole lot of excuses to justify why they cannot attend such programmes. It was also found that some staff do not commit themselves fully for the programmes, especially when it extends beyond a day. Most of them only participate in the opening and closing ceremonies without participating fully in the actual professional development exercises. It was also found that some of the contents of the professional development programmes have been repeated over the years; as such they do not see the need to sit in such programmes over and over again.

Poor timing of professional development programmes also constituted 5.26% of the responses. It was found that most of the staff professional development programmes are organised during vacations when the teachers are resting with their family and friends. These schedules for the staff professional development normally conflict with the vacation schedules of teachers making it difficult for most of the teachers to attend.

Another problem the study identified is the difficulty in getting resource persons for localized programmes. This continued 8.77%. It was found that lecturers and prominent educators from educational tertiary institutions are normally contacted to participate in disseminating core skills to their teachers. Unfortunately, due to the tight schedules of such resource personnel, most of them find it difficult to honour such commitments. This normally leads to postponement of such programmes or the use of inexperienced staff to handle such programmes. Inferring from the above, it can be concluded that GES faces a number of problems in developing teachers professionally and the main problems are financial constraints (inadequate budgetary allocation or cost) and lack of evaluative measures.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter provides conclusion remarks concerning this study and thereafter recommendations which are made to ensure that there is effective staff professional development programme at the Ghana Education Service. This was done in order to make sure that the organization (Ghana Education Service) performance is always improved for the betterment of the society and the country. The recommendation will enumerate what should be done in order to make staff professional development of teachers, become a part and parcel of the Ghana Education Service, for the provisions of quality education to students in Ghana.

5.1 Summary of the Study Findings

The specific problem addressed in this study is to envisage the perception about staff professional development of teachers in the Ghana Education Service and the role of these staff professional development programmes on employees' and organizational performances

not overlooking the possible challenges GES could face when implementing these staff professional development programmes. The study has analyzed the relationship between staff professional development with employees' performance which will result into improved organisational performance. The study was conducted on teachers in public Senior High Schools at the Kwabre East District of Ghana. The said teachers in this district were a total number of more than two hundred and thirty-one

(231) of which two-hundred and ten (210), who formed the sample size, received the questionnaires.

Quantitative methods, mainly questionnaire analysis, was used for data manipulation. 171 questionnaires items were retrieved and with support of SPSS, frequencies, factorial analysis, correlation and regression were conducted to generate results.

The study was guided with four objectives. The first objective was to determine the perception of teachers about their staff professional development experiences that are in the Ghana Education Service. The findings of these research objectives provided a more interpretable solution that the teachers perceived the staff professional development programmes of GES to be characterized with six features. These six characteristics of staff professional development programmes of GES, as perceived by teachers are 'Need Targeted', 'Collaborative', 'Ongoing and Sustainable', 'Job-embedded', 'Reflective' and lastly 'Evaluative'. It could however be summarized from the findings that, not all these characteristics were major features of the staff professional development programmes of GES. Teachers agreeably perceived their experiences in staff professional development programmes of GES as being targeted to both their individual and organizational (GES) needs. Also teachers were in total disagreement regarding the collaborative nature of staff professional development of GES. Moreover, teachers were having disagreement perceptions that the staff professional development programmed at GES is always ongoing and sustainable throughout the year or in a long-term. In other words, teachers perceive that staff professional development is only viable in a short-term, as and when needed. Again, regarding the job-embedded nature of staff professional development programmes of GES, teachers strongly perceive the staff professional development

practices of GES to mostly embed the teaching job in it. Teachers also disagreed the fact staff professional development programmes enable them to reflect the knowledge and skills gained on their teaching and learning activities. Perception of teachers pertaining the evaluation process of staff professional development programmes of GES received a disagreeing response. In other words, the teachers responded that staff professional development of GES is not evaluated after it is completed.

The second objective was to know the procedures and modalities of staff professional development programme in the Ghana Education Service. Overall, the second objectives revealed that teacher indicated that some sort of staff professional development programmes do exist in the offices of the Ghana Education Service. It was also found out that GES use mostly unplanned mode of staff professional development programmes. Furthermore, since staff professional development programmes existed, questions that were posed to know the modes of staff professional development programmes that are common at GES and findings revealed that the main types of staff professional development programmed in Ghana Education Service (GES) are organized and implemented through workshops and seminars, conferences, technology development, study leave, short courses and induction or orientation of newly recruited teachers.

