

Research Article

IMPLEMENTATION OF TEACHERS CONTINUOUS PROFESSIONAL DEVELOPMENT POLICY IN GHANA: KEY ISSUES TO CONSIDER

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Received 14th July 2023; Accepted 15th August 2023; Published online 30th September 2023

ABSTRACT

The purpose of this study was to examine teachers' perspectives about the implementation of the continuous professional development policy in Ghana. The target population for this study was basic school teachers in Effutu Municipality. Explanatory sequential mixed method was employed in this study. Stratified sampling technique was used to select 150 teachers. Questionnaires and interview guide were used for data collection. The quantitative data in a form of descriptive statistics (mean and standard deviation). The interview data were transcribed and analysed thematically. The revealed that professional development courses help improves teachers' knowledge of the subject matter; professional development improves learning and teaching. Teacher professional development improves their classroom teaching activities, Teacher professional development helps enhancing the quality of learning and teaching Teacher professional development courses improves teacher ability to support students with diverse learning needs. Concerning factors that inhibit professional development among teachers it was found that Shortage of time for teachers to implement the professional. Lack of arranging training on professional development programs and absence of motivation for teachers by the concerned bodies on the actions of professional development. The study recommended that the Regional and District Directorate of the Effutu Municipality should organize seminars and orientation on teachers' continuous professional development to make teachers aware on professional development. Government should improve on teachers professional development to enhance the benefit teachers deserves from it. There should be frequent professional development courses organized by the Ghana Education Service to help improves teachers' knowledge of the subject matter to improve learning and teaching.

Keywords: Effutu Municipality, Ghana Education, study, professional development.

INTRODUCTION

Background to the study

Education is a pre-requisite for the development of a country. It is a well-established fact that it is mainly through education that people can be made to develop an in-depth awareness, favorable attitudes, values, participate in effective decision making and develop capabilities which help to contribute the societal welfare. The teacher is the pillar of the education system and the architect of society. The progress of any educational system depends upon the quality of its teachers (Srinivasacharlu, 2019). Teachers and the quality of their teaching are much significant because of the effects they have on students' learning outcomes. Opfer and Pedder (2015) indicated that student performance will not improve if the quality of teachers instruction is not improved. That is to say that the quality of instruction in schools cannot be significantly improved without improving the quality of teachers. This implies that teachers who have opportunities to learn and to grow can teach effectively. Therefore, understanding the teachers' continuous professional development is important because to improve the quality of teachers and the quality of their teaching. The continuous professional development (CPD) of teachers is important because of the key role it plays in attaining the general goal of education in the country and the associated reward that it brings which may result in the improvement of teachers' personal livelihood and career development. CPD is an ongoing process of any kind of education, training, learning and support activities engaged in by teachers or any other person in any

profession (Hervie & Winful, 2018). CPD enhance teacher knowledge and skills and enables them consider their attitudes and approaches to the education of children and to improve the quality of learning and teaching. In short, teachers' CPD focuses on fostering individual competence to enhance practice and facilitate dynamic changes in education. Dampson, Antor and Eshun (2018) maintain that CPD occurs when the beliefs and assumptions about the profession change which further result in changes in professional practices. CPD can be made available for teachers, head teachers and school improvement support officers through courses, workshops or formal qualification programmes, collaboration between schools or among teachers of the same school (Dampson, Antor, & Eshun, 2018). In furtherance, CPD occurs through coaching/mentoring, collaborative planning and teaching, and the sharing of good practices. The CPD of teachers and other stakeholders in education is important because it provides the opportunity for these stakeholders to update their knowledge, skills, attitudes and approaches with respect to the implementation of a particular curriculum. Educators may further apply changes to the curriculum and other teaching practices in the school as a direct result of their engagement in CPD programmes. Despite the benefits associated with professional development for teachers and other stakeholders in the school, extant literature suggests that the need for CPD varies from one nation to another. Sagir's (2014) study found that teachers needed continuous professional development in extracurricular and classroom activities, instructional programmes and evaluation, teacher student relationships and organisation of instructional environments.

