

Challenges Facing the Effectiveness of Secondary School Teachers' Continuous Professional Development in the Sekyere District: Enhancing Practise with Human Performance Technology

Alexander Kyei EDWARDS^{1*} & Isaac OSEI-MENSAH²

¹Centre for Educational Policy Studies, University of Education, Winneba-Ghana

²Department of Educational Leadership, University of Education, Winneba-Ghana

*Correspondence author

Abstract: - The proposition is that the concept of human performance technology (HPT) into teacher continuous professional development (CPD) will enhance effectiveness in advancing the work of teaching. Data came from 120 out of the 150 purposively sampled SHS teachers from Sekyere District who responded to a survey questionnaire with open-ended items. Results showed four main motivational factors: (i) capacity building (83.3% Agreed), (ii) pedagogical content knowledge upgrade (88.0% Agreed), (iii) meaningful contents to add value (88.3% Agreed), but for (iv) a career progression and/or to gain experience through CPD was moderately low (56.7% Agreed). Also four challenges were discovered within the opinions of respondents. Therefore the study revealed a new thinking for consideration in the use of HPT theoretical framework for knowledge transfer to enhance the effectiveness of teacher CPD. The discourse focuses on challenges and implications for professional development, policy direction, and a practical application of HPT in the Ghana Education Service (GES). Study recommendations include first, school leadership to motivate teachers when it comes to CPD in secondary schools. Secondly, the National Teaching Council (NTC) should prescribe contents based on their need assessment for other training providers, HPT experts, and CPD facilitators to bring consistency, relevance, and quality to the work of teaching. Finally, it is believed that HPT providers in partnership with NTC should enhance CPD successfully to simplify the necessity for the teacher certification, teacher education practices, and add value to the government's free secondary education policy.

Keywords: Ghana Education Service (GES), Continuous professional development (CPD), Human performance technology (HPT), Teaching profession

Contribution

The study is starting a conversation around the challenges of Teacher continuous professional development (CPD) practices in the Ghana education system. The new thinking is the use of human performance technology (HPT) as a proven method of effective instructional design for career training and development. The discourse articulated here is for a consideration in framing of CPD with HPT theory and practise for policy leadership. It is to make a significant contribution to

the policy leadership discussion towards the Ghana's National Education Agenda 2030.

I. INTRODUCTION

The National Teaching Council (NTC) of Ghana has started implementing its decision on teacher certification to bring professionalism to the sector (NTC/T-Tel, 2016). According to the handbook, this policy direction is anchored on four pillars to develop Ghanaian teachers: (i) Subject and curriculum knowledge (25%), (ii) Pedagogic knowledge (25%), (iii) Literacy studies: Ghanaian (20%) and (iv) Supported Teaching in School (30%) for teacher professional competencies.

Most teachers in the secondary school system in Ghana come from Colleges of Education and are already qualified. They are supposed to keep their knowledge and skills updated and upgraded periodically for career progression. After going through the teacher education curriculum at colleges the continuous professional development (CPD) programmes are intended to be a cyclical lifelong learning. For teachers in Ghanaian secondary schools, CPD is a term used to describe all activities involving pre-service teacher training, in-service training, and the individual teacher's personal learning development. Whereby according to the Ministry of Education (MoE, 1974) publication on structure and content policy document;

The professional and academic competence of tutors shall be up-graded to enable these colleges to perform the functions expected of them" (section 38) and For all teachers, there shall be periodic courses and seminars organised by the Headquarters Training Department, Subject Organizers, Subject Associations, the Universities and other interested bodies (MoE, 1974, section 44).

CPD enables teachers to develop new instructional knowledge and skills in order to “continue to evolve in the use, adaptation and application of their art and craft” (Raza, 2010, p. 250). In other words, CPD is defined as “all the activities in which teachers engage in during the course of a career ... to enhance their work” (Mekonnen, 2014, p. 3).

Many studies have shown that most well-wishing education system which are concerned about school improvement also make plans for teachers’ CPD (Cheng, 2007). The National Staff Development Council of Ghana’s Ministry of Education (MoE) in collaboration with National Teaching Council (NTC/T-Tel, 2016) has created a set of nine standards for teacher professional development in Ghana to include (i) content knowledge and quality teaching, (ii) research-basis knowledge, (iii) collaboration, (iv) diverse learning needs, (v) student learning environments, (vi) parental/family involvement, (vii) evaluation, (viii) data-driven design, and (ix) teacher lifelong learning. All these cannot be accrued successfully during pre-service teacher training at Colleges of Education (CoE), and therefore the need for CPD to continue building capacity in teachers during the course of their career (Misko, 2008).

This is made more necessary at the secondary education level because of the students’ developmental stages. Secondary school teachers undertake such CPD to meet the needs of the rapidly changing world. The teachers face astute technology-savvy students, curious minded students, and also to improve their professional chances of promotion within the context of work (Singh & Richards, 2006). There is far more demands for undertaking teacher CPD at the secondary school for teaching and learning. The more effective it is organized the better the return-on-investment.

So in the context of this study, the terms continuous professional development (CPD) is defined as activities that is aimed at professional development undertaken continuously within an institutionalized format especially at the school level (Mann, 2005). CPD is assumed to be systematic instructions that the practice is to augment teachers’ human performance and professionalism using any form necessary to raise standards and professional outputs. In this context, the assumption is that such a serious human development venture calls for human performance technology (HPT). HPT in the school system is innovative ways to improve performance of any human endeavour through a systematic, instructional and non-instructional method (Edwards, 2015; Pershing, 2006). Within the education sector, many performance assessment practices are conducted among the HR management circles and are still developing. Yet the application of HPT theory as a field of study is yet to be fully appreciated in the training and development section. However, HPT is related to the process of performance improvement methodologies such as motivation, instructional technology, resource management, and training and development. Such capacity building are all synchronizing to accept technology for performance within the framework of HPT. When organized properly, and

purposefully, HPT enhances teacher performance and it is critical in establishing a culture of learning in any school (Edwards, 2015). In other words, it is anticipated that the re-imagining of CPD in schools through HPT will allow the individual teacher to perform on-the-job training within the school system through instructional and non-instructional innovations.

