

UNIVERSITY OF CAPE COAST

**ATTITUDES OF BASIC SCHOOL TEACHERS TOWARD
PROFESSIONAL DEVELOPMENT PROGRAMMES IN THE ASSIN
NORTH DISTRICT**

SYLVIA NORTEY

2010

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NORTH DISTRICT**

BY

SYLVIA NORTEY

Dissertation Submitted to the Institute of Education of the Faculty of Education,
University of Cape Coast in partial fulfilment of the requirements for award of
Master Degree, in Teacher Education

JUNE, 2010

DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is a result of my own original research and that no part of it has been presented for another degree in this University or elsewhere.

Candidate's Signature:

Date:

Name: Sylvia Nortey

Supervisor's Declaration

I hereby declare that the preparation and presentation of this dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature:

Date:

Name: Professor Joseph Kingsley Aboagye

ABSTRACT

Teacher professional development programmes which are meant to enhance skills, knowledge, abilities and beliefs are inseparably linked to effective teaching and learning. This study sought to determine the attitude of basic school teachers in the Assin –North district towards professional development programmes. One hundred and seventy-four (174) basic school teachers and eight (8) officers in the district office were selected using random sampling method for the study.

The main instrument used for data collection was a researcher-designed questionnaire following the principles of the Likert Scale to ascertain teacher's personal characteristics and attitudes towards professional development programme and, an interview guide to elicit the views of the officers on attitude of basic school teachers towards professional development programmes in the district. Data obtained were analysed using the Statistical Package for Social Sciences (SPSS). The study revealed that Basic School teachers in the Assin North district have a positive attitude towards professional development programmes.

The study also revealed that there is no systematic evaluation of the impact that professional development programmes have on teachers' instructional delivery as well as gains in students' academic performance. The Ghana Education service (GES) should enforce proper supervision and evaluation of the impact of such programmes. One of the recommendations of the findings is that the Ministry of Education in collaboration with other stakeholders of education and organizers of professional development training programmes should develop systematic and comprehensive professional development plans for teachers.

ACKNOWLEDGEMENTS

As I begin to reflect on the magnitude of work on this dissertation I am reminded of a number of people who, in diverse ways, contributed to make it a success.

First, my profound gratitude goes to my supervisor Professor Joseph Kingsley Aboagye, Director of the Institute of Education Development and Extension (I.E.D.E.), University of Education, Winneba, who patiently and meticulously read through each chapter and offered suggestions and guidance to facilitate the completion of this work.

I am also grateful to the District Director of the Assin North District Education Directorate and the competent staff who provided the necessary data and presented themselves for the interview session to help in the success of the work. Special thanks go to Mr. Richard Ampadu-Ameyaw of Council for Scientific and Industrial Research (C.S.I.R.) and Mr. John Kumavor Ranson, of Amansie West District Education Directorate who offered their useful ideas and comments.

Again, tons of gratitude to the Headteachers and teachers of the selected schools of study for their contributions and assistance offered during the administration and retrieval of copies of the questionnaire.

In addition, I acknowledge with thanks the authors of the books, journals and many other sources I consulted for my research. However, I am responsible for any error or omission that may be found in this study.

DEDICATION

This work is dedicated to my affectionate son, Hackman Ekow Nhyiraba, and all my siblings and the entire family.

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CHAPTER 1

INTRODUCTION

Background to the Study

Quality education is a critical factor in national development. While several factors have been identified to contribute effectively to students achievements in examinations, it is on record that quality teachers are critically the most important factor in quality education and students' achievements (Carey, 2004). Teachers are the hub around whom the success of every instructional process revolves. There is ample evidence to show that the academic and professional training of teachers has a direct and positive bearing on the performance and achievement of pupils/students (Farrant, 1980).

Professional development has different definitions and means different things to different people. Generally professional development refers to any form of continuous training offered to a professional; in this case a teacher to improve lesson delivery for effective and quality teaching and learning (http://en.wikipedia.org/professional_development 14/09/07). The quality of teaching practiced in the schools ultimately determines the extent of variations in students' performance in the schools. Operationally, Teacher professional development is the growth a teacher achieves as a result of gaining increased experience and he/she examines teaching systematically. Quality education is

achieved through qualified, trained, and motivated teachers. It is the teachers who largely implement instructional policies. Teachers are therefore, key in making or marring any instructional policy of an educational system.

The teacher therefore becomes the major channel through which quality education of children can be effected. This places greater responsibility on policy makers and educational planners to see to it that teachers receive continuous training to improve their knowledge and skills throughout their careers. While it is assumed that policy makers and planners have a role to play in ensuring that teachers get the opportunity to undergo professional training, the nature of teachers' attitude towards professional development programmes could make or mar any good intention of the programme and hence the success of the educational system. While positive attitudes of teachers can ensure quality teaching and therefore improve student performance, negative attitudes of teachers towards professional development programmes could have an adverse effect on students' performance.

Complaints and anxieties from teachers, parents and other stakeholders about the poor performance of students in the district attest to the fact that the rate of falling standard of education is becoming higher. It is generally accepted that the provision of improved physical infrastructure and facilities such as classrooms, laboratories, teaching and learning materials as well as textbooks, facilitate the academic performance of teachers and pupils, (GES, Assin North, 2007) The Government of Ghana (GOG) through the District Assemblies (DAs) has, in recent years, provided schools in the district with resources to improve

teaching and learning. However, in spite of these efforts, students' performance in Basic Education Certificate Examinations (BECE) in most schools continues to decline (see fig 1).

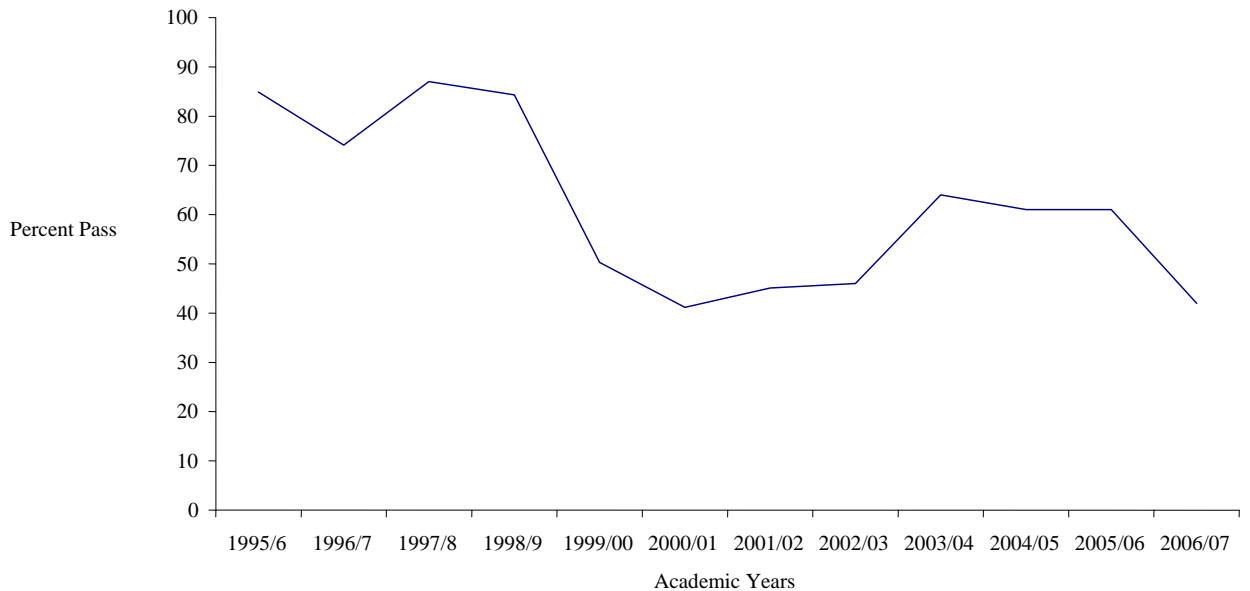


Fig 1 Basic Education Certificate Examination Results (1995/96-2006/07)

Assin North District

Source: Ghana Education Service, Assin North District

The teacher does not exist and operate in a vacuum; he/she is the hub around whom the success of every instructional process revolves. There are several intrinsic (personal) and extrinsic (environmental) factors that influence teachers attitudes towards professional development. Studies have shown that the age, gender, teaching experiences, academic qualifications, subjects or the class a teacher teaches and other variables can influence his/her attitude towards professional development. The school environment system, government policies

and programmes all influence teachers' attitudes so much so that they cannot be ignored in studies analyzing successes of professional development programmes. The working conditions, promotion policies and benefits one hopes to get from such training contribute to a teacher's attitude toward professional development. (Cohen & Hill 1997).

The context, content and the processes of professional development programmes are also very important in changing a teacher's attitude towards professional development. Guskey and Sparks (1996) discussed three categories of professional development, namely, content context and process. Content refers to "what" the professional development covers; the credibility and scope of the practice or concept being conveyed. Context discusses the "who, when, where and why" of professional development; the organizational or system culture and expectations and incentives for using new practices. Process discusses the "how" of professional development; the models and type of follow up. The foregoing factors point out that school environment and teachers vary by virtue of their locations and backgrounds respectively. These variations in terms of preparation, experience, and expertise have a major implication on their skills and the ability to handle classes and subjects allocated to them. While the concern of a newly trained teacher may focus on classroom activities by preparing and managing lessons, the experienced teacher is very likely to think about how his/her new learning will impact on the students (Smith & Gillespie, 2007). Teacher professional development should, as a matter of importance, reflect the needs of

teachers, both experienced and inexperienced in order to get a positive response from teachers.

The study therefore examined teachers' attitudes towards professional development in the Assin North district, which is the focus of this study. It indicates that, even though there is the availability of physical facilities and teaching learning materials in the district to enhance quality teaching and learning, the attitudes of some teachers' impact adversely on students' academic performance. The study is aimed at exploring the attitudes of Basic school teachers towards professional development and how it could be improved for greater student achievement at the Basic Education Certificate Examination (BECE). This study looks at teachers' attitudes towards professional development in basic schools in the Assin North District. It attempts to find out how the nature of teachers' attitudes towards professional development programmes affect teachers' performance and students' achievements and what the implications for policy and practice are in order to determine whether training programmes are of any relevance to them.