According to Ovens (2006) the concept of continuous professional development is the knowledge, skills, abilities and necessary conditions for teacher learning on the job. This has been one of the

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most important factors in improving education efforts. Continuous professional development (CPD) is a term employed to explain all the interventions in which teachers involve themselves during the course of their careers. CPD includes all practices which are needed to impact the classroom. The purpose of CPD is to enhance the work performance of educators in the classroom and increase learners' academic achievement. Hussin and Abri (2015) suggest that CPD of teachers is a necessity for better teaching and better schools. Therefore, to improve the quality of teaching, teachers should be given opportunities to grow and develop professionally. Ovens (2009) also asserts that the surest way to improved instruction is a formal system of teachers helping teachers. Ovens (2009) further states that every recent evaluation of the growing number of mentor teacher programmes underscores the usefulness of having teachers help other teachers and further emphasized that effective instruction requires systematic school-wide programs in which all teachers help all teachers.

CPD of teachers refers to "activities that develop teachers' skills, knowledge, *expertise and other characteristics as a teacher*" (OECD, 2009, p.49). Levin (2014) maintains that these days more appropriate alternate term for professional development is professional learning, which is "ongoing, often intensive, and always focused on improving student learning" (Levin, 2014). The issue of teacher CPD has been addressed to a limited degree in Ghana (AgyeiwaaAgyemany, 2015; Amoh Brown, 2017; Nkrumah, 2017; Yankey, 2020/2018). Up to now, the focus was more on the pre-service training of teachers, with little emphasis on In-Service Training (INSET). Whenever there has been a complaint about the quality of education, remedies have been directed toward the educational programmes at teacher colleges and universities. Waters (2016) emphasized the need for and significance of teacher CPD. However, what needs to be done is usually not clear because teachers' opinions and needs are not described well. Little attention has been devoted to teachers' continuous professional development while they are in a teaching/learning setting. Moreover, of major concern are teachers' perceptions of their continuous professional development opportunities, and their awareness of the sources they have even in their own schools. Therefore, this study sought to investigate teachers' perception about the implementation of the continuous professional development policy in Ghana

Statement of the Problem

The reliance on teachers to provide and maintain effective educational programmes cannot be treated lightly. Teachers are the heart and soul of education (Yiğit and Altun, 2011). Quality educational programmes should be necessarily be implemented by competent personnel. In the absence of credible CPD programmes and professionally-trained teachers, school improvement cannot be successfully achieved. The purpose of teachers' CPD is to enhance human potential so that every teacher can achieve a higher standard of attainment, success and excellence. Teachers should continuously expand their knowledge and skills, be aware of new challenges and be encouraged to solve problems, especially teaching-learning and teacher-student achievement problems collectively and professional development is widely seen as holding the most promise in addressing these problems. It is therefore necessary for teachers to expand and deepen their frontiers by acquiring knowledge in pedagogy and specific subject contents so that they can be of utmost benefit to their pupils and students.

Education in Ghana is basically largely state sponsored as most of the schools are managed by the Municipal Directorate of the Ghana Education Service. Teachers of Ghana Education Service are required to be oriented and provided in-service training, which is a

pre-condition for awards and promotions (Hervie & Winful, 2018). The researchers have heard several concerns about ineffective methods of teaching together with multiple concerns associated with quality of teachers due to poor performance of students in WAEC examinations. Ghana is a developing country and, like many developing countries, between 80% and 90% of the Ministry of Education budget is expended on salaries and other allowances (GhanaWeb, 2019).

For instance, in November 2020, the government of Ghana implemented CPD allowance policy as part of teachers working condition after several agitations from all the teacher unions in Ghana. The policy spells out that teachers across the country are to receive 1200 cedis annually as their CPD allowance. This amount is considered woefully inadequate by teachers considering the current harsh prevailing economic condition. Some teachers have raised concerns about the timing for the release of funds by government for the payment of the allowance. A few of them that the researcher interacted with indicated that the allowance is paid in November just a month to Christmas festivities. This makes some of them spend the money during the Christmas festivities and not for the intended purpose. Other teachers also expressed that they expect the allowance to be paid preferably at the beginning of the academic year of the universities to enable those who gain admission to pay their fees. There have been numerous calls on the Ministry of Education to make more investment in teacher continuous professional development for teachers to be on top of their work because there are still manifestations of low academic performance in the Effutu municipality. For instance in the past 3 years (2019, 2020 and 2021), the Effutu municipality recorded 48.4%, 52.4% and 46.2% pass rate in the BECE exams despite the fact that the municipality has one of the highest percentage of professionally trained teachers in the country. Besides, from my years of personal teaching experience, it appears that, most of teachers seem to devote their time in routine classroom teaching and learning activities after their initial training and show little or no interest in their professional development activities. It is instructive to note that the CPD allowance policy makes it mandatory for teachers to score a minimum of 34 points every year on various CPD programs they have undertaken to qualify for promotion. This new development have been criticized by some teachers in Effutu Municipality, because in the past teachers only needed to complete an appraisal form and endorsed by their heads and attended interview for promotion. The attitude of the some teachers since the introduction of the policy leaves much to be desired, because some of them now perceive that they are being forced to engage in CPD activities or risk being promoted. Furthermore, in November 2021, the government deducted 509 cedis from teachers CPD allowance to purchase laptop for teachers to aid their CPD. The action of the government was heavily criticized by some teachers in the Country. In response, the National Association of Graduate Teachers, (NAGRAT) and the Ghana National Association of Teachers (GNAT) initiated court processes to retrieve the money from government for teachers. These attitudes, perceptions and actions of teachers seem awkward. It is also observed from literature that since the implementation of the CPD allowance policy in Ghana, no study has focused on CPD practices of teachers in Effutu Municipality. The researchers sought to fill this gap hence the motivation for this study.