The third objective was to know the relationship that exist between staff professional development of teachers in the GES their performance and hence, the overall performance of the Ghana Education Service. The findings for the third objectives revealed that staff professional development programmes are indispensable strategic tools for enhancing employee performance and organizations performance and therefore the Ghana Education Service should keep on increasing staff professional development budget with believe that it will provide of quality education

to students in Ghana. Overall results revealed significant and positive association between staff professional development with teachers' and organisational performance.

The last or fourth objective was to identify the perceived challenges facing the GES in implementing staff professional development programmes. The study found that inadequate budgetary allocation for teachers' staff professional development was a major problem in GES. Another major problem affecting management in organizing staff professional development programmes for teachers was the fact that after staff professional development, the resources, procedures and methods to evaluate the outcome of the programme is mostly not available. Also there is high cost of in developing teachers professionally. Also, it was found out that the reluctant behavior and commitment on the part of the teachers to participate in some of the professional development programmes, especially workshops and seminars also pose challenges to GES in organizing such programmes. This unwilling behavior of teachers to participate in professional development programmes can be as a result of untimely schedule of these programmes. It was found that most of the staff professional development programmes are organised during vacations when the teachers are spending quality time with their family and friends, at home. Another problem the study identified is the difficulty in getting resource persons for programmes. Unavailability of proper qualified resource persons caused some unqualified higher ranked educational official who are just superiors to teachers, to conduct staff developmental lessons using understudy and coaching forms of unstructured training, to the teachers.

5.2 Conclusion

The analysis of the data collected in this study provided reasonable evidence to warrant several conclusions about teachers' perceptions of the staff professional development in the GES. It can be concluded that staff professional development programmes of the Ghana Education Service is characterized with six features which are 'Need Targeted', 'Collaborative', 'Ongoing and Sustainable', 'Job-embedded', 'Reflective' and lastly 'Evaluative'. To expand this, the research concluded that, staff professional development programmes of GES mostly target both teachers and organizational (GES) needs and embed the teaching job in it, but do not encourage collaboration among the teachers. Also, these staff professional development is only organized, conducted and implemented in a short-term range, as and when needed and these programmes do not enable teachers to reflect the knowledge and skills gained, on their teaching and learning activities. Finally, it can be concluded that the evaluation process of staff professional development programmes, after it has been completed, it weak, or better still, not very much practiced by GES.

The study also concluded that the Ghana Education Service mostly applies different types of unstructured and unplanned staff professional development programmes through workshops and seminars, conferences, technology development, study leave, short courses and induction or orientation of newly recruited teachers, so as to help these teachers, learn and acquire new skills in their jobs, even at the absence of a well-structured staff professional development procedures.

The study also concludes an optimistic and significant relationship between staff professional development, and teachers' job performance, as well as the overall performance of GES. All the previous studies which were conducted on staff professional development checked the direct relationship between staff professional

development, employee performance, and organization performance. This study indicates the importance of positive relationship related to the professional development of teachers and their performance and came out that staff professional development is not only beneficial for teachers, but it is ultimately beneficial for performance of GES organization.

Inferring from the findings, it can be concluded that GES faces a number of problems in developing teachers professionally and the main problems are financial constraints (inadequate budgetary allocation or cost) and lack of evaluative measures.

5.3 Recommendations

It truly is realized that teacher professional development programmes have become necessary for the improvement of particular teachers' skill, capabilities, understanding, career journey, and efficiencies at the schools. Staff professional development programmes also motivates the teachers in their teaching job. In simple terms, it was concluded that professionally developed teachers are more efficient and effective. In this regard the conclusion of study initiates the researcher to give recommendation/suggestions for policy makers and management of the Ghana Education Service.

- Staff professional development programmes should be well-structured and according to international standard. Because the teachers can enhance their skills more efficiently according to the international standard.
- Staff professional development programmes provided to the teachers should be evaluated when it is completed for better understanding of the results of these

programmes on teachers' performance.

- Staff professional development programmes at the GES should be fully funded by the government.
- Teachers should comprehend the significance of staff professional development programmes to enhance their perception about such programmes, so as to encourage their active and enthusiastic participation in these professional development programmes

5.5 Future Research Directions

This study concluded a substantial positive relationship in between staff professional development, employee and organizational performance. However, numerous other variables that might be playing role in this particular field so far, was not covered by this research. It is therefore going to be very helpful for researchers to conduct research in this particular field in foreseeable future by including additional variables like teacher satisfaction, teacher inspiration, teacher motivation, and organization effectiveness along with other working condition in relation to teacher professional development to create more convincing results that may increase the incredible importance of this research.