Statement of the Problem

According to Darling-Hammond and Young (2002) formal preparation of the teachers predicts higher student achievement. Unfortunately, while increased numbers of teachers are churned out of the Universities and Colleges of Education and posted yearly to schools in the Assin North District, quality of education regarding pupils' achievement in the district (as indicated in fig. 1) is still falling. Apart from acquisition of certificate qualifications, several other

factors such as teachers' professional aspirations and competition from other colleagues could shape the attitudes of teachers toward professional development programmes. In recent years, teachers in the basic schools in the Assin North district have come under intense pressure regarding the poor performance of students at the Basic Education Certificate Examination (BECE). While the pressure on Basic school teachers to produce good results at the BECE heightens, many experienced teachers, and even newly trained teachers, are grappling with adaptation challenges such as teaching of science, computer technology and some mathematical concepts such as the division of fractions. Understanding, practising and effectively translating what has been learnt during such professional development programmes to reflect in greater student achievement is a critical issue that needs to be examined closely. It is important that teachers are sufficiently assisted to prepare when they begin teaching and when they continue to improve their knowledge and skills throughout their career. It is in view of this that the researcher undertook the study of the attitudes of Basic School teachers towards professional development.

Purpose of the Study

The study sought to explore the attitudes of Basic school teachers towards professional development programmes in the Assin North district. Specifically the study looked at:

1. Basic school teachers' understanding of professional development.
2. Factors that influence the attitudes of teachers towards professional development

3. The extent to which teachers are involved in the planning, designing, and delivery of professional development programmes in the district.
4. Changes that have taken place in terms of organization and structure of professional development; and how these changes have influenced the attitudes of teachers towards teaching.
5. The challenges of professional development programmes in the district.

Research Questions

The study examined the attitude of teachers towards professional development in Basic schools. It sought to answer the question ‘whether the attitudes of teachers in Basic schools in the Assin North District of Central region have changed, and if so, what are the current attitudes of these teachers to professional development? Specifically, the following questions were posed to guide the study.

1. What is the basic school teacher’s understanding of professional development?
2. What factors influence the attitudes of teachers towards professional development?
3. To what extent are teachers involved in the planning, designing, and delivery of professional development programmes in the district?

4. What changes have taken place in terms of organization and structure of professional development and how have these changes influenced the attitudes of teachers towards teaching?
5. What are the challenges of professional development in the district?

Significance of the Study

The study has both theoretical and practical significance. Theoretically, it will add to the body of literature as to how teachers develop their attitude towards professional development. Practically it will also benefit the Ghana Education Service and teachers in general in designing strategies for the teacher to be more involved in professional development in the district. The outcome of the study will stimulate further research on professional development in the district.

Delimitation

The study covered some selected basic schools in the Assin North District and focused on teachers attitudes towards professional development

Limitations

The researcher anticipates that the scope and breath of this study may affect the generalizability of the results. A sample size of 200 basic school teachers drawn from only ten (10) circuits in the Central Region is very limited in terms of geographic area representation. Making generalizations with this sample in an ethnically diverse society like Ghana will therefore be somewhat difficult.

One of the instruments used for the collection of data was questionnaire. Questionnaires usually make little provision for free expression or extemporaneous responses; and sometimes they are not very effective in getting at causes of problems and possible solutions. In descriptive studies that are concerned with attitudes and opinions regarding topics such as the problem in this study, respondents are likely to provide partial responses. Professional development is a topical issue in the educational sector that has attracted public criticism in recent times. There is therefore the likelihood of teachers faking responses to the items for fear of demonstrating or exposing their devious practices. This observation or limitation is made succinctly by Sarantakos (1998) when he pointed out that in questionnaire studies the identity of respondents and the conditions under which the questionnaire was answered is not known. Researchers are not sure whether the right person answered the questions. On this account, the issue of partial response cannot be completely ruled out. Some of the respondents may also fail to complete the copies of the questionnaire. All these may further pose a threat to the generalizability of the research findings.

Definition of Terms

Basic School

In Ghana, Basic school refers to the first 11 years of schooling which is free, compulsory and the barest minimum of education every child is entitled as a right (two years kindergarten, six years primary and three years junior high school)

Professional Development

Refers to any continuous training offered to teachers to improve their teaching in schools.

Attitude

The way an individual thinks and feels which makes him or her behave in a certain way towards a phenomenon or mental state involving beliefs and feelings and values and dispositions to act in certain ways.

Basic School Teachers

Trained and untrained Teachers in Pre-Schools, Primary Schools and Junior High Schools.

Organization of the Study

Chapter 1 of the study consisted of the background to the study, statement of the problem, purpose of the study, research questions, limitations, delimitations and organization of the study. Chapter 2 dealt with the review of relevant related literature on the study. Chapter 3 was made up of the research methodology; thus, the research design, population and sampling techniques, instruments of measurements, data collection and analysis procedures. Chapter 4 looked at the presentation and discussion of results and findings. Chapter 5 was made up of Summary, Conclusions and Recommendations.

CHAPTER 2
REVIEW OF RELATED LITERATURE

Introduction

In this chapter, relevant literature is reviewed from books, newspapers, journal articles, dissertations and publication on the internet. The literature review was done under the broad headings of theoretical or conceptual framework as well as what empirical studies have revealed about the problem under investigation.

This was done under the following subheadings:

1. Defining teacher professional development.
2. Historical background of Teachers' Professional Development.
3. Training and Development.
4. Distinction between professional development and in-service education.
5. Systems and/or models of professional development.
6. Factors that contribute to the success of teacher professional development.
7. Challenges facing teacher professional development.
8. Professional Development and Teacher Motivation.
9. Studies on teachers' attitude to professional development programmes.

Theoretical Framework

Defining Teacher Professional Development

According to Glathorn (1995), as cited in Villegas-Reimers (2003), “teacher professional development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically” Teacher professional development includes formal experiences (such as attending workshops and professional meetings, mentoring and others) and informal experiences (such as reading professional publications, watching television documentaries related to an academic discipline among others).

This conception of professional development is, therefore, broader than career development, which is defined as “the growth that occurs as the teacher moves through the professional career cycle” (Glatthorn, 1995, p.41) and broader than staff development, which is “the provision of organized in-service programme designed to foster the growth of groups of teachers; it is only one of the systematic interventions that can be used for teacher development” (Glatthorn 1995) Professional development deepens teacher knowledge and improves skills of teaching. To the lay person, professional development exposes teachers to specific theories, methodologies and approaches to help students in the process of teaching and learning. Professional development focuses on developing and orienting the teacher towards improving the academic performance of students in classrooms and schools. . Generally, professional development refers to an organizational response to development needs of both individuals and organizations. It may also be referred to as any form of continuous training

offered to a professional, in this case a teacher to improve lessons delivery for effective and quality teaching and learning (<http://en.wikipedia.org/wiki/professionaldevelopment.14/09/2007>). Professional development can also be skills required for maintaining a specified path or to general skills offered through continuing education, including the more general skills area of personal development. It can be seen as training to keep current with changing technology and practices in a profession or in the concept of life long learning. Developing and implementing a program of professional development is often a function of human resources or organizational development department of a large corporation or institution.

In a broad sense, professional development may include formal types of vocational education, typically post secondary or polytechnic training leading to qualification or credential required to get or retain employment. Formal to individualized programs of professional development may also include the concept of personal coaching.

According to Glatthorn (1995) as cited in Villegas-Reimers (2003) professional development refers to the development of a person in his or her professional role. More specifically “Teacher development is the professional growth a teacher achieves as a result of gaining increased experiences and examining his or her teaching systematically. Professional development of teachers is broadly defined as a continuous education for educators. It has been identified as important strategy to improve the quality of education in schools. Generally, academic exercise of strategies that provide added value or enlarge a

teacher's knowledge, appreciation and skills and understanding of his work come under professional development.

In this context, professional development is any uninterrupted in-service training offered to any professional especially teachers to help improve teaching and learning methods in schools. It can also be described as the education and training activities or any planned programme of learning opportunities afforded staff members of an organization and intended mainly or exclusively to improve their knowledge in already assigned positions

Historical Background of Teacher Professional Development

During the latter part of the 20th Century, the focus on educational development was on teacher certification. Emphasis on teacher performance depended on qualitative education or certification. In this light, teachers were required to obtain relevant standard certificates before they were recruited to teach in the formal system of education. Though school certificates are still important requirements for recruiting teachers, the classroom teacher is also expected to go beyond what the certificate provides. It is required that the teacher should be able to solve problems that lie beyond the reach of his/her certificate. That is to say certificate qualification is necessary but not sufficient to improve the quality of teaching and learning in the present day world. This could explain why some teachers are incapable of handling problems that lie beyond typical classroom problem as has been a personal observation in the researcher's present school.

After the middle of the 20th Century, specifically after the two World Wars, in-service training for teachers who were already in the service became the focus of improving education. Teachers were offered training on specific needs of students as they arose during their school years. Subject specialization also became a norm and a practice for improving students' achievements. The subject concerned depended on the needs of the country and the school in which the teacher was posted to teach.

In the 1950s, there were training programmes for pupil teachers and also in the 1980s, when most teachers left the shores of Ghana to neighbouring Nigeria for greener pastures, it became relevant and necessary for the government, through the Ministry of Education, to employ school leavers (especially brilliant ones who had no job) to teach in the public schools. These people were called "pupil teachers". Most of these pupil teachers were given in-service training and were sent to teach in the rural areas where staff shortage was severe. Today, teacher professional development has taken on many forms. It seems that the focus of teacher professional development training now goes beyond training for teaching to include methods aimed at facilitating teachers' self-efficacy, cognitive development, and career development and improvement in school ethos. [doc/prof-dev-guidelines.pdf.28/09/2009].

The Quality Professional Development Project began in 1995, supported by a grant from the Goals 2000 Educate America Act. This project produced the professional development Guidelines: Effective Practices document published by the North Dakota Education Standards and Practices Board. This report provides

information on the impact of the project over the past four years and gives insight to districts seeking to move ahead toward making professional development plans a more purposeful part of the overall improvement of education for students. The collaborative partners in this continuing project are valley city public schools, the North Dakota Education standards and practices board. The purposes of the project when it began in 1995 were to: (1) determine guidelines for the best practices that will assist educators in improving the design and the delivery of professional development opportunities and (2) provide a reflective discussion of how barriers to effective professional development can be overcome. It was the intent of the systematic application of the guidelines and the reflection process would: (1) help educators build a cycle of ongoing professional development into the overall process of education improvement and (2) increase the effectiveness of professional development's impact on student success in a positive and measurable way. [doc/prof-dev-guidelines.pdf.28/09/2009].