Purpose of the Study

The purpose of this study was to examine teachers' perspectives about the implementation of the continuous professional development policy in Ghana.

Objectives of the Study

1. Examine the benefits of continuous professional development to Basic School teachers in Effutu Municipality
2. Identify factors that inhibit continuous professional development among teachers in Effutu Municipality

Research Questions

The following research questions were formulated to guide the study:

1. What are the benefits of continuous professional development to Basic School teachers in Effutu Municipality?
2. What are the factors that inhibit continuous professional development among teachers in Effutu Municipality?

Significance of the Study

A study of this nature is significant for a number of reasons:

1. This study would contribute to educational authorities' understanding of teachers' perceptions of continuous professional development policy and practices, which leads to increased student achievement so that opportunities may be targeted towards teacher needs with planned professional development
2. Findings of the study provide valuable information for practitioners to recognize teachers' continuous professional development needs so that professional development leaders may evaluate and revise their respective professional development programmes.
3. Administrators, continuous professional development facilitators, and teachers may be able to glean the effective attributes of continuous professional development in relation to positively impacting teachers' self-efficacies for successful teaching.
4. It is also hoped that this study would be in guiding professional development coordinators to improve the current professional practice and make further development in the planning and management of professional development in Ghana.

LITERATURE REVIEW

Theory of adult learning

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

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

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

Cross (1991) adds that this model consists of two distinct variables namely, personal characteristics and situational characteristics. Personal characteristics are those things as age, life phases, and development stages. These characteristics have different influences on individuals regarding personal development training programmes. For example, a young teacher desirous of professional development

is likely to continue learning as he or she may have longer years to work before proceeding on retirement. Life phases and developmental stages such as marriage, job changes, and retirement involved a series of plateaus and transitions which may or may not directly affect professional development (Cross, 1991). On the other hand, situational characteristics consists of issues such as whether the teacher (adult learner) would learn full time or part time. If the adult learner is required to learn full time but has work and family responsibilities, he or she is likely to postpone his or her studies to a later date or may not take part in the studies at all. Family responsibilities also may invariably affect the financial input of the adult learner in relation to the studies (Cross, 1991).

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

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

The concept of teachers' professional development

Teachers' professional development is generally viewed as a way for the improvement of learning and teaching. Bolden (2007) defines professional development as any professional development activities engaged in by teachers which enhance their knowledge and skills and enable them to consider their attitudes and approaches to the education of children, with a view to improve the quality of the teaching and learning process. Day (2017) has similar views about the functions of professional development. He also outlines three core functions of professional development, which are:

- improvement of teaching and learning, in terms of curriculum development, restructuring and instructional development;
- improvement of student assessment; and
- improvement of school-parent collaboration.

In spite of the literature that reveal the functions of professional development, a number of nuances and slight differences for the concepts are used in defining professional development (Earley and Jones, 2011). According to Crown (2009), professional development can have a positive impact on curriculum, pedagogy, as well as teachers' sense of commitment and their relationships with students.