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APPENDIX A

**UNIVERSITY OF EDUCATION, WINNEBA
COLLEGE OF TECHNOLOGY EDUCATION, KUMASI
QUESTIONNAIRE FOR TEACHERS**

Dear Sir/Madam,

Please, I am MBA student at University of Education, Winneba. This questionnaire is designed to collect information about your assessment of ***THE PERCEPTION OF STAFF DEVELOPMENT PRACTICES OF THE GHANA EDUCATION SERVICE IN PUBLIC SENIOR HIGH SCHOOLS AT THE KWABRE EAST DISTRICT OF GHANA***. Please, you have been selected a respondent to this questionnaire. This research is for academic purpose only; your identity and responses will not be disclosed. It will take about 10 to 15 minutes to fill this questionnaire.

Please tick [] the appropriate box for your answers prefer

SECTION A: Demographic Characteristics of Respondents

	20 – 30	[]
1. What is your Age?	31 – 40	[]
	41 – 50	[]
	51 – 60	[]
2. What is your Gender?	Male	[]
	Female	[]
3. What is your highest Educational Level?	First Degree	[]
	Master's Degree	[]
	Others	[]
4. How long is your Working Experience?	16 years and above	[]
	11-15 years	[]
	6-10 years	[]
	1-5 years	[]
	Below 1 year	[]

SECTION B: Staff Development Experiences in Ghana Education Service

Please indicate whether you agree or disagree with each statements below your staff development practices using the scale of measurement below:

1 – Strongly Disagree 2 – Disagree 3 – Neutral 4 – Agree 5 – Strongly Agree

No.	Statement	1	2	3	4	5
19.	My professional development were directly related to my personal needs.	[]	[]	[]	[]	[]
20.	My development were directly related to the needs of GES.	[]	[]	[]	[]	[]
21.	My professional development provided a balance between my individual priorities or needs and the needs and priorities of GES.	[]	[]	[]	[]	[]

22. My professional development provided opportunities for me to collaboratively develop professional growth activities with other peer teachers. [] [] [] [] []
23. My professional development were designed to provide opportunities to share my own professional needs and improvement with colleagues. [] [] [] [] []
24. My professional development were designed to link me to larger learning communities. [] [] [] [] []
25. My professional development were part of a long-term plan that allowed for ongoing participation in growth activities throughout the year. [] [] [] [] []
26. My professional development were opportunities that provided follow-up beyond the initial professional development experience. [] [] [] [] []
27. My professional development were one-session activities with no follow-up assistance provided beyond the initial staff development experience. [] [] [] [] []
28. My professional development were embedded within my daily work schedule. [] [] [] [] []
29. My professional development were a part of my everyday responsibilities as a teacher. [] [] [] [] []
30. My professional development were incorporated into my profession as an essential part of my regular teaching and learning activities. [] [] [] [] []
31. My professional development required me to reflect the knowledge and skills gained on my teaching processes [] [] [] [] []
32. My professional development were designed to require reflection on how the goals and content of the teaching activities were met in my school. [] [] [] [] []
33. My professional development were opportunities to analyze data on my own teaching to improve my job [] [] [] [] []
34. My professional development utilized multiple sources of information to evaluate the impact of the staff professional development on my job. [] [] [] [] []
35. My professional development were evaluated based upon how changes in my teaching practices made improvements in my school and community. [] [] [] [] []
36. My professional development were designed around an ongoing, systematic evaluation process [] [] [] [] []

to determine the impact of the staff professional development

SECTION C: Structures of Staff Professional Development Practices in Ghana Education Service Service

37. Is there staff development programmes at your office of the Ghana Education Service?

Yes [] No []

38. What are modalities of staff development practices of the Ghana Education Service?

Planned and Structured [] Unplanned and Unstructured []

39. What are the types of Staff Professional Development at the GES

Types

Workshops/Seminars []

Coaching and Mentoring []

Short Courses []

Conferences []

Induction and Orientation []

Career Study Leaves []

Technical Development []

Other Please Specify in the box below:

s

SECTION C: Challenges facing Training and Development at the Ghana Education Service

40. Are you faced with challenges by the schools of the Ghana Education Service in staff development practices?

Yes [] No []

41. In your own opinion, what are these challenges?