The scope at which such instructional service is organized is seen as broader than conventional teacher personal career development or career ambitions (Joshi & Latha, 2014). Most HPT activities involve content-specifics and based on need assessments. In looking at the school ecosystem, or the some literature refers to as the school culture, which is broadly defined as the embodiment of visions and missions, climate or culture, conditions of service, teaching and learning practices, human and non-human interventions, within the framework of a school, the intent of introducing HPT to assist in planning a behavioural system in teaching and learning is to bring expected outcomes and potential transformation (Edwards, 2015; Edwards & Aboagye, 2015). The school culture can thereby be considered as either conducive or not conducive for the work of teaching. But the desire culture should always support both teaching and learning and interventions among constituents whether teachers or students to create required results.

The Teaching Profession

Literature establishes that the school culture that support the work of teaching emanates from professionalism, knowledge and skill levels of personnel, the management of people skills (Edwards & Dampson, 2018). It is important that individualized training with intentionality that may instruct individuals towards corporate vision. A school can talk of results based on teachers’ individual inputs, the level of the C21st teachers knowledge in pedagogical approach to teaching, a new designed thinking, and a new set of knowledge and skills accrued to be able to meet students’ needs. Teachers must show professional knowledge and values, deliver lessons that engage and meet the needs of the modern secondary school students in these age of more challenging atmosphere (Caena, 2011). So that apart from universally recommended soft skills that teachers are supposed to possess, they face an intricately intertwined diverse society with technology advancements and the complexity of the work of teaching (Ball & Forzani, 2009). Edwards and Dampson (2018) call for an agenda to espouse primal teacher leadership skills in terms of the cultivation of a Qi (*quadrant intelligences*). This is similar to what OEAC ascribe for as C21st skills for development.

In line with this thinking is the necessity to constant upgrade competencies in skillful teaching. The Ghana Education Service (GES), which is mandated to provide and supervise basic and secondary education in the country, is allowing teachers who want to further their education to do so during holidays. GES encourages upgrade through CPD and In-Service Training (*InSET*) at school or circuit levels. Ball

and Forzani (2009) emphatically expressed that “[D]espite the common view of good teaching as something that is mostly learned through experience, our argument rests on a conception of teaching as unnatural work” (p. 498); which means the work of teaching is ‘unnatural’, intricate, and hence, it demands skill and professionalism and constant updates of knowledge.

Challenges in Teachers’ Continuous Professional Development

Studies have shown several associated challenges in the pursuit of teachers’ continuous professional development agenda. First, Kokebe (2013) studied the situation in Ethiopia and raised concerns that the modern classroom is significantly challenging enough for teachers to keep abreast with their work, skills, resources, and determinations without a continuous learning. GES for example uses in-service training (In-SET) tends to be an attempt to fill in the gap. CPD is needed to reach predetermined school organizational goals. Secondly, there is a challenge in securing sufficient funding to execute programmes pertaining to teacher development (Ghana Education Reform, 2014). Also Dillon, Osborne, Fairbrother and Kurina (2000) talked about the challenge of time and workload as common challenges facing teacher in pursuing CPD at the secondary level. The workload of teachers is compounding, there is little time or incentive even for mandatory training (InSET). With purpose-driven career thinking, there is evidence of high morale and motivation to pursue further studies or CPD off-site.

The other challenge is how purposefulness and relevant an organized CPD can be for teaching. Edwards (2015) observed that on a personal level teachers with low purpose-driven in their professional life tend to have significantly low interest in pursuing costly performance-related training. Kokebe (2013) reported that contents of CPD that are not systematically connect to the ‘real’ classroom experiences, that are not instructional strategic tend to discourage teachers from attending. CPD has to be purposeful, generating new knowledge and skills rather than as a refresher courses that tend to be a put-off among teachers who already may know.

Similarly, another challenge is the way school leaders are discouraging teachers from CPD activities. Davidson, Hall, Lewin and Wilson (2006) mentioned non-supportive, un-corporative, non-collaborative, shedding negative influences on teacher CPD on the basis of the loss of contact hour as an excuse. School leaders do not take kindly teachers who miss classes to undergo self-development. Yet when students are not performing it further discourages CPD for SHS teachers because teachers have to make up lost times for failing students particularly if they took time off to attend CPD.

Additionally, there is a challenge in school ecology. Hammond (2002) stresses that the school culture as an organization challenges the implementation of teachers’ CPD.

Harris (2002) gave credence to the idea that unless CPD is linked to career progression and a requirement for promotion CPD activities lose significance. CPD risks being repetitive and irrelevant. Hence, CPD in some schools are seen as individual’s self-motivation; staff development opportunities are poorly conceptualized as good for the individual teachers; and this in effect challenges the motivation and efforts to embark on CPD for the personal development or career progression (Day, 1999; Muijs, et al., 2007). If the school leadership does not encourage CPD as an organizational culture and needed for excellence it becomes a challenge for an individual teacher to gain interest and invest time. Especially school leadership tends to count the cost at the institutional level, CPD tends to drain the budget of the school, and it takes good school leadership and an environment that supports CPD to thrive as a teacher professional.