Professional development serves for personal needs of individuals, teachers and institutional needs of the schools. According to Eraut (2004), professional development activities can either be content-driven or skills based. Professional development is essential to help teachers acquire and update knowledge and skills to deal with educational change (Eraut, 2004). Duignan (2004) corroborates this view and adds that professional development activities are provided to teachers for enhancing their knowledge, skills and competencies in the relevant areas by means of support and training. Professional development is, therefore, supposed to develop professional attitudes of teachers towards education and it is intended to enhance the betterment of the quality of education (Gronn, 2002). This means that professional development activities are planned to give support to teachers by equipping them with suitable knowledge and teaching methodology with reference to the identified needs and context (Eraut, 2004; Duignan, 2004; Gronn, 2002). It is, therefore, claimed that professional development activities can be successful in obtaining the best results when they are structurally and formally

planned and conducted with the enhancement of personal and professional growth by broadening knowledge, skills and positive attitudes and reflections and developing personal and professional effectiveness and increasing job satisfaction (Eraut, 2004; Duignan, 2004; Gronn, 2002).

Facilitators and Inhibitors of Teachers' Professional Development

In reviewing the current literature, several researchers mentioned barriers to providing effective professional development programmes to teachers. In their studies, Schein (2004); Lieberman and Friedrich (2010); and Desalegn (2010) focused on a lack of funding for staff development needs. Harris and Wise (2001) argued that standardized teachers' professional development programmes do not take into account teachers' existing knowledge, experiences, and their needs.

According to Balon (2003), along with a lack of autonomy, there is also recurrent mention of the lack of release time to pursue professional development after work hours, inadequate resources, inadequate financial support, excessive workloads, unsupportive working conditions at school, and a lack of provision of relevant professional development courses. Many school-based staff development activities, therefore, do not assist teachers in enhancing their ability to improve student learning especially since principals may lack the skills required to facilitate adult learning (Schein, 2004; Balon, 2003). Teachers tend to teach in the way that they are taught (Casccio, 2005), so if teachers do not receive professional development opportunities, they will continue to teach the same as they have always taught, without questioning their practices (Charupan, 2002). According to Charupan (2002), several factors are associated with institutional leadership that can lead to successful professional development for teachers within the institution. These factors include: belief in the overall purpose of professional development; ensuring that school policies support new teaching strategies; and creating an atmosphere that encourages innovation/experimentation (Charupan, 2002).

Some researchers also mention of providing teachers with time and opportunities to meet and share ideas, not overloading them with work and ensuring sufficient availability of resources (Casccio, 2005; Charupan, 2002). Together, these factors build the school environment and culture (Casccio, 2005; Charupan, 2002). Effective professional development should, therefore, help to address the specific needs of teachers (Charupan and Leksuksri, 2000). It is important to state that professional growth in teachers occurs when a professional development program acknowledges teacher's needs (Cheetham and Chivers, 2005). According to Bottery (2004), professional development will only have a positive impact when it is carefully designed to meet the contextual needs of the teachers involved and contains built-in monitoring and sustainable components through examination of their needs and perceptions.

In his study, Evans (2011) also noted that once one of the main aim of teachers' professional development is to change the professional thinking, knowing, feeling and doing of teachers, factors that facilitate are related to the following three main inter-related categories: behavioural component; attitudinal component; and intellectual component. Unless attitudes and ways of thinking are changed - that is, hearts and minds won over - the desired change in, behaviour may not happen (Evans, 2011). According to Ingersoll (2003), teacher training colleges are not able to provide the extensive range of learning experiences necessary for graduates to become effective public school educators. Once students graduate, meet their certification requirements, and are employed by the education service, they then learn through experience (Ingersoll, 2003). However, the complexity of teaching is so great that so many

teachers leave the profession out of frustration. Even experienced teachers confront great challenges each year, including changes in subject content, new instructional methods, advances in technology, changed laws and procedures, and student learning needs (Ingersoll, 2003). Hence, educators who do not experience effective professional development do not improve their skills, and, therefore, students learning under his/her suffer (Ingersoll, 2003).

On the other hand, Cheetham and Chivers (2005) also examined the most commonly cited factors inhibiting effective teachers' professional development, which include: insufficient resources to implement learning programmes; and schools not supportive of teacher professional development programmes.

METHODOLOGY

Research design

Explanatory sequential mixed method was employed in this study. This aims at using qualitative data to further explain or build upon initial quantitative findings. In this study, quantitative data were first collected and analysed followed by the collection and analysis of the qualitative data. The qualitative data was designed in such a way that it follow from the findings of the quantitative data gathered. This approach was used because there is the need for the qualitative data to be used to further explain significant and insignificant findings in the study (Creswell and Creswell, 2018).