Professional development embraces almost anything that is deemed relevant to improve the skills of the classroom teacher in order to facilitate and improve his/her performance. According to Tanner and Tanner (1987), teachers' professional development is significant mainly for two reasons. Firstly, knowledge is evolving continually. Some new things come out each day which the teacher needs to refresh his/her mind for the challenges it brings. Since not everything can be taught during the teachers training in college, there is the need for the teacher to undergo some in- service training to be abreast of time. Secondly, the authors purport that principles and practices of teaching were more

involving than what the teacher receives during the pre- service preparatory phase in college. The real challenges of teaching are in the classroom, where the new teacher requires understanding to overturn the challenge.

Training and Development

Schein (1992) viewed employee development as a process of influence and attitude change. Dixon (1994) defined development as a learning experience leading to the acquisition of enhanced knowledge, skills, values or behaviour.

Hopkins (1995) defined development as a philosophy that involves professional skills. Mullins (1996) sees employee development as a product of knowledge and varied experience. He argues that development is achieved through a combination of both theoretical and practical involvement.

Development can also be viewed as the process whereby, over time, the individual becomes more complex and differentiated through the interaction of internal and external factors.

Training and development as concepts differ in many ways. Marchington and Wilkinson, (2002), for instance, assert that the outcome of training may be immediate, while the outcome of development unfolds through time, rather than immediately, and tends to be long-lasting.

According to Martin and Jackson (2002), development lays emphasis on the growth of the individual. Management of people, handling work relationships and leadership are typical of broad ranges of skills that are developed. They argue that there is no fixed end point to development because individuals can

continually improve, for instance, their leadership skills. Mayo (2004) concluded that the essence of people development (whether managed by individuals themselves or with the help of others) is to provide and benefit from opportunities, and that most of these will be new experiences.

Distinction Between Professional Development and In-Service Training

It will be beneficial to make a conceptual distinction between professional development and in-service training because the two terms are often used interchangeably. Granser (2000) as cited in Villegas-Reimers (2003) is of the view that professional development includes formal experiences (such as attending workshops and professional meetings, mentoring, etc.) and informal experiences (such as reading professional publications, watching television documentaries related to an academic discipline, etc.) (Granser, 2000) In contrast, Good (1973) defined in-service training as “efforts to promote by appropriate means the professional growth and development of workers. Also In-service training of teachers improves teachers’ knowledge and intensifies their initial training. Smith (1969) is also of the view that initial teacher training should be followed by in-service training. He further states that teachers need continuing education and the aim of such programmes is to: (i) remedy the teachers’ deficiencies arising out of defects in his / her initial teacher-training preparation. (ii) advance the teachers skill and the pedagogical knowledge required for new roles and (iii) advance and update the teachers’ knowledge of the subject matter. While professional development is continuous development, in-service education

typically assumes a deficiency in the employee and presupposes a set of appropriate ideas, skills and method need development.

Systems and /Models of Professional Development

It is important to bear in mind the differences between a professional development system and a professional development model. Models can be specific processes and opportunities that are planned to provide professional development to teachers from the beginning of their preparation.

However, a system requires a wider perspective that includes the interconnections between:

1. the goals, objectives and purposes of professional development;
2. the context in which professional development is to take place;
3. the personal and professional characteristics of the participants of the system;
4. the models, techniques, and procedures to be implemented;
5. the costs and benefits of professional development;
6. a determination of who is to make which decisions;
7. a process to evaluate and assess the effectiveness of professional development on different constituencies;
8. a determination of infrastructure support for professional development.

Cocharan-Smith and Lytle (2001), describe approaches, or systems of professional development that “co-exist in the world of educational policy, research and practice and are invoked by differently positioned people in order to

explain and justify quite different ideas and approaches to improving teaching and learning” (p.47).They are:

1. Knowledge-for-practice: This assumes that University-based researchers generate formal knowledge and theory for teachers to use in order to improve practice.
2. Knowledge-in-practice: Some of the most essential knowledge for teaching is perceived as “practical” knowledge, or knowledge, or knowledge that is embedded in practice.
3. Knowledge-of-practice: Knowledge is divided into formal and practical knowledge. Teachers gain knowledge for teaching when they have the opportunity to reflect on their practice and use a process of inquiry in their own environments to learn more about effective teaching.

Factors that Contribute to the Success of Teachers’ Professional Development

According to Guskey (1995), there are some “guidelines for success” that must be followed when planning and implementing professional development opportunities for teachers. They are:

1. to recognize change as both an individual and an organizational process;
2. to think big, but start small;
3. to work in teams to maintain support;
4. to include procedures for feedback on results;
5. to provide continuous follow-up, support, and pressure; and

6. to integrate programmes.

Corcoran (1995) as cited in Villegas-Reimers, on the other hand has proposed the following guiding principles for experts and organizations for designing and implementing professional development programmes. These programmes must:

1. stimulate and support site-based initiatives (Schools' districts' and teachers' initiatives);
2. be grounded in knowledge about teaching;
3. model constructivist teaching;
4. offer intellectual, social and emotional engagement with ideas, materials and colleagues;
5. demonstrate respect for teachers as professionals and as adult learners;
6. provide sufficient time and follow-up;
7. be accessible and inclusive.

Finally, Fullan (1987) believes there are four crucial factors for successful teacher development. They are:

1. redefinition of staff development as a process of learning;
2. the role of leadership at the school level;
3. the organizational culture at the school level; and
4. the role of external agencies, especially at the local and regional level

Challenges Facing Teacher Professional Development

Wilson and Corbett (2001) as cited by Villegas-Reimers, E. (2003), found the most important hindering factors to teacher professional development are as follows:

1. Time constraints; Working part time makes it hard for teachers to participate regularly or for extended periods of time.
2. Financial constraints: Often teachers are not paid to participate in professional development.
3. Distance: Professional development is not offered locally through the programme but at state-organized, centrally located venues, which requires practitioners to travel.
4. Information gaps: Teachers often teach in decentralized locations and have infrequent contact with other practitioners in and out of the programme. They may not hear about professional development programmes unless their programmes directors or their supervisors who serve as “gatekeepers” pass information along.
5. Lack of face to face interaction: due to the part-time nature of staff, in many programmes, staff meetings are rare so teachers have limited opportunities to meet and talk.
6. Mismatch of goals: There may be mismatch between the goals of professional development and individual practitioners’ professional interest. This may result from the diversity of settings and instructional

contexts in which teachers work, or can be due to differing perspectives on the overall goals of adult education.

Professional Development and Teacher Motivation

Motivation, according to Wikipedia (2008), is a reason (or set of reasons) for engaging in a particular behaviour, especially human behaviours. The underlying causes of this motivation may include the basic needs of human (for example, food, water, clothing and shelter) or an object, goal, state of being or idea that is desirable, which may or may not be viewed as “positive” such as seeking a state of being in which pain is absent.

Ahadzie in the Daily Graphic (November, 12, 2007) appealed to the government of Ghana to formulate teacher-centred policies to retain and motivate teachers. He said teachers between the ages of 21 and 35, who constitute about 85 percent of the nation’s teacher population were on the verge of switching to other professions due to poor remuneration and conditions of service. Similarly, Addaih stated in an article published in the Daily Graphic (October 2, 2007) that offering of extrinsic rewards to individuals by organisations for appropriate behaviour is based on the exchange theory. This theory states that “in an exchange relationship, the employee ‘gives’ something that the organisation values, and in return, he or she ‘gets’ something that the organisation can provide” (p.25).

The introduction of the New Educational Reforms in 2007 came with a lot of promises from the government for teachers. In a speech read on behalf of the former President of Ghana (His Excellency John Agyekum Kuffour) by the

Minister of Local Government, Rural Development and Environment to the 14th Annual Conference of Directors of Education in Sunyani, the president said, “There can be no educational reform without the reformed director of education, the teacher and the implementers” (Kuffour as reported in The Ghanaian Times, October 22, 2007, p.15). In a related development, the former Vice-President of Ghana, Alhaji Aliu Mahama was reported to have said at the 70th Anniversary of Abuakwa State College that government acknowledges the contributions of teachers and educational workers are making towards the success of educational reforms in the country. Furthermore, he pledged that government would continue to explore new ways to motivate teachers and educational workers to give off their best to make education achieve ultimate objectives (Mahama as reported in the Daily Graphic, January 16, 2008).

Indeed statements, such as those cited above are refreshing to teachers and they are most welcomed but the problem has always been how to translate those lofty ideas into action to benefit teachers.

Money is not the Prime Motivating Factor

Most stakeholders in education have always presumed money to be the only means of motivating the teacher. According Addaih as cited by Addo (2008), money may be used as a reward for productivity gains or it may be related to flexibility in providing customer service. However, new paradigms call for consideration of other kinds of reinforcement. Zimmerman (2002) cited the ideas of Abraham Maslow in his ‘theory of human motivation’, which states that to

motivate workers properly, it is important for a leader to understand which needs are important to them and which must be attended to motivate them.

Lusthaus, Anderson and Murphy (1995) state that organisations like people, have different rhythms and personalities. Some people are highly motivated by the opportunity “to do well,” while others are driven to perform by other forces including the personal ambitions of key players. Many teachers (especially the young ones) are not concerned about salary alone as a means of motivating them. They look for opportunities to develop themselves after teaching for some time. They also look for social recognition and respect from all stakeholders. Simply put, they want to be treated as teachers by choice and not teachers by chance.

Giving a practical dimension to the discussion, BPIR.com (2008) reports on a research undertaken by James Linder. The research work being referred to is one of the most elaborate studies on employee motivation involving 31,000 men and 13,000 women. In that study, the Minneapolis Gas Company sought to determine what their potential employees desired most from a job. The study was carried out during the 20-year period from 1945 to 1965 and was quite revealing. The ratings for various factors differed only slightly between men and women. Both groups considered security as the highest rated factor. The next three factors were advancement, type of work and company. Surprisingly, factors such as pay, benefits and working conditions were given a low rating by both groups. So, after all, and contrary to common belief, money is not the prime motivator (Linder as reported in BPIR.com, 2008).

Professional Development as key to Teacher Motivation

Professional development is very important if stakeholders in education want the numerous educational reforms to achieve the desired results. Developing human resources in an organisation means improving their skills, knowledge and attitudes. This allows the organisation to remove or prevent performance deficiencies and make employees more flexible and adaptable, as well as increase their commitment to the organisation.