Finally, there is a challenge of overload because of the government policy on Free Secondary school education (aka: F-SHS) in Ghana. Teachers are helping accommodate the extra in-take of students but is hurting teacher motivation and possibly teacher career development. The national policy of secondary education since 2017 has been students do not have to contribute financially to their pursuit of secondary education including parent-teacher levies, teacher motivation levies, and so forth (Abdul-Rahaman, et al., 2018). There is now a “double track” system where SHS teachers may have to teach in the both tracks leaving very little room for self-development and hence CPD. The Free SHS policy, which started from the 2017-2018 academic year may be challenging teachers’ personal professional development. The policy relieves parents of all expenses but affecting teacher motivation allowances, teaching and learning materials, and hence the amount of funds to organize teacher CDP in schools. Unless school headship could see the importance of teacher CPD and device ways of enabling teachers to act, the school ecology would not provide the incentives, the needed resources for teaching and learning, and hence challenging effect on SHS teachers’ CPD.

Teachers CPD and Performance Technology

There is a strong correlation between Teachers’ CPD and student achievement. Research shows significant improvement in students when teachers embark on CPD (Borko, 2004; Supovitz, 2001). Empirical evidence links between professional development and student achievement on two grounds: (i) teachers improved in practice and support for student learning, and (ii) CPD can lead to high quality content knowledge for teachers (Anderson, 2001; Bredeson, 2003; Muijs, Day, Harris & Lindsay, 2004). However research shows that CPD must be systematic, its content based on need assessment, and well designed to meet identified needs. CPD “activities need to be properly planned to support teachers in applying the knowledge and teaching methodology creatively and confidently” (Anderson, 2001, p.1).

Hence, effective teacher CPD is obtained by formal, systematic planning of instructional performance-related technology (Anderson, 2001). The focus of such has to be the “enhancement of personal and professional growth by broadening knowledge, skills and positive attitudes” (Anderson, 2001, p.125). Training has to be purposeful and engaging, culminated by HPT. Edwards (2015) opines that when HPT is purposefully applied to any form of human capacity development such as teacher professional development it is assumed to be systematic and purposeful. Such purposefulness tends to be engaging and result-driven. Purpose-driven curriculum activities underpinned by HPT philosophy are essential part of teacher CPD especially in Ghana due to scarce resources (Edwards, 2015).

Again, to support the argument for the incorporation of HPT in CPD, Wheeler (2001) insists that teacher CPD will not have a beneficial impact in less-developed countries unless it is carefully designed, systematically presented to meet the contextual needs of teachers professional needs. CPD with HPT delivery approach can contain built-in monitoring and sustainable components to evaluate the intended learning outcomes, according to HPT researchers and practitioners (Edwards, 2015; Jacobs, 1999; Stolovitch & Keeps, 1999; Stolovitch 2001). The success of such HPT activity relies heavily on the school leadership as well as the school culture of training and development. School culture that supports teaching and learning is paramount for teacher performance, but it is more important to apply the instructional performance technology – i.e., manage performance systematically, whereby teacher CPD calls for of HPT purposefully and with content experts.

In summary, CPD is important in the teaching career. The benefits of enhancing CPD with HPT are underpinned by the systematic instructional approach to training and development as in career. This approach will mean that CPD is partly mediated by teacher knowledge and teaching delivery in the classroom that applies instructional leadership and HPT principles. It helps teachers to improve (i) instructional delivery, (ii) subject area content and context standardization, (iii) readiness of teachers to face challenging curriculum, and (iv) provide a system-wide accountability and high-stakes assessment. According to Yoon et al. (2008), such a well-planned teacher CPD affects student achievement through three steps; (i) it enhances teacher knowledge, teaching skills, and teacher motivation; (ii) improves best classroom practices and pedagogical skills; and (iii) raises performance and professionalism by teacher knowledge management. At the secondary school especially, teachers CPD can be content targeted as refreshing over subject-specific syllabi and examination expectations, which could be organized through HPT internal expert consultants approach.

Purpose of Study and Research Questions

The purpose of this study is to examine challenges associated with teachers’ CPD among secondary school teachers in a school district around Kumasi metropolis in

Ghana. By extension, it is to introduce the concept of HPT into teacher development for advancing the work of teaching.

The following research three questions were raised:

- (i) What are the factors that influence SHS teachers’ desire to pursue continuous professional development around Sekyere District?
- (ii) What are the challenges militating against the effectiveness of teachers’ CPD in the secondary schools around Sekyere District?
- (iii) How can the practice of HPT enhance teachers’ CPD effectiveness in the secondary schools?

The significance of this study lies in three areas: practise, policy leadership, and as referral document. The fact that teachers’ CPD among Ghana education system is in need of innovative ways to get results any idea that will enhance practise must be welcome. By examining human performance management and practices such as HPT and within the context of a school culture of teaching and learning, the results will inform policy and practices. There is the need for a new thinking within the school culture of teaching and learning because the work of teaching has assumed a complex dimension. In practice, pedagogical practices are being challenged by evidence, and well-wishing educators are questioning the aptness of classroom teachers in the art of skillful teaching. Teachers are being asked to sharpen their skills in four pillars (according to the NTC/T-Tel, 2016) to reach the C21st expectations. Several policies are pointing to the need for paradigmic shift in teaching methods and the ways to enhance teachers’ CPD. For example, teacher education curricula reform in Ghana by the transforming teacher education and learning (T-Tel) programme, the teacher certification policy (NTC/T-Tel, 2016), and the Ghana government policy directives all point to support the need for a radical thinking, a new approach, and possibly, corporate strategies for enhancing human capacity building in GES. In part, the study is jumpstarting a new line of thinking, to contribute to scholarship in the discourse on teacher continuous development, the teaching professional training, and make a significant contribution to the Ghana National Education Agenda 2030.