Addaih who published an article in the Daily Graphic (October 23, 2007) indicates that it will become very important to recruit people who enjoy learning and relish change. This category of employees needs to be motivated to be flexible and adaptive to all situations. In other words, special attention will need to be developed to find ways of motivating people to make contributions that have long-term benefits to the organisation. In education for instance, in-service training should be institutionalized as a matter of policy. This assertion is in line with a suggestion made by Professor Fobih, a former minister of education in Ghana. Fobih is reported to have said that certificates obtained after attending such workshop/seminars and the effectiveness such teachers apply knowledge acquired in the process should be one of the bases for promotion and not how long the person had been in the teaching service (Fobih as cited by Addaih and published in Daily Graphic, October 9, 2007).

Attracting and Retaining Teachers

On attracting and retaining teachers in Ghana's education set up, Gobah who wrote a letter to the editor in October 22, 2007 was cited by Addo (2008) stating that efforts should be made not to forget that the education sector is vital for the country's human resource development. However, over the years, education system seems to have failed to attract and maintain a lot of people, particularly the youth, to the teaching profession. Teaching as profession is gradually becoming unattractive to the young ones due to poor motivation to teachers. Most of the young students are moving away from teacher training colleges to private universities, polytechnics and nursing training colleges because of the prospects and recognition of these areas. Those who complete their teacher training do not even wait for study leave. They just move on to the university or other areas with or without study leave. Those who accept postings to the classroom are vigorously pursuing professional courses while teaching. They pursue courses in accounting and marketing management, among others, and leave the profession quietly after acquiring those professional qualifications (Timothy Gobah as cited in Addo, 2008).

Monetary and Other Incentive Packages to Teachers

Karikari-Ababio (2007) made a suggestion on how monetary and other incentives packages to teachers can be handled by educational authorities in Ghana. He intimated that the financial institutions in the country, as part of their corporate responsibilities, should provide soft loans to teachers to acquire cars and

build houses while the Ghana National Association of Teachers (GNAT) and the National Association of Graduate Teachers (NAGRAT) come out with concrete action plans to improve teachers' image and welfare. Also, Karikari-Ababio suggested that this could be done through the construction and establishment of teachers' hospital and teachers' bank as well as scholarship package for teachers' children in institutions. Again, he underscored the fact that if teachers were motivated and paid well, the youth of Ghana will be compelled to seek advancement in the teaching profession. Lastly, he stated for the implementation of the new educational reform to succeed, issues have to be looked beyond the availability of classrooms, textbooks or syllabuses but also how to secure the teacher's commitment is a factor that cannot be ignored.

Extrinsic reward methods are critical to the success of any teaching enterprise and it will be naïve to say that money is not a motivator for teachers. Rather, money has different meaning for different people and the multiple realities in which they live. Teachers need money but other areas could be exploited to make their lives better as teachers.

Empirical Framework

General Perceptions of Professional Development

According to a study conducted by Hustler, McNamara, Jarris, Londra & Campbell (2001) on professional development which they referred to as "Continuing Professional Development" (CPD), most teachers worked with somewhat traditional notions of what CPD was, such as courses, conferences and

INSET days. However, most teachers felt that their schools provided opportunities for developing skills and this points to forms of professional development which many teachers just may not currently perceive as CPD. Additionally, the interview materials suggested that many teachers were able to embed their initial conventional accounts of CPD within a much more embracing professional development perspective (this seemed to be especially so for younger teachers). Older, male, secondary teachers tended towards a more negative attitude generally towards CPD and most teachers felt that school needs had precedence over individual needs and that too much training was national priority driven. However, younger teachers again presented a more positive picture.

Reasons and Motivations for Undertaking Professional Development

Data gathered by Hustler et al (2001) also revealed that over the last 5 years, it is the school development plan first and national priorities second which have led to CPD activity. The third and fourth 'reasons', personal interests and performance management outcomes respectively, display a wide distribution. The variation is illustrated by the finding that although for a large number of teachers (28%) this emerged as their most likely reason, for an almost identical proportion of teachers (29%) which was their least likely reason. Hustler et al concluded that this distribution can be taken as an indication of strong feelings about the issue. Teachers under 25 and Newly Qualified Teachers (NQTs) felt most able to participate in CPD for their personal interests and also felt the least influenced by national priorities.

Facilitating and Inhibiting Access to Professional Development

Further on, Hustler et al (2001) found out that most teachers felt that senior management and school policy were the most likely to facilitate access to CPD, whilst financial cost and workload were the most likely to be the cause of non-participation. There are strong indications however, that some teachers themselves were reluctant to leave their classrooms, either because they felt that supply staff were not of a high enough quality, or they simply felt that their own presence in the classroom was more important. Teachers pointed to problems to do with the lack of relevant courses. This was particularly pertinent for special school teachers. Female teachers were more likely to feel that they were not given the opportunity to attend CPD as much as male teachers, while the latter and older teachers pointed to their lack of time. Younger teachers, however, were less inhibited by the timing of courses and also felt that their personal circumstances were less likely to prevent them attending CPD than older teachers, particularly those in the 35-44 age group.

Feelings about Professional Development

The materials of Hustler et al (2001) again display ways in which some teachers feel negatively about CPD because they feel, with some justification perhaps, that their particular subject interests are never centre stage. This finding relates to the importance of effective needs identification processes. Positive feelings about CPD (for all but the late career teachers) are quite often, associated with a reasonably clear sense of career progression possibilities, to which CPD

opportunities have been and can be linked. Generalisation beyond this is possible and it can be argued that for many teachers it is not just career progression possibilities, but possibilities to operate as a professional which are important here. By this it is meant that the materials suggest that positive general feelings towards CPD cannot be disentangled from more positive views about being a member of a profession. The key feature here seems to be the notion of a profession which involves devolved responsibility and scope for professional control and self-regulation; the link is with the sense that in some part at least teachers have a say in their own professional development.

Awareness of Professional Development

Yet again, studies on CPD reveal that teachers' awareness of national CPD in particular and local CPD initiatives varied tremendously. Teachers in general terms were not well informed regarding the range of CPD initiatives and possibilities which were being implemented nationally. There was certainly minimal awareness displayed of the serious attention being paid by government to CPD strategy. (Hustler, D. et al. 2001).

Impact and Needs

Concerning impact and needs on professional development as unraveled by Hustler et al. (2001), teachers generally felt that continues professional development had least impact on their promotion prospects and most on their professional development. CPD according to the research data also had less effect

on leadership skills than on the development of teaching strategies and pupils' learning outcomes. (Hustler, D. et al, 2001).

Planning of Professional Development Activities

Another significant study on Teacher Professional Development is one conducted in Alberta, Canada by Arden (2001). According to his findings, planning for, and participation in, effective professional development activities can take many forms as teachers seek new ideas as they strive to grow as professional educators and make the classroom experiences of young people in the Province of Alberta meaningful, productive, and rewarding. Based on the findings in this study, there is no question professional development activities must be based in the classroom with the curriculum as the focal point for professional development activities. Teachers interviewed during the course of this study varied in their approaches to developing their professional development plans but were consistent in their beliefs about the absolute necessity for meaningful professional development activities to be supported by the school and the school district. Respondents in this study agreed students should be the first consideration when developing teacher professional growth plans or engaging in professional development activities during the course of a school year. Teachers and administrators need to take into consideration the variable needs of students and teachers as well as how classroom practices might evolve during the course of professional development activities. Teacher Professional Growth plans and subsequently professional development activities must be also be based in

curriculum and curricular change as teachers strive to promote and provide meaningful learning experiences for students. Support from the school and the school district level was also viewed as an essential component for teachers engaged in professional development activities. Administrators at all levels can provide support to teachers in many ways including, allocation of money and other resources in school and district budgets geared toward individual and collective professional development activities. Teaching is seen as a natural skill that can be enhanced and refined with effective professional development activities. Teachers interested in growth and development is in the best position to determine and prioritizes their own professional development needs.

Arden's study also revealed that respondents agreed about the absolute necessity for continuous professional development to be integrated within the framework of teacher practice and school operation. Ongoing professional development activities were seen as a way to integrate technology, implement curricular changes, and improve classroom instruction. There was disagreement among teachers regarding the necessity of writing and submitting a professional growth plan for review. Professional development activities undertaken as part of team oriented activities were those cited by individuals as being most beneficial to

Summary of Literature

The literature dealt with definitional issues on professional development. Definitions by Glathorn (1995), Ganser (2000) as cited in Villegas-Reimers, (2003).Then another one retrieved from Wikipedia.org/wiki/professional

development on 14/09/07. Even though there were subtle differences in the definitions given on professional development, they all agree that professional development is any continuous training offered to teachers to improve teaching in schools. The definitions given on professional development clearly show that the conception of professional development is broader than career development which is defined by Glathorn (1995) as “the growth that occurs as the teacher moves through the professional career cycle”. Professional development is also broader than staff development which according to Glathorn (1995) is “the provision of organized in-service programme designed to foster the growth of a group of teachers”.

The literature traces the history of professional development from the latter part of the 20th century which focused on teacher certification. However, certificate qualification was regarded as necessary but not sufficient to improve the quality of teaching and learning in the present day world. After the middle of the 20th Century, specifically after the two world wars, In-service training for teachers who were already in the service became the focus of improving education during which teachers were offered training on specific needs of students and subject specialization, among others. In 1995, The Quality professional Development Project was started and supported by a grant from the Goals 2000 Educate America Act. This project produced professional development guidelines, published by the North Dakota Education standards and Practices Board. The purposes of the project were, among others, to provide a

reflective discussion of how barriers to effective professional development can be overcome.

Some literature is also reviewed on Training and Development as viewed by different authorities such as Schien (1992), Dixon (1994), Hopkins (1995), Mullins (1996), Marchington and Wikinson (2002), Martin and Jackson (2002) and Mayo (2004). Training and Development as concepts differ in many ways as put forward by the authorities above. According to Martin and Jackson (2002), for instance, development lays emphasis on the growth of the individual. Marchington and Wilkinson (2007) also assert that the outcome of training may be immediate, while the outcome of development unfolds through time, rather than immediately and turns to be long lasting.

Also the literature ironed out the distinction between professional development and in-service training given by Ganser (2000) and Smith (1969). According to Ganser (2000), professional development includes formal and informal experiences. Smith (1969) is of the view that initial teacher training should be followed by in-service training.