II. METHODOLOGY

Research Design and Sampling Technique

A descriptive survey design was used for the study. With the type of data needed (*as priori facto*) to answer the research questions this type of design was considered sufficient (Frankel & Warren, 2006; Labaree, 2013). Sample participants (N=150) were from five SHS within one school district in Ghana. Two different sampling techniques were used for the 150 participants. First, a purposive sampling technique was used to get all the 15 SHS heads and assistants because of their positions, expertise, situations, and knowledge. Second, a simple random sampling technique was used for selecting the teacher participants. For ethical reasons, the teachers were asked to participate voluntarily. A selection

of 50% of the total number of teachers through the lottery method was considered adequate. YES and NO were written on pieces of paper, shuffled in a bowl, and potential participants were made to pick randomly. Those who picked YES were asked to voluntarily their participation and responses to a survey questionnaire. The researcher made sure the purpose of the exercise was read and explained as an academic exercise. Consent was secured from the school authorities and the teachers themselves.

Study Instrument and Analysis

Data came from a self-responding questionnaire with open-ended items. The questionnaire had various sections to deal with demographic information, factors and challenges that influenced teacher CPD, respondents' perceptions on school environment for teaching and learning, and spaces were provided for additional relevant opinions. A Likert scale of four was used based (i.e., 4=Strongly Agree (SA), 3=Agree (A), 2=Disagree (D) and 1=Strongly Disagree (SD)). This was to avoid neutrality as often associated with odd numbering Likert scales. Open-ended items were at the end of a section to allow opinions and further details especially from the

school leadership. This opportunity allowed headship to give more details on their perceived challenges, effects of teacher CPD and to make recommendations for effective CPD for the SHS teachers.

The researcher-developed instrument was given a face content validity by peers and experts in the University. Data entry started in MS Excel 2010 version and transferred to SPSS version 22.0 for statistical analyses. During the analysis data were simply dichotomized (i.e., Agreed vs. Disagreed) and collapsed to Aggregates and Means to ease any further multivariate analyses and reports (Creswell, 2009; Fraenkel & Wallen, 2006; Mettle & Vannatta, 2009).

III. RESULTS AND DISCUSSIONS

The response rate was 86.0% (n=129) leading to 120 respondents providing usable data for the analysis. There were 70 males (58.0%) and 50 females (42.0%). However, in the case of school headship the male dominated (n=12, 80.0%). The rest of the demographic descriptions are presented in Table 1.

Demographic Results

Table 1: Demographic Information of Respondents (N=120)

Age group of respondents	<i>f</i>	%
1 – 30	17	14.17
31 – 40	68	56.66
41 – 50	27	22.50
50+ years	8	6.67
Educational qualifications		
Higher National Diploma (HND)	3	2.50
First Degree in Education	80	66.67
Master Degree in Education	21	17.50
First Degree without Education	7	5.83
Masters' Degree without Education	9	7.50
Teacher's rank		
Senior Superintendent	3	2.50
Principal Superintendent	72	60.00
Assistant Director	45	37.50
Working experience		
1 – 5 years	14	11.67
6 – 10 years	31	25.83
11 – 15 years	50	41.67
15 plus years	25	20.83

Source: Field Survey (2017)

Table 1 shows a considerable potential in teacher development in the Sekyere school district of the Ashanti Region of Ghana. Majority of the respondents (56.66%) are in their prime career years (aged between 31- 40 years). These are people at the point of career consolidation, according to Eriksonian theory of adulthood (Bee & Bjorklund, 2006), and are desiring to study more to gain professional advantage.

CPD is important to these constituents of teachers because 66.67% of the respondents have first degree, they are likely to consider further education, seeking more knowledge, and promotion, Especially since majority (60.00%) are principal superintendents in the GES ranking system CPD is the guarantee for their success in interviews and rising in career. Moreover, many of the respondents (41.67%) have 11 to 15

years of work experiences, meaning they have more years of active services ahead of them. The type of demographics means that a well-structured CPD through a systematic instruction of contents and practises is going to benefit such a group (Yoon et al., 2008).

Analyses by Research Questions

The following research questions were raised:

Research Question #1: *What are the factors that influence SHS teachers' desire to pursue professional development around Sekyere District?*

Table 2 (Appendix A) shows the responses from teachers on the factors that influence their desire to pursue CPD in their career life. The four factors identified include (i) capacity building (n=100, 83.3% Agreed), (ii) relevant content knowledge upgrade (n=104, 88.0% Agreed), (iii) meaningful contents to add value (n=106, 88.3% Agreed), and (iv) career progression and experience (n=68, 56.7%). For example an item was put forward as: *Teacher CPD ensures that as a teacher my capacities keep pace with the current standards of others in the same field*, and the majority (83.3%) of respondents agreed. In other words, CPD helps to update their capacities and professional standards as SHS teachers. Similarly, Table 2 shows 85.8% of respondents CPD enhances their knowledge and skills level. A further 88.3% of respondents agreed that CPD for teachers ensures SHS teacher's knowledge is current and relevant for students setting for the WASSCE examinations. This evidence is in tangent with the Chartered Institute of Procurement and Supply (CPIS, 2015) study which stressed that being up to date as a professional with relevant knowledge and skills always result in satisfaction with the profession. Moreover teachers become more confident with the changing trends and directions in the teaching profession if they undertake training and retraining (Ball & Forzani, 2009). According to Ball and Forzani, "teaching requires an unnatural orientation toward others and a simultaneous, unusual attention to the 'what' of that which they are helping others learn" (p. 499). CPD keeps the knowledge of 'what' students are to learn updated, it gives added values to the teaching profession, and adds capacity to the already confident subject teachers at the SHS level.

Also some of the headship gave other interesting factors to include the teachers' desire for promotion to the next level, self-esteem and social pride, and professional status enhancement. Sometimes teachers selected for CPD are influenced by the headship observation and recommendation. For instance, one of the headmasters wrote:

The criteria for selecting a teacher for a CPD programme could include: long service, the teacher's zeal and commitment to work [at the school] as prescribed by the GES policy and condition of service, ... even teacher's subject area, rank in the GES, and one's role in the school.

Another head master also affirms that "*offering study leave with pay depends on the long service, zeal and commitment to work*" by the individual teacher.

He continues; "*Offering a teacher study leave with pay would conform to the guidelines as prescribed by the Ghana Education Service and conditions of service and it depends on long service and commitment to work*".

In a nutshell, respondents noted that teachers' interest in CPD is influenced significantly by four main factors (i) capacity building (ii) relevant content knowledge coming from the CPD (iii) what they are going to gain from meaningful contents to add value, and (iv) how CPD assist in career progression and teaching experience. This affirms Zakaria and Daud (2009) observation that CPD should be targeted and systematic. Besides, research shows that teachers consciously undertake learning during their careers, purposefully, not because they lack knowledge but because of the need for learning to teach, the complexity of the work of teaching professionally to cater for the needs of their students growing up in a rapidly changing information technology world (Ball & Forzani, 2009; Edwards, 2015; Singh & Richards, 2006).

Research Question #2: *What are the challenges facing SHS teachers pursuing CPD within the school district?*

This question is meant to investigate the challenges facing SHS teachers' CPD within the school district. Eleven items on the questionnaire had statements that embodied the challenges teachers are likely to face, according to literature, and they were to indicate their levels of agreement in a 4-point Likert scale (no room for neutrality). There were open-ended items also to allow respondents to articulate their opinions. To answer this research question an attempt has been taken to report on the teachers' opinion in this case. Table 3 (Appendix B) shows the responses

Table 3 (Appendix B) shows the 11 items were statements for teacher to agree or disagree. In all four main challenges can be identified as (i) content disconnection (n=78, 65.0% agreed), (ii) lack of significant knowledge of CPD relevance after teacher training (n=71, 59.20%), (iii) lack of school management or leadership contribution to CPD (n=70, 58.50%), and (iv) lack of sensitivity towards teacher personal drive (n=80, 65.80%). This is a significant evidence on the teacher CPD challenges that confront the school district. To check the integrity of the responses, a reverse coding item was embedded: *Teachers' reluctance to participate in CPD activities*. And majority respondents show a negative response of disagreement (n=75, 62.5%) that teachers were reluctant to pursue CPD activities. This affirms what was observed in Glossary of Education Reform (2014) report that stipulated some educators' argument against CPD programmes that they are poorly designed, executed, scheduled, or facilitated. The challenge is still valid when it comes to making CPD relevant and worthwhile to their work of teaching, their needs for career progression, and day-to-day professional responsibilities.

In addition, most pre-eminent challenge to the organization of a CPD for teachers is to do with school management and leadership decisions. Time and budgetary constraints drive most decisions in schools. Table 3 shows that about 74.0% of teacher respondents agreed that time and money have always been barriers to CPD for teachers. This challenge has negatively affect teacher's enthusiasm towards CPD. It is expensive for the Ministry of Education which has to pay twice for a teacher to undertake study leave with pay or any other expensive out-of-classroom/ out-of-school CPD, even though it is going to benefit the system in the future. Fairbrother and Kurina (2000) agreed that lack of funding for privately initiated CPD is always a challenge unless governments initiated and school supported teachers. Other school management uses internally generated funds (IGF) to consolidate teacher CPD. But with the new government F-SHS policy in place this is going to be a significant challenge (GES Free SHS Policy, 2017).

Another challenge to teachers' CPD in the district is contents and need-base instructions. About 72.5% of teacher respondents believed that CPD must be relevant otherwise it results in poor attendance. Wei et al. (2010) said that CPD for teachers should be based on the needs for training, comprehensive, sustained, and intensive so as to improve recipients' effectiveness in raising learning achievement. Borko and Putnam (1996) believed such training should focus on the acquisition of skills that would impact positively on learners. CPD should be executed based on needs assessment of the work and complexities of the teaching profession these days (Ball & Forzani, 2009). Teaching is naturally complex but it's becoming more complex every day because of the generation of children who are born with the edge for curiosity and use of technology.

Furthermore, the challenge is how to avoid redundancy in CDP programmes. Majority of the teacher respondents (65.0%) agreed that the content of CPD programmes that are organised for them in the district seemed too general and fail to connect with specific instructional strategies that meet the needs of students. There is the need for contextual relevance to the school climate, school situation, and content areas that the teachers need to improve or development career-wise. This means on-the-field research to manage and dialogue with recipients and to ensure content-specifics and school-based CPD are undertaken. About 57.0% of teacher respondents supported the view point that there is lack of uniformity of CPD programmes for teachers in the GES, causing redundancy and confusion. One teacher wrote, "CPD is for us teachers but they [HR at GES in Accra] think we don't know anything ... They don't consult us".

Next challenge is uniformity and standards in CDP for teachers at the SHS level. When respondents looked at the statement: "Lack of uniformity of the CPD formats for the portfolio and absence of guide line about what should be included in the format confuses teachers" as a challenge, a significant number of respondents (56.7%) agreed. Falk

(2001) and Kokebe (2013) pointed out that one of the challenges of CPD for teachers is that there is no standardization of the formats and portfolios used in running the CPD programmes. They continued that contents should much the expected standards for participants. Failure to raise standards and actualize standards in CPD for the different levels in school may have challenging effect on teacher participation in the future.

Another challenge is managerial coming from the choice of beneficiary teachers/ heads of schools to attend CPD. One of the headmasters remarked:

One major challenge is that those who specifically go to do management and administration programmes are not heads of school for them to have the opportunity to implement what have been learnt". She continued, "those teacher who go to participate in CPD science skills are faced with lab equipment challenges ... they are handicapped

In a follow up question, some headmasters indicated the challenges of teachers being re-branded as 'too known' and/or 'over enthusiastic' after the CPD participants attempt to practice what they have learnt.