Again the literature highlighted on the systems and models of professional development. Models can be specific processes and opportunities that are planned to provide professional development to teachers from the beginning of their preparation. However, a system requires a wider perspective that includes the interconnection among the goals, the context in which professional development is to take place, the models, techniques and procedures to be implemented among others.

In addition, the literature tackled the variables that contribute to the success of teacher professional development programmes. Guskey (1995) gives six “guidelines for success” that must be followed when planning and implementing professional development opportunities for teachers. Corcoran, (1995), proposed seven guiding principles for experts and organizations for designing and implementing professional development programs whereas Fullan (1987) believes that there are four crucial factors for successful teacher professional development.

The literature then catalogued a plethora of challenges facing teacher professional development training programmes which include time constraints, financial constraints, distance, information gaps, lack of face to face interaction and mismatch of goals, among others.

The literature then explored the definition of motivation as given by the Wikipedia (2008) as “a reason (or a set of reasons) for engaging in a particular behaviour, especially human behaviours”.

The literature dealt with the fact that money is not the prime motivating factor of teachers. Most stakeholders in education have always presumed money to be the only means of motivating the teacher. The literature makes it clear that new paradigms call for consideration of other kinds of reinforcement. Many teachers (especially the young ones) are not concerned about salary alone as a means of motivating them. They look for opportunities to develop themselves after teaching for some time. They also look for social recognition and respect from all stakeholders. Giving an empirical dimension to the discussion, BPIR.

com (2008) reports on a research conducted by James Linder which revealed that respondents (both men and women) considered security as the highest rated factor. Surprisingly, factors such as pay, benefits and working conditions were given a low rating by the respondents.

The literature also revealed that Staff Development is a key determinant of teacher motivation. Developing human resources in an organization means improving their skills, knowledge and attitudes. This allows the organization to remove or prevent performance deficiencies and make employees more flexible and adaptable, as well as increase their commitment to the organization.

On attracting and retaining teachers in Ghana's education set up, Gobah who wrote a letter to the editor in October 22, 2007 was cited by Addo (2008) stating that policy-makers should not lose sight of the fact that the education sector is vital for the country's human resource development. Gobah argued that teaching as profession is gradually becoming unattractive to the young ones due to poor motivation; and that most of the young students are moving away from teacher training colleges to private universities, polytechnics and nursing training colleges because of the prospects and recognition of these areas.

Concluding this section of the literature, Karikari-Ababio (2007) makes a suggestion on how monetary and other incentives packages to teachers can be handled by educational authorities in Ghana. He intimates that the financial institutions in the Country, as part of their corporate responsibilities, should provide soft loans to teachers' to acquire cars and build houses while the Ghana National Association of Teachers (GNAT) and the National Association of

Graduate Teachers (NAGRAT) should come out with concrete action plans to improve teachers' image and welfare.

Some empirical works by Hustler et al. (2001) and Arden (2001) were also explored. The works of Hustler et al centered on general perception about professional development, impact and needs, reasons and motivation for understanding professional development, facilitating and inhibiting access to professional development and feelings about professional development. Data gathered on teachers' awareness of professional development, for instance, showed that teachers were not generally well informed regarding the range of continuing professional development initiatives and possibilities which were being implemented nationally.

Arden's (2001) study dealt largely with the planning of continuing professional development. One of his findings was that there was a general agreement by respondents about the absolute necessity for continuous professional development to be integrated within the framework of teacher practice in school operation.

CHAPTER 3

METHODOLOGY

Introduction

This chapter describes the methodology employed in the study. Generally, it examines the research design adopted in the study as well as the population, sampling techniques, data collection instruments, pre-testing of instrument, procedure for data collection and data analysis.

Research Design

The study made use of a descriptive research design to address the questions raised in the study. Descriptive survey is exploratory, and is aimed at describing existing situation of the research population with respect to some research variables. The descriptive design is appropriate because the researcher described the attitude of teachers towards professional development in the Assin North District. The specific descriptive methodology employed was the survey precisely, the cross-sectional descriptive survey. The use of the descriptive survey design is attested to by Kerlinger (1979) who stated that “surveys sample populations in order to discover the incidence and distribution of and the interrelationships among sociological, psychological and educational variables” (p.151). This study assessed the attitude of teachers towards professional

development. Also, the Assin North District which is under study is appropriate for the study because apart from the fact that the researcher teaches in a school that belongs to the district, attitude of teachers towards teachers' professional training is of concern to all stakeholders who hope to see improvement in students' academic performance.

Data were collected based on predetermined questions from a targeted population. To this reason, Ary, Jacobs & Razavieh (1990) indicated that data collected through the survey method are usually responses coming from predetermined questions, which are asked of respondents. The intention of this researcher therefore, was to provide insight on teachers' attitude towards professional development programmes.

Population of Study

Population is the sum aggregate of the phenomena of interest to the researcher. According to Ary et al. (1990), population involves all the people, objects and institutions who are the subject of the study. In other words, it is the group to which the results of the study are intended to apply. There are 10 circuits and 174 public basic schools in the Assin North District (GES, Assin North). The target population for this study is one thousand two hundred and twenty-eight (1,228) teachers which comprised teachers and headteachers in basic schools in the Assin North District.

Sampling and Sampling Technique

A research sample is a small proportion of the population selected for study and analysis. In other words, a sample in research refers to any group from which information for the study is obtained. This could be put in a mathematical form. Thus mathematically, it can be said to refer to the selected sub-set of the whole which is being used to represent the population. A simple random sampling technique allows each and every member of the population an equal and independent opportunity of being selected for the study. The selection of schools and teachers, including head teachers was done through the use of a simple random sampling technique.

According to the statistical information obtained from the District Education Directorate (2007/2008), there were one thousand two hundred and twenty-eight (1228) teachers in public basic school comprising three hundred and ninety-one (391) females and eight hundred and thirty-seven (837) males. The researcher selected two hundred (200) teachers, including fifteen (15) headteachers and ten (10) Circuit Supervisors from the ten (10) circuits for the study. The number of respondents was arrived at based on what Gay and Arasian (2003) suggested that if the population size is around one thousand five hundred (1,500), 20% of the population should be sampled. Teacher respondents were selected from across the circuits based on the teacher population in the various circuits. The quota sampling technique was employed by using a simple proportion formula by dividing the number of teachers in a circuit by the total

number of teachers in the district and multiplying it by the total number of respondents thus two hundred (.200). This is shown in Table1.

Table 1
Teacher Respondents from the Circuits

Circuit	No. of Teachers	Sample
Fosu A	154	25
Fosu B	172	28
Awisem – Odumasi	97	16
Nyamennae	100	16
Basafo-Ningo	93	15
Praso	140	23
Breku	105	17
Akonfudi	165	27
Akropong-Odumasi	100	16
Akropong	102	17
Total	1,228	200

Source: Assin North District Education Statistics 2007/2008, (Enrolment and Staffing Data).

The quota sampling technique was used in selecting teachers because the various schools and circuits had unequal number of teachers. This method therefore gave each school, and for that matter, each circuit, a representatively fair sample. In spite of the fact that the classroom teacher respondents were selected

using the simple random sampling procedure, the required number from each circuit was purposively determined. The rationale for the uneven distribution of respondents from the circuits is that teacher distribution in the Assin North District is lopsided. A sizeable number of teachers are concentrated in the urban and peri-urban areas of the district such as Fosu A and B which is the district capital. Few of the remaining teachers are dotted in the remote areas across the length and breadth of the district. It was the desire of the researcher to select 20 teachers from each circuit. However, the population of teachers in Awisem-Odumasi, Basafo-Ningo, Nyamennae and Akropong-Odumasi circuits is not appreciable hence they had fewer respondents as compared to their densely populated counterparts such as Fosu A and B, Akonfudi and Praso circuits. The selection procedure for the officers was the purposive sample technique. All the circuit supervisors perform various roles which directly or indirectly have impact on the attitude of teachers towards their own professional development.

Instrument for Data Collection

The main instrument used in data collection was a researcher-designed questionnaire and an interview guide. The questionnaire was designed to collect information from both classroom teachers and headteachers. The questionnaire was employed as the major instrument for collecting data from the teachers and the interview guide was used to collect data from officer respondents. According to Koul (1997), a questionnaire is a popular means of collecting all kinds of data in research. It is usually used in educational research to obtain information about

certain conditions and practices and to inquire into opinions and attitudes of an individual or a group. Koul's assertion agreed with the intentions of the researcher in inquiring into teachers' attitudes towards professional development programmes in the Assin North District of the Central Region.

The justification for the use of the interview guide on the other hand, is that, it is an aspect of qualitative study but in this case the interviewer has an outline of topics or issues to be covered and is free to vary the wording and order of the questions to some extent (Patton, 1990). The major advantage of the use of the interview guide is that data collected are somewhat more systematic and comprehensive than in the informal conversational interview. Besides, the tone of the interview remains fairly conversational and informal (Patton, 1990).

It must be re-emphasized that the interview guide was used to solicit information from the district education officers; it involved face-to-face interactions between the researcher (interviewer) and the respondents (interviewees/officers). This method has many advantages and it is effective in eliciting the co-operation of respondents. Rapport is also established between the interviewer and the respondents. In addition, the researcher's questions were clarified and unclear and incomplete answers from interviewees were followed up or probed with further questions. The foregoing adds further justification for the researcher's use of the descriptive research design. Questions asked included characteristics of respondents, their perception and understanding of what professional development is and the need for professional development. Others included an exploration of the factors that influence teachers' attitudes towards

professional development, the extent of changes, if any that has occurred in the structure, organization and content of professional development programmes and whether these changes have had any effect on teachers' teaching ability in the classroom.

Most of the questions related to the extent, determinants and effects of teachers' attitude towards professional development. The questionnaire consisted of six (6) sections. The first section dealt with the bio-data of respondents including gender, age, and academic qualification as well as teaching experiences. The second section with five (5) items, focused on teachers understanding of what professional development was all about. The third section with four (4) items, explored the causes or factors that may influence teachers' attitude towards professional development programmes in the district. Others included information of the extent of influence of changes if any has occurred on teachers' present responsibilities. The fourth section with five (5) items covered the planning, designing and delivery of professional development programmes. The fifth section with three (3) items, focused on changes that have taken place in the organization and structure of professional development training. The sixth section with four (4) items, examined the challenges facing professional development in the district.