One headmaster stated, "Teachers do not have the mandate and authority to effect any change and sometimes there is lack of logistics, finances and time constraints to experiment new ideas They attempt to re-introduce their new knowledge and skills as if they 'too know too much'.

Even though this may be an individual perception, it is a prevalent challenge CPD in most SHS school culture whereby the right people may not benefit probably due to human biases and relational issues.

As part of the school managerial challenges, the heads were asked what challenges they faced when they decided to allow teachers to go CPD programmes to update their skills. The responses show the lost in manpower after CPD upgrade or knowledge and skills acquired. This is what SHS headmaster stated emphatically,

The main challenge is that there is time constraint, particularly instructional contact hours lost, and even if teachers go on such programmes, there is teacher absenteeism. Sometimes, teachers who have benefitted from CPD programmes go on transfer after they have acquired new skills and status".

He continues, "This is very much in the rural areas such as ours. We lose teachers after CPD upgrade". Therefore there is little or no incentive for teachers to be sponsored for the teachers do not stay and contribute after CPD.

Research Question #3: How can the practice of HPT enhance teachers' CPD effectiveness in the secondary schools?

This question was formulated with the view to determining ways to bring effective CPD in the district by considering human performance technology (HPT) practices which will promote efficient and effective teacher CPD in the school district. Respondents gave their own suggestions by indicating their levels of agreement or disagreement (see Table 4 or Appendix C)

Improved teacher continuous professional development has been seen to be important to the overall educational quality. It was based on this that respondents were asked series of questions on what measures to be put in place to improve CPD for teachers. Table 4.8 shows that almost 96.0% of teacher respondents agreed that there should be formal and systematic planning of CPD programmes for teachers. In the view of these when CPD for teachers are formalised and are systematic and properly planned the effects on the overall output of the educational system would be good and standards would appreciate considerably. Again, 91.7% of

teacher respondents consented to the idea that successful teacher professional development should be towards the general improvement of education. This is when all the resources needed to deliver quality teaching is available and teacher quality meets best standards across the world.

Furthermore, Table 4.8 shows that almost 88.0% of the teacher respondents, agreed that CPD for teachers should be carefully designed to meet contextual needs of teachers involved and such programmes should contain built-in monitoring and sustainable components. This in effect means the CPD programmes must not be only theoretically based but should have practical components that can be measured for them to be evaluated to check for their usefulness to the education system. For instance, if mathematics needs to sharpen their instructional delivery skills, there should be a CPD that is focused on that aspect of teaching and after they have gone through it, there should be evidence of improved mathematics performance among students.

Appendix A

Table 2: Factors that Influence the Desire for Teachers' Continuous Professional Development (CPD) N= 120

Factors that influence desire for Teachers' CPD	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>
	n (%)	n (%)	n (%)	n (%)
Teacher CPD ensures that as a teacher my capabilities keep pace with the current standards of others in the same field	37(30.8)	63(52.5)	20(16.7)	0(0.0)
CPD ensures that the teacher maintains and enhances his or her knowledge and skills needed to deliver a professional service to his/her clients and stakeholders in education.	46(38.3)	57(47.5)	11(9.2)	6(5.0)
CPD ensures that a teacher's knowledge is relevant and up to date.	40(33.3)	66(55.0)	8(6.7)	6(5.0)
CPD helps teachers continue to make a meaningful contribution to their team.	43(35.8)	63(52.5)	11(9.2)	3(2.5)
CPD helps teachers to stay interested and interesting.	31(25.8)	59(49.2)	27(22.5)	3(2.5)
Focused CPD opens teachers up to new possibilities, knowledge and skill areas.	54(45.0)	48(40.0)	15(12.5)	3(2.5)
CPD can deliver a deeper understanding of what it means to be a professional, along with a greater appreciation of implications of teaching.	43(35.8)	59(49.2)	11(9.2)	7(5.8)
CPD helps advance knowledge of and technology within the teaching profession.	41(34.2)	54(45.0)	18(15.0)	7(5.8)
CPD can lead to increased public confidence in teachers and the profession.	44(36.7)	55(45.8)	14(11.7)	7(5.8)
Teachers are always compelled by circumstances to embark upon CPD.	28(23.3)	37(30.8)	29(24.2)	6(21.7)
Teachers must worked for a number of years to qualify for a CPD.	36(30.0)	32(26.7)	30(25.0)	22(18.3)

Source: Field survey (2017)

Key: SA – Strongly Agree, A – Agree, D – Disagree, SD – Strongly Disagree

Appendix B

Table 3: Challenges Involved in Teachers' Continuous Professional Development (CPD)

N=120

Statements regarding challenges facing teachers' CPD	Responses			
	Agreed		Disagreed	
	SA	A	D	SD
	N(%)	N(%)	N(%)	N(%)
The content of programmes seemed too general and fails to connect with specific instructional strategies that meet the needs of students.	22(18.3)	56(46.7)	30(25.0)	12(10.0)
Lack of uniformity of the CPD formats for the portfolio and absence of guide line about what should be included in the format confuses teachers.	0(0.0)	68(56.7)	27(22.5)	25(20.0)
Low level of understanding about the significance of CPD.	21(17.5)	50(41.7)	30(25.0)	19(15.8)
Scarcity of need based trainings.	19(15.8)	68(56.7)	22(18.3)	11(9.2)
Absence of consolidated collaborative school system.	23(19.2)	54(45.0)	31(25.8)	12(10.0)
Insufficient contribution of the school management to teachers' CPD.	31(25.8)	39(32.5)	38(31.7)	12(10.0)
Teachers' reluctance to participate in CPD activities.	9(7.5)	36(30.0)	44(36.7)	31(25.8)
Factors obstructing teachers to partake effectively in CPD events.	22(18.3)	58(48.3)	27(22.5)	13(10.8)
Inadequate knowledge presented by CPD programmes.	23(19.2)	30(25.0)	45(37.5)	22(18.3)
Time and money were commonly cited as barriers to wider take-up of CPD.	45(37.5)	44(36.7)	19(15.8)	12(10.0)
Insensitivity towards the concerns of teachers.	15(12.5)	65(53.3)	20(16.7)	21(17.5)

Source: Field survey, (2017)

Key: SA – Strongly Agree, A – Agree, D – Disagree, SD – Strongly Disagree

In the same way, roughly 83.0% of respondents agreed that teachers' CPD should be used as an instrument of instructional improvement. Certainly, in the education system quality of instruction is a sine qua non and so everything should be done to ensure that teachers' professional development highly emphasize this point. May be the issue of mentoring beginning teachers could be used to achieve this objective of quality instructional process in the school set up.

This proposition is amply supported by the thoughts of Thomas (n.d). He has argued in this treatise that CPD programmes make the necessary connections between theory and practice that support the professional and personal growth of beginning teachers and in turn provide professional-development opportunities for the teacher who is doing the mentoring.

Another measure, which it is suggested could help in the professional development of teachers, is the issue of teacher licensing. Table 4.8 shows that approximately 85.0% of the respondents consented to the view point that there should be professional development standards for teachers with a body that would oversee teacher licensing and maintain

standards in the teaching service. As a matter of fact, this issue has received varied views from educational scholars. Some argue that sometimes, it would be difficult to professionalize the teaching profession, yet there are others like Hess, Rotherham and Walsh (2004), who in spite of their call that there should be a rethink of the status quo. In Ghana, the National Teaching Council of the Ministry of Education (MoE) had indicated its intention to license teachers but it is yet to materialise. It is believed that if the question of teacher license is brought on board, the CPD for teachers would be more focused towards quality professional standards rather than just accumulating certificates, which would not have real impact on the instructional processes.

In concluding this section of the presentation, the views of headmasters were sought on what should be done towards improved effective and efficient professional development. Among others, the headmasters indicated that there should a national policy in CPD for teachers so that the programmes could be planned, implemented, sustained and evaluated as had been suggested by some scholars on the topic. Also, the headmasters suggested that after teachers had

successfully completed CPD programmes they should experience some increment in their monthly salary as a form of motivation for others to sponsor themselves for such programmes. More importantly, all teachers must be allowed to have the opportunity to advance in their teaching career by going through one form or another of CPD sponsored by government. Most of the headmasters stated *“If it is possible, the various schools should sponsor the CPD programmes for their teachers since the benefits would accrue to them in the long run”*.

These may sound far-reaching but the benefit of CPD is for teaching and learning in the school. If it is taken seriously they could result in quality educational delivery at

the SHS level and other levels of education. For among some of the specific measures, that were suggested by interviewees are that there should be a policy to regulate CPD for teachers, that allows teachers to pursue sandwich programmes while still active in school life or leadership should allow teachers to attend classes own their own, and that all teachers should be given the opportunity to advance in their teaching career without unnecessary disruptions. It is believed that if these suggestions are given the needed attention CPD for teachers would be well embraced. Even if teachers’ CPD challenges come up, it would be easy to deal with because everything would be planned, envisioned and envisaged, well in advance, and unforeseeable challenges well embraced.

Appendix C

Table 4: Responses on how to Promote Efficient and Effective Continuous Teacher Professional Development in SHS

Measures to improve CPD for teachers	Responses			
	SA	A	D	SD
	N(%)	N(%)	N(%)	N(%)
There should be professional development standards, with a body overseeing teacher licensing, standards and development.	39(32.5)	51(42.5)	21(17.5)	9(7.5)
There should be individual professional development plans required of teachers.	34(28.3)	65(54.2)	15(12.5)	6(5.0)
There should be minimum levels of professional development for license renewal.	41(34.2)	39(32.5)	24(20.0)	16(13.3)
There should be induction and mentoring requirements for beginner teachers embarking on professional development.	54(45.0)	51(42.5)	4(3.3)	11(9.2)
Teacher professional development should be used as an instrument of instructional improvement	24(20.0)	76(63.3)	12(10.0)	8(6.7)
Schools must reorganise themselves to make substantial changes in the conditions of work for teachers.	49(40.8)	57(47.5)	9(7.5)	3(2.5)
CPD should be carefully designed to meet the contextual needs of the teachers involved and contain built-in monitoring and sustainable components.	40(33.3)	65(54.2)	14(11.7)	1(0.8)
There should be formal and systematic planning of teacher CPD programmes or workshops.	58(48.3)	57(47.5)	5(4.2)	0(0.0)
CPD should also focus on the teachers' teaching approach.	46(38.3)	51(42.5)	8(6.7)	15(12.5)
Successful teacher professional development should be towards the general improvement of education.	59(49.2)	51(42.5)	9(7.5)	1(0.8)

Source: Field survey, (2017)

Key: SA – Strongly Agree, A – Agree, D – Disagree, SD – Strongly Disagree

IV. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Conclusions

Based on the findings, it is concluded that continuing or continuous professional development is very beneficial to the education delivery system. In spite of the benefits that derived from the organisation CPD for teachers, it is always bedeviled with some challenges, which tend to discourage teachers for participating in them. For instance, it was clear that time and

monetary considerations often posed a challenge to the institutions and individual teachers since the attendance of in-service training during school periods disrupted the instructional process.

Furthermore, the opportunity for teachers to practise what they had been learnt was not given by heads and education officials. Apart from these, there was lack of needs assessment before CPD programmes were organised. In order words, CPD programmes were not properly planned and lacked focus. In the light of this, it became apparent that some

measures have to be instituted to remedy the situation and ensure that CPD programmes organized becomes more beneficial to the schools and result in quality education for the citizenly.