Pre-testing of Instruments

Strydom, (1998), states that a Pilot study can be viewed as a “try-out” of the main investigation. It is similar to the researcher's planned study but is conducted on a minor scale. A pilot study is crucial for the correct administering

of the data. It allows the researcher to ask the subjects for feedback to ambiguous and difficult questions (Teijlingen van, Rennie, Hundley & Graham, 2001). It also helps the researcher to obtain information about possible results (Oppenheim, 1992).

In order to test for the reliability of the instruments, the instruments were pre-tested at the Assin South Education District with a sample size of fifty (50) which comprised ten (10) district education officers and forty (40) classroom teacher respondents. The Assin South District has almost the same features as Assin North. The two districts are mostly rural with few urban settlements. The reliability coefficient of the questionnaire was 0.76 while that of the interview was 0.87.

Procedure for Data Collection

The researcher first obtained an introductory letter from the Institute of Education of the University of Cape Coast and afterwards proceeded to the selected respondents for the data collection process. An appointment was booked in advance to interview the district officers of education because of their tight schedule.

The teachers were contacted personally in the various schools. Most of the teachers were contacted in their classrooms while the headteachers were seen in their respective offices. The entire data collection took about three weeks. In order not to disrupt effective contact hours, the researcher decided to give the questionnaire copies to the selected teachers, who filled them at their own free periods either at home or in school. The researcher made two trips to the schools,

two weeks after the distribution of the questionnaire to collect completed copies. Two weeks was considered adequate and was also intended to give the respondents ample time to complete the questionnaire. Difficult questions were addressed anytime the researcher went to the schools to collect completed questionnaire. One hundred and seventy-four (87%) out of two hundred (200) copies of questionnaire; and eight (80) copies of interview guide out of ten (10) were retrieved from the respondents. Visits to schools were mostly made during the school break times in order not to disrupt academic work.

The personnel in the education office were given the interview guide a week earlier for study and later the researcher booked an appointment for the response of the questions.

Data Analysis Procedure

The main statistical tool used for the analysis of the data on each of the research questions was frequencies and percentages. The copies of the questionnaire were collected and the data gathered and cleaned to ensure accuracy and completeness, the same was done for the interview. As a descriptive sample survey, it also employed descriptive tools such as means and rank orderings in data analysis. The data collected were then organized item by item under the various sections of the questionnaire and interview respectively. The responses were then coded and computerized using the Statistical Package for Social Sciences (SPSS). Data were tabulated and frequencies and percentages calculated.

CHAPTER 4

ANALYSIS OF DATA

In this chapter, data collected from the field are analysed and the findings are discussed. The discussions are centred on the research questions formulated in chapter one. This chapter will therefore be organized around the following sections:

1. Teachers' understanding of professional development programmes.
2. Factors that influence teachers attitude towards professional development programmes.
3. The extent to which teachers are involved in the planning, designing and delivery of professional development programmes.
4. The changes that have taken place in terms of organization and structure of professional development and how the changes influence the attitude of teachers, and
5. The challenges of professional development programmes

Section A: Bio-data of Respondents

The respondents included eight (8) officers from the district education office and one hundred and seventy-four (174) classroom teachers. The breakdown of the subjects is shown in Table 2:

Table 2**Categories of Respondents**

Respondents	Number	Percentages (%)
Officers	8	4.4
Teachers	174	95.6
Total	182	100

Source: Fieldwork, 2009.

Table 2 shows that there are two categories of respondents (Officers and teachers) totaling one hundred and eighty two (182). Out of this figure, officers constituted eight (8) representing 4.4% and teachers constituted one hundred and seventy four (174) representing 95.5%

Table 3**Gender Distribution of Respondents**

Respondents	Gender Frequency		Total	Gender Percentages		Total
	Male	Female		Male	Female	
Officers	8	-	8	100	-	100
Teachers	116	58	174	66.7	33.3	100
Total	124	58	182			

Source: Fieldwork, 2009

Table 3 shows that the officers were eight (8), they were all males representing 100%. On the same table out of one hundred and seventy-four (174) teachers selected, one hundred and sixteen (116) representing 66.7% were males while the remaining fifty eight (58) representing 33.7% were females.

The study however showed a dominance of males over their female counterparts among the respondents. The fact that the male teachers outnumber their female counterparts could be an indication of predominance of men in the teaching profession in the district.

Table 4

Age Range of Respondents

Respondents	Age Range	Frequency	Percentage
Officers	Below 30	1	12.5
	30-39	2	25.0
	40-49	2	25.0
	50+	3	37.5
Teachers	20-29	66	39.1
	30-39	58	33.3
	40-49	28	16.1
	50+	19	10.9

Source: Fieldwork, 2009.

The age range of officers in the data shows that one (1) officer was below 30 years, two (2) of the officers were between 30-39, another two (2) were between 40-49,whiles three of them were 50 years and above.

In addition, the data showed majority of teacher respondent 66 (39.1%) fell within the age bracket 20-29. About 58 (33.3%) were between the ages 30-39 years. Also 28 (16.1%) were between the 40-49 age bracket, while few of teacher respondents 19 (10.9%) were above age 50 which is usually referred to as the age of maturity.

The study indicated that most of the teachers in the district are in their youthful age and therefore Ghana Education Service (GES) needs to put in programmes that will help develop them professionally.

Table 5
Highest Academic Level

Respondents	Highest Academic Level	Freq.	Percentages (%)
Officers	Degree	7	87.5
	Diploma	1	12.5
Teachers	SSCE	20	11.5
	‘O’ and ‘A’ Level	15	8.6
	Cert. ‘A’ 4 Year	12	6.9
	Cert. ‘A’ 3 Year	44	25.3
	Diploma	70	40.2
	University Degree	9	5.2
	Others	4	2.3

Source: Fieldwork, 2009.

The study revealed that a very large percentage of officer respondents 7 (87.1%) held degree qualifications, while only 1(12.5%) held a diploma certificate. This data shows that the officers are developing themselves professionally. Also a chunk of teacher respondents 70 (40.2%) held diploma certificates, 56 (32.2%) held the Certificate “A” 3 & 4 year, 9 (5.2%) held degree certificates, while 4 (2.3%) held certificates in other areas. Highly qualified teachers are an essential resource for delivering quality teaching in basic schools. Large numbers of higher teacher professional certificate holders reflect the capacity of the district assembly to improve human resource development for the district.

Table 6

Rank in Ghana Education Service

Respondents	Rank	Frequency	Percentages
Teachers	Class Teacher	39	22.4
	Assistant Superintendent	8	4.6
	Technical Instructor	1	0.6
	Superintendent 1	30	17.2
	Superintendent 2	35	20.1
	Senior Superintendent 1	18	10.3
	Senior Superintendent 2	17	9.8
	Principal Superintendent	19	10.9
	Assistant Director	7	4.0

Source: Fieldwork, 2009.

Table 6 shows the rank of teachers in the Ghana Education Service. Most of the teachers were in the junior ranks. A number of teacher respondents 39(22.4%) were class teachers. Eight, Assistant Superintendents consisted (4.6%). There were 30 Superintendent I consisting (17.2%), while 35 superintendent II represented (20.1%). The rest were in the senior ranks. This is significant as it showed how teachers are aspiring to rise in the profession. There was only one technical instructor (1.6%). This is attributable to the choice of the simple random technique that was used to select teacher respondents for the study.

Table 7

Number of Years Taught in the Basic School

Respondent	Years served	Frequency	Percentages
Teachers	1-5	79	45.4
	6-10	48	27.6
	11-15	13	7.5
	16-20	12	6.9
	21-25	7	4.0
	26-30	14	8.0

Source: Fieldwork, 2009.

Teaching experience as used in the study refers to the number of years one has taught or number of years of teaching. Teaching experience as defined has been recognized as vital for teacher change.

The study therefore sought to explore the distribution of teaching experience in the Ghana Education Service (GES) in the district. The number of years the officers had served in the district office ranged between three to thirty one years. Table 7 shows that majority of the teacher respondents 79 (45.4%) are beginning teachers who are fresh with a few years of experience in the district. This calls for the intensification of professional development programmes for these newly trained teachers in the district. The minority of teacher respondents 7(4.0%) are those who have taught between twenty-one to twenty-five years. As indicated in table 7, the number of years taught by teachers has a negative relationship with the years of experience in the basic schools. The results show that, the longer the length of teaching experience, the lower the number of teachers in a particular category of years served.

Section B: Understanding of Professional Development

Items 6-9 of the questionnaire sought to answer the research question “What is the basic school teacher’s understanding of professional development?” The result is shown in Table 8.

Table 8**Understanding of Professional Development**

ITEM	Strongly Agree N (%)	Agree N (%)	Uncertain N (%)	Disagree N (%)	Strongly Disagree N (%)
6. Professional Development refers to any continuous in-service training offered to teachers to improve teaching and learning methods in schools.	65 (37.4)	92 (52.9)	9 (5.2)	4 (2.3)	1(0.6)
7. Professional development Should be made compulsory for all teachers in the basic Schools.	79 (45.5)	75 (43.1)	6 (3.6)	11 (6.3)	2 (1.6)
8. Professional development should be used as teacher promotion criterion.	38 (21.8)	71 (40.8)	22 (12.6)	37 (21.3)	6 (3.4)
9. Professional development Training programmes are mostly organized during contact hours.	15 (8.6)	49 (28.2)	27(15.5)	65 (37.4)	18 (10.3)

Source: Fieldwork, 2009.

The officers as well as the basic school teachers' were asked about their understanding of professional development. The officers generally agreed that professional development is "improving the professional standards of teachers through in-service training, workshops further courses, among others, to upgrade their skills in teaching". They further agreed that the basic schoolteachers' understanding of professional development is the enrichment and upgrading of the knowledge and skills of teachers professionally. The teachers were provided with possible responses, from which they were asked to select what, in their opinion is professional development. From table 8, teacher respondents 157 (90.3%) agreed to the meaning of professional development as suggested to them whilst 5 (2.9%) disagreed on the meaning. On the same Table, item seven (7) asked whether professional development training should be made compulsory. One hundred and fifty-four (88.5%) agreed while 13 (7.4%) disagreed. Item 8 tried to find out whether professional development training should be used as teacher promotion criterion. One hundred and nine (62.6%) of the teacher respondents agreed to the proposal while 43 (24.7%) disagreed. This falls in line with a suggestion made by Professor Fobih, Former Minister of Education in Ghana. Fobih (2007) is reported to have said that certificates obtained after attending such workshops/seminars and the effectiveness such teachers apply knowledge acquired in the process should be one of the bases for promotion and not how long the person had been in the teaching service (Fobih as cited by Addaih and published in the Daily Graphic, October 9, 2007 p. 16). However, this same finding runs contrary to the research finding of Hustler et al (2001). Their study revealed that teachers

generally felt that continuous professional development had least impact on their promotion prospects. Item 9 inquired whether professional development training programmes were mostly organized during contact hours. (Contact hours here refers to the time spent by the teacher and the learners during the teaching and learning process). The findings were that 64 (36.8%) agreed whilst 83 (50.4 %) disagreed to the assertion. This finding is very important because much as teachers are to be developed professionally it should not be at the expense of pupils' instructional time.