Implications for Policy and Practise

The success of Ghana's education agenda 2030 depends on GES policy and practical space in teacher training and development. A significant amount of resources must be devoted to the CPD of teachers backed by policy and practise. Particularly, teachers teaching at the secondary level must be given assurance from government and the sector. Basic education for all gives hope in the formative years; secondary education guarantees the development of knowledgeable workforce in the economy. The President of Ghana is enforcing the FREE SHS (F-SHS) policy to generate skillful and knowledgeable citizenship for the future. In practice the SHS teacher must possess what it takes to give modern skill-set and the new knowledge-base for development in order to pass them on to the Free SHS students.

If the teachers are not constantly training with updates of skills and knowledge needed to transfer they are likely to frustrate the system, the secondary education for all (F-SHS) policy of the government. And more importantly generate old, redundant, skills that are irreverent and obsolete. This may further arm the opposition to condemn the F-SHS policy on the basis of rhetoric: 'equality and quantity' education. Secondly, without resource investment into teachers' CPD the training attained at Colleges of Education in pedagogy and instructional delivery alone may not be able to match the future. The world is developing ideas and new methods faster than many teacher training institutions can cope (NTC/T-TEL, 2016). Yet these teachers are in the classroom teaching continuously their old-fashioned knowledge and methods. There are many practical ways, initiatives for human development coming up, and teachers ought to be enlightened to build their confidence and knowledge transfer skills.

With a policy leadership to acknowledge the need for CPD among teachers the country is likely to educate a bunch of citizens whose knowledge gain may be ready for years to come. Teachers are desperately re-training themselves through distance learning, post-graduation courses, and self-taught. Some are motivated to use technology for self-teaching. The Education sector should be seen as having a stake in CPD and playing a significant role with a policy backup to demonstrate their commitment to teacher professionalism. Without such a policy direction to consolidate lifelong learning the system may not benefit much more from all the investments made in teacher training and remunerations.

Already studies conducted by the United Kingdom agency (NTC/T-TEL, 2016) have shown that the Colleges of Education in Ghana need to undergo curriculum reforms to be aligned with modern needs of knowledge and skills in the work of teaching. Edwards and Dampson (2018) studied a

sample of teachers and their knowledge levels and recommended training Primal Teacher Leadership with "such intelligences [that] are practical skills that future children ought to be endowed with by Qi teachers" (p. 107). There are several 'casualties' in the education system because of some teachers failing to demonstrate professionalism, aptness in the business of teaching, and some lacking vital C21st skills such as social intelligences, emotional intelligence, and so forth. Yet, the education system cannot openly re-call all teachers back to the classroom or let's say the 'assembly' plants such as the Car marketing industry would have done. A good policy direction on teachers CPD would be to ensure that lifelong learning is encouraged and it is expected by all teachers to annually renew their teaching licence.

By such a policy leadership and in practise the present government can further expand its commitment to secondary education in the country (F-SHS). In practice any financial commitment can afford an evidence of teachers embarking on relevant CPD annually as part of GoG's vision for enabling teachers to act. The NTC would ensure that there is a public and private partnership (PPP) to ensure continuous provision of relevant knowledge and skills training for SHS teachers to get it right. Practically, it implies relevant knowledge providers for teacher development are available to meet demands. NTC can prescribe content areas to allow public-private partnership (PPP) providers subscribe to them, and by extension to allow performance-related experts/consultants to compete for CPD contracts. Such practical steps may allow government institutions to work with teacher unions such as GNAT, and NAGRAT to provide practical training on sites and off-sites, mandatorily.

The practise would be to get modalities accepted by all stakeholders including the teachers themselves and their collective unions. That is to say that for such a CPD requirement to work there must be mutual agreement, MoU signed and bounding to the dictates of Teacher CPD as a necessity for all. A buy-in from such major stakeholders as union is important. In Ghana, the teacher unions are very active, highly alert and are ready to scrutinize all policies and initiatives. Enforcing CPD as a policy which demand sharing ideas with human performance technology (HPT) providers coming in as partners in the business of providing professional development may raise oppositions and challenges. But without such tough decisions the implication is that CPD is voluntary and it is practiced at the discretion of school leadership, and which they may not afford the opportunity to involve experts, consultants, and experienced teachers to give their best practises.

Recommendations

Based on the findings, it is recommended that: First, since time and money posed challenges to the implementation of CPD programmes, it is recommended that such programmes should be organised by the NTC at various school circuits/districts during vacation periods so that instructional periods would not be disrupted and therefore solve the time

constraints. In respect of the monetary challenges, proposals must be written to philanthropic organisations and private donors for financial support by the school authorities. Education is part of social provisions and must be a collective shared responsibility

Second, it was found that most of the CPD programmes are too general and not content specific to the needs of the schools. In this direction, the programmes should be carefully planned starting with need analysis by Ghana Education Service and other expertise, and more importantly authorities must endeavour to use the results of needs assessment as the basis for best practice. Besides, CPD programmes must follow a standardised practice, which uniforms across the educational sector.

One other challenge was that, teachers are not being allowed to practise what they had learnt at seminars, workshops, conferences and even at induction programmes. In view of this realisation, it is recommended that school heads and education officials should allow teachers the opportunity to exhibit the knowledge and skills they acquire at CPD sessions to serve as motivation to attend future programmes.

Study Limitations and Suggestions for Further Research

There are study limitations must be acknowledged for any further research. Further study should be conducted with a larger sample to examine the challenges SHS teachers face nationwide as this study focused on SHSs in one school district in one region. Scaling up is recommended for wider generalizability in teacher development in Ghana. Further study should be conducted to determine the correlation between teachers' CPD and quality of education for evidential purposes and educational leadership at the secondary levels. Also further study may be undertaken to find CPD cause and effect.

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