In short, the findings of items 6-9 show that respondents had an appreciable understanding of the concept professional development.

Section C: Factors Influencing Teachers' Attitude towards Professional Development.

Items 10 to 14 of the questionnaire sought to answer the research question "What factors influence teachers' attitude towards professional development?" The result is as shown in Table 9:

Table 9
Factors Influencing Teachers' Attitude to Professional Development

ITEM	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
	N (%)	N (%)	N (%)	N (%)	N (%)
10. I attend professional development training because of possible salary enhancement.	37 (21.3)	50 (28.7)	9 (5.2)	63 (36.2)	18 (8.6)
11. I attend professional development training because of career mobility.	51 (29.3)	87 (50.0)	22 (12.6)	9 (15.2)	5 (2.9)
12. I attend professional development training because of possible acquisition of new knowledge and skills.	113(64.9)	50 (28.7)	5 (2.9)	5 (2.9)	1 (.6)
13. I attend professional development training because of possible networking with other teachers.	29 (16.8)	79 (45.7)	24 (13.9)	34 (19.7)	7 (4.0)
14. I attend professional development training because it is compulsory and I have no choice.	5 (2.9)	22 (12.6)	24 (13.8)	98 (56.3)	2 (13.8)

Source: Fieldwork, 2009.

From Table 9, it is clear that a number of teacher respondents 87 (50%) agreed they attend professional development training programmes because of possible salary enhancement. While 78 (44.8) disagreed. This shows that salary enhancement alone is not the sole motivating factor that influences a teacher to attend professional development training. This supports the assertion of Lusthaus, Anderson and Murphy (1995) that organizations, like people, have different rhythms and personalities. Some people are highly motivated by the opportunity “to do well”, while others are driven to perform by other forces including the personal ambition of key players. Therefore many teachers (especially the young ones) are not concerned about salary alone as a means of motivating them. They look for opportunities to develop themselves after teaching for some time.

However, monetary reward also plays a key role in influencing teachers to participate in professional development programmes as a majority of respondents 87(50%) agreed that they attend professional development training programmes because of salary enhancement. Item 11 sought to find out whether career mobility is a reason why teachers attend professional development training programmes. The finding is shown in Table 9. From the Table 9, 138(79.3%) of teacher respondents answered in the affirmative while only 14 (8.1 %) disagreed to the assertion. This finding confirms the submission by Gobah as cited by Addo (2008) that teaching as a profession is gradually becoming unattractive to the young ones due to poor motivation to teachers. Those who complete their teacher training do not even wait to qualify for study leave .They first move on to the University or other areas with or without study leave. Those who accept posting

to the classroom are vigorously pursuing professional courses in accounting and marketing management among others, and leave the profession quietly after acquiring those professional qualifications (Timothy Gobah as cited by Addo 2008, Daily Graphic, and Monday, October 22, 2007).

The study was interested in knowing whether teachers attend professional development training programmes because of possible acquisition of knowledge and skills. As shown in Table 9, while a majority 163 (93.6%) of the teachers agreed, only 6 (3.5%) disagreed. This response supports the finding of Tanner and Tanner (1997) that teachers' professional development is significant for two reasons. Firstly, knowledge is evolving continually. Some new things come out each day which the teacher needs to refresh his mind for the challenge it brings. Since not everything can be taught during the teachers' training in college, there is the need for the teacher to undergo some in-service training to be abreast of time. Secondly, they purport that principles and practices of teaching were more involving than what the teacher receives during the pre-service preparatory phase in college. The real challenges of teaching are in the classroom, where the new teacher requires understanding to overturn the challenges. Also Cochran, Smith and Lytle (2001), Jenlink and Kinnucan-Welsch (1999) and Lieberman (1994) all cited by Villegas-Reimers, E. attest to the fact that teachers acquire new knowledge and experiences based on prior knowledge and these aid teachers in building new pedagogical theories and practices.

Table 9 shows that most of the teachers attend professional development training because of possible networking with other teachers. This is demonstrated

by 108 (62.5%) teachers who agreed and 41 (23.7%) who disagreed to the question posed in item 13 of the questionnaire. Networking is very necessary because it builds a foundation for continued professional growth through structured contact with other teachers. More so professional development training offers professional learning opportunities, growth and renewal for all those who got involved. Since experienced teachers participate in professional development training sessions and they serve as mentors, they benefit from mentorship training which forms part of the preparatory process. The experienced teachers (old teachers on the field) get satisfaction from passing on their knowledge and they benefit from the fresh ideas and experiences of their fellow teacher. Table 9, shows that most of the teachers disagreed to the statement suggested to them. 122 (70.1%) of the teachers answered in the negative, while 29 (5.5%) agreed. The results depict that teachers understand the concept professional development and therefore do attend, because of the benefit they get and not because it is compulsory. The officers were asked to state some of the negative and positive factors that influence teachers' attitude towards professional development programmes. The responses they gave showed that in their opinion some of the positive determiners are: acquisition of knowledge and skills, networking with other teachers and zeal for positions. Some of the negative factors are lack of funds, poor rewards, long distance, time constraints and inability to apply acquired knowledge immediately. These hindrances have also been identified by Wilson and Corbett (2001) as cited by Smith, Hofer and Gillespie (2003) in their challenges facing teacher professional development.

It could be concluded that factors that influence teachers' attitude towards professional development training includes career mobility, possible acquisition of knowledge and skills, possible networking with other teachers, whereas they were divided on the assertion that salary enhancement and training being compulsory are the main reasons why they attend professional development training programmes. Also according to Darling-Hammond and McLaughlin (1995), professional development is conceived as a collaborative process. Again Clement and Vanderberg (2000) argue that even though there may be some opportunities for isolated work and reflection, most effective professional development programmes occur where there are meaningful interactions not only among teachers themselves but also between administrators, parents and other community members.

Section D: Planning, Designing and Delivery of Professional Development Programmes.

Items 15-19 of the questionnaire sought to answer the research question: "To what extent are teachers involved in the planning, designing and delivery of professional development programmes in the district?" The finding is shown in Table 10.

Table 10**Planning, Designing and Delivery of Professional Development**

ITEM	Strongly Agree N (%)	Agree N (%)	Uncertain N (%)	Disagree N (%)	Strongly Disagree N (%)
15. Teachers should be represented on the professional development programme planning committee in the district.	62 (35.6)	86 (49.4)	13 (7.5)	12 (6.1)	1 (.6)
16. Representatives of teachers should be made key members of the professional development implementation committee.	62 (35.6)	86 (49.4)	13 (7.5)	12 (6.1)	1 (.6)
17. Representative of teachers should be allowed to suggest topics for professional development training in the district.	52(29.9)	79(45.4)	22 (12.6)	19(10.9)	2 (1.1)
18. Professional development training is organized by personnel from the education office.	28 (16.1)	77 (44.3)	35 (20.0)	31(18.6)	2 (1.1)
19. The type of professional development that is significant is that which upgrades teachers professional skills.	71(40.8)	79 (45.4)	21 (12.1)	2 (1.1)	1 (.6)

Source: Fieldwork, 2009.

As can be seen from the Table, an overwhelming 148 (85%) of the teachers agreed that they should be represented on the professional development

planning committee while 13 (7.1%) disagreed. The officers were also asked if teachers were involved in the planning, designing and delivery of professional development programmes in the district. Their responses essentially showed that teachers are not involved in the planning, designing and delivery of professional development programmes in the district. This corroborates the responses that the teacher respondents gave. Under item 16, 148 (85%) teacher respondents gave a clear indication that teachers should be made key members of professional development training implementation committee in the district while 13 (7.1%) disagreed. This item is important because teachers know their personal and professional challenges they face on the job and therefore they are better placed to identify their professional development needs, hence their proposed inclusion on the professional development training implementation committee. On item 17, 131 (75.3%) teacher respondents agreed that representatives of teachers should be allowed to suggest topics for professional development training programmes in the district while 21 (12%) disagreed. Since teachers know their training needs better it is imperative that they make inputs to the topics that will be treated.

Item 18 shows that professional development training programmes are organized by personnel from the district education office. This is because 105 (60.4%) teacher respondents agreed to the question while 33 (19.7%) disagreed. The fact that 33 (19.7%) disagreed suggests that sometimes resource persons such as teacher training college tutors, personnel from Non-Governmental Organizations (NGOs), Regional Officers as well as other classroom teachers do facilitate some of these training sessions. Item 19 inquired whether the type of

professional development training that is significant is that which upgrades the teacher professional skill. It clearly showed that 150 (86.2%) teacher respondents agreed while 3 (1.7%) disagreed. This is essential because any training programme should be aimed at addressing the teachers' personal and professional needs.

It could be concluded from the findings in section D (items 15-19) above that decision-making in modern times most often involves the bottom-up approach. Respondents wanting to be represented on the planning, designing and delivery of their own professional development training programmes are reflective of this “grassroots” or “shopfloor” approach to professional development.

Section E: Changes that have taken place in the Organization and structure of Professional Development Training and how the Changes have Influenced the Attitude of Teachers Since 2005 to date.

Items 20-23 of the questionnaire sought to answer the research question “what changes have taken place in terms of organization and structure of professional development and how have these changes influenced the attitude of teachers?” Item 20 therefore suggested to respondents “I attend professional development training because it emphasizes hands-on and active learning”.

The result is given in Table 11.

Table 11**Changes that have taken place since 2005 to date.**

ITEM	Strongly Agree N (%)	Agree N (%)	Uncertain N (%)	Disagree N (%)	Strongly Disagree N (%)
20. I attend professional development training because it centers on-hands and active learning.	34(19.2)	103(59.2)	22 (12.6)	15 (8.6)	- -
21. Professional development training is now a prerequisite for promotion.	32 (18.4)	61(35.1)	41 (23.6)	30(17.2)	10 (5.7)
22. The extent of change in professional development training in the distric is very large.	11 (6.3)	58 (33.6)	62 (35.6)	41(23.6)	2 (1.1)
23. One of the changes is that teachers are sponsored to attend the training programmes.	11 (6.3)	58 (33.6)	62 (35.6)	41(23.6)	2 (1.1)

Source: Fieldwork, 2009.

Item 20 inquired whether professional development training programmes are attended by most teachers because it emphasizes hands-on and active learning.

The finding shows that 137 (78.7%) teachers agreed to the statement while 15

(8.6%) disagreed to the statement. To this, Lieberman (1994), McLaughlin and Zarrow (2001) agree that teacher professional development is based on constructivism rather than a transmission-oriented model. As a consequence, teachers are treated as active learners who are engaged in the concrete tasks of teaching, assessment, observation and reflect. Item 21 asked whether teachers attend professional development training programmes because it is now a prerequisite for promotion of teachers. Teacher respondents totaling 93 (53.5%) agreed while 40 (22.9) disagreed. The result gives credence to the fact that when teachers attend interview nowadays they are asked whether they attended any professional development programmes, and sometimes they are asked to tender in certificates and other related document as evidence of having attended any training programme before. Item 22 find out the extent of change in professional development in the district is very large. Teacher respondents numbering 69 (39.6%) acknowledged that there has been a change while 43 (24.7%) disagreed.

The officers were asked if changes have taken place in terms of organization and structure of professional development and how the development has influenced the attitudes of teachers in the district. The officers reported that some of the changes are that special certificates of attendance are issued as an encouragement. Also during interviews, note books and other related documents for in-service training are called for as a proof of attending school based in-service training. Again, the officers interviewed gave the impression that this change has now encouraged teachers to attend such programmes. Item 23 inquired whether teachers are sponsored to attend professional training programmes.

Teacher respondents numbering 69 (39.6%) agreed while 43 (24.7%) disagreed. When teachers are invited to attend professional development courses they are reimbursed with their travelling and transport cost. They are also fed and sometimes course materials are provided freely. However, this is not always the case as suggested by 43(24.7%) teacher respondents who disagreed.

In concluding this section, it could be said that though some changes have occurred in teacher professional programmes over the years, the changes are not up to the required level but the extent of change is considerable. This is evident in the inclusion of hands-on activities and active learning of teachers, professional programmes being made a prerequisite for promotion and teachers being sponsored to professional development programmes

Section F: Challenges Facing Professional Development in the District

Items 25-27 of the questionnaire sought to answer the research question “what are the prospects and challenges of professional development in the district?” Item 25 therefore suggested to respondents “some of the resource persons are poorly prepared”. The result is shown in Table 12.

Table 12**Challenges Facing Professional Development in the District**

ITEM	Strongly Agree N (%)	Agree N (%)	Uncertain N (%)	Disagree N (%)	Strongly Disagree N (%)
Some of the resource persons are poorly prepared.	44 (25.3)	74 (42.5)	16(9.2)	29(16.7)	11 (6.3)
The courses for professional development programmes are theory oriented and do not address practical concerns.	49(28.8)	65(37.4)	15(8.6)	3 (20.1)	10 (5.7)
Courses for professional development programmes are irrelevant to the needs of teachers	23(13.2)	37(21.3)	19 (10.9)	69(39.7)	26(14.9)

Source: Fieldwork, 2009.

Item 24 inquired from the respondents whether some of the resource persons are poorly prepared. 118 (67.8%) teachers agreed while 40 (23.0%) disagreed to the question. This finding is attributable to the fact that most often professional development programmes are organized and conducted as knee-jerk or clash activities. Also some of the facilitators are given short notices to prepare hence their inadequate preparation leading to poor presentation. Sometimes too some of the resource persons do not have the requisite knowledge and skills to

measure up to the task assigned to them as facilitators. Item 25 sought to find out whether topics for professional development are theory based and do not address practical concerns. Teachers numbering 114 (65.6%) agreed while 45 (25.8%) disagreed to the statement. The result runs contrary to the three-pronged knowledge-based model of professional development (i.e. knowledge-for-practice, knowledge-in-practice and knowledge-of-practice) as put forward by Cochran, Smith and Lytle (2001) and cited by Villegas-Reimers, (2003). They referred to “knowledge -in -practice or (practical knowledge) as knowledge that is embedded in practice. Their proposal of practical knowledge in professional development programmes does not corroborate the findings. Item 26 aimed at finding out whether courses for professional development programmes are irrelevant to the needs of teachers to upgrade their knowledge. Teacher respondents numbering 95 (54.6%) disagreed while 60 (34.5%) agreed. This could be ascribed to the fact teachers are not involved in the planning and implementation of professional development training programmes in the district.

The Education officers were asked to comment on the prospects and challenges of professional development programmes in the district. Their views put together clearly showed that in spite of the fact that most of the teachers will be well versed in their professional skills through the attendance of such programmes, they reported that some of the challenges are that because most of the teachers are gradually grasping the concept of professional development programmes, the classroom work is being affected. Also, after the attendance of

the programmes, there are no laid down programmes for feedback from teachers in the classroom.

This chapter sought to answer the five research questions formulated to guide the study. A questionnaire and an interview guide were developed as a way of finding answers from respondents to the research questions. The findings as discussed in this chapter will be used to propose recommendations for consideration and implementation by the appropriate education authorities in chapter five.

CHAPTER 5

Summary

This study sought to find out the attitude of basic school teachers towards professional development in the Assin North district. A sample of one hundred and eighty – two (182) respondents, which was made up of one – hundred and seventy – four (174) classroom teachers’ and eight (8) officers from the district education office were selected through a simple random sampling from the selected schools. One set of questionnaire and a structured interview were used to collect data from the teachers and the officers respectively.

The study was based on certain research questions. The research questions were:

1. What is the basic school teachers’ understanding of professional development?
2. What factors influence the attitude of teachers towards professional development?
3. To What extent are teachers involved in the planning, designing and delivery of professional development programmes in the district?
4. What changes have taken place in terms of organization and structure of

professional development and how have these changes influenced the attitudes of teachers?

5. What are the challenges of professional development in the district?

Based on the research questions, the researcher came out with the following findings:

1. That basic school teacher understands that professional development refers to any continuous training offered to teachers to improve their teaching and learning methods in schools.
2. That factors that influence teachers attitude towards professional development includes career mobility, possible acquisition of knowledge and skills, networking with other teachers, whereas they were divided on the issue of salary enhancement and training being the main reasons why they attend professional development programmes.
3. That majority of teachers wanted to be represented on the planning, designing and delivery of their own professional development training programmes is reflective of “grassroots” approach to professional development.
4. That though some changes such as some Non Governmental Organizations (NGOs) organizing professional development training programmes and participants being reimbursed with their transportation expenses, among others, have occurred in teacher professional development programmes over the years, the changes are not up to the required level. However, the extent of change is considerable.

5. That because most teachers are gradually grasping the concept of professional development training programmes, the classroom work is being adversely affected, in that some teachers use the contact hours of the children to do assignments and prepare for quizzes, among others. "Contact hours" here refers to the time spent by the teacher and the learners during the teaching and learning process. Also after attendance of such programmes, there are no laid down programmes for feedback from teachers in the classroom.

Conclusions

This study examined attitudes of basic school teachers towards professional development programmes in the Assin North District.

The study revealed that basic school teachers in the Assin North district have appreciable understanding of professional development. It also showed that factors that contributes to professional development includes career mobility, possible acquisition of knowledge and skills, possible networking with other teachers. However, they were divided on the assertion that salary enhancement and training being compulsory are the main reasons why they attend professional development programmes.

In addition, the basic school teachers' wanted to be represented on the planning, designing and delivery of their own professional development programmes. It was also evident that some changes have taken place over the years but not to the required level.

Recommendations for practice

The researcher made the following recommendations based on the findings of the study which will help to improve teacher professional development programmes in the Assin North district and possibly the nation as a whole:

1. That the Ministry of Education in collaboration with the other educational authorities, schools districts, municipals and other organizers of professional development training programmes must develop systematic and comprehensive teacher professional development plans for teachers.
2. It is also recommended to the Ministry of Education and other stakeholders that Professional Development Programmes should be designed as a long-term process, which begins with initial preparation and only ends when the teacher retires from the profession.
3. Organizers of teacher professional development programmes shall draw a strategic plan with a well defined set of goals and expected outcomes, and make use of follow-up to assess whether the objectives of the programme have been achieved.
4. The Ministry of Education in conjunction with the Ghana Education Service should liaise with District, Municipal and Metropolitan Assemblies to provide financial and logistical support to individual schools and districts to assist them in organizing their own school-based in-service training on teacher professional development activities. This is because it is generally believed that school-based in-service training is more effective and comprehensive and normally takes into

consideration the individual needs of the teacher as compared to the centrally-based professional development programmes.

5. Again, the Ministry of Education, the Ghana Education Service and organizers of professional development programmes should ensure that the kinds of professional development programmes and activities designed for teachers should respond to their professional and personal needs.
6. Finally, it is recommended that the Ministry of Education and the Ghana Education Service should co-ordinate and streamline professional development activities amongst Educational Agencies, NGOs and other Stakeholders so that unnecessary repetitions and duplication of activities are avoided.

Recommendations for Further Research

1. It is realized that if the study could be replicated, this would go a long way to help researchers to bring out information that would help to unravel other important information relating to teachers' attitudes towards professional development and to broaden the generalization of the findings. The study could be modified and the scope widened to cover all Basic Schools in the Assin North District of the Central Region. This would help increase the generalization of the results.
2. A comparative study of concerns of this research can also be done in all the Districts in the Central Region or in the Country at large. This will enable a nationwide review of the identified problems for possible redress.
3. The development of the models of Teacher Professional Development within the Ghanaian context will greatly enhance research into effective implementation of

Teacher Development Programmes in Ghana to help improve basic school education in the country.

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APENDIX C

BASIC EDUCATION CERTIFICATE EXAMINATION RESULTS

(1995/1996-2006/2007)

ASSIN-NORTH DISTRICT

<u>YEAR</u>	<u>PERCENTAGE</u>
<u>PASSED</u>	
1995-1996	84.9
1996-1997	74.1
1997-1998	87.0
1998-1999	84.3
1999-2000	50.3
2000-2001	41.2
2001-2002	45.1
2002-2003	46.0
2003-2004	64.0
2004-2005	61.0
2005-2006	61.0
2006-2007	42.0