Population, Sample Size and Sampling Techniques

The target population for this study was basic school teachers in Effutu Municipality. From the target population, 30% was sampled. Stratified sampling technique was adopted; the researchers stratified the respective schools. After this, a probability sample (often a simple random sample) was drawn from each school. With the use of the simple random sampling technique, "YES" or "NO" was written on piece of papers and folded and those who selected "YES" were selected based on the percentage of 30%.

Research Instruments and data collection

Questionnaires and interview guide were developed by the researchers for data collection. The venue and time for the administration of the instruments was planned in advance and agreed upon by the researchers and teachers. Teachers sampled were given the questionnaires to respond to them. Questionnaires were retrieved soon after completion. Interviews were conducted for ten teachers. Face-to-face interviews were used to allow the researchers to listen empathetically to the views of the interviewees and establish rapport.

Data Analysis Procedures

Data obtained from the questionnaire and the semi-structured interview will be analysed. Version 25 of Statistical Package of the Social Sciences (SPSS) was used to analyse the quantitative data in a form of descriptive statistics (mean and standard deviation). The interview data were transcribed and analysed thematically.

RESULTS AND DISCUSSION

Research Question One –What are the benefits of professional development to Basic School teachers in Effutu Municipality?

This research question was designed to find out about perception teachers with regard to the benefits of teacher professional development in Effutu Municipality. Their responses are presented in Table 1

Table 1: Teachers in Effutu Municipality perception on the benefit of professional development

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

Source: field data, 2023

Findings in table 1 show the teachers responses on their perception on the benefit of teachers' professional development in Effutu Municipality. In the first place, the study sought to find out from the teachers if teacher professional development improves their classroom teaching activities. With this statement, 15 of the teachers representing 10% strongly disagreed, 22(14.7%) disagreed, 20(13.3%) were not sure, 40(26.7%) agreed while 53(35.3%) strongly disagreed. Teachers averagely agreed to the statement with a mean score of 3.36.

Moreover, to find out if teacher professional development helps in enhancing teachers knowledge. With this statement, 11 of the teachers representing 7.3% strongly disagreed, 38(25.3%) disagreed, 24(16%) were not sure, 43(28.7%) agreed while 34(22.7%) strongly disagreed. The mean score of 3.34 was attained which implies that averagely the teachers agreed to that statement.

Again, 2(2.2%) strongly disagreed that development helps enhancing the quality of learning and teaching and 11 of the teachers representing 7.3% strongly disagreed, 31(20.7%) disagreed, 33(22%) were not sure, 37(24.7%) agreed while 38(25.3%) strongly disagreed. Teachers agreed to the statement with a mean score of 3.40. Moreover, to find out from the teachers if professional development courses helped the teachers to better help their students in the classroom. 11 of the teachers representing 7.3% strongly disagreed, 25(16.7%) disagreed, 19(12.7%) were not sure, 75(50%) agreed while 20(13.3%) strongly agreed. The item generated a mean score of 3.45 indicating that teachers agreed to the statement that professional development courses help teachers to better help their students in the classroom.

The researcher further wanted to find out from the teachers if professional development courses helped improves teachers' knowledge of the subject matter. With this statement, 9 of the teachers representing 6% strongly disagreed, 6(4%) disagreed, 4(2.7%) were not sure, 47(31.3%) agreed while 84(56%) strongly agreed. Per the mean score of 4.27 teachers strongly agreed to that statement.

Lastly, I wanted to find out from the teachers if professional development courses improve teacher ability to support students with diverse learning needs. With this statement, 24 of the teachers representing 16% strongly disagreed, 45(30%) disagreed, 20(13.3%) were not sure, 15(10%) agreed while 46(30.7%) strongly agreed. From this interpretation, it can be reported that the direction of the responses is towards agreement to the statement per the mean score of 3.09. In summary, majority of the teachers strongly agreed that professional development courses help improves teachers'

knowledge of the subject matter. This finding was in line with Guskey (2000) who noted that a key priority of professional development is to enhance professionalism in teaching and concluded that professional development in teaching enhances teachers' professional status, and makes them feel like part of a growing profession that incorporates new knowledge into its practice. The finding also support that of Avalos (2000) who claimed that professional development enable teachers to act collegially in order to maintain and improve the standards of their profession and concluded that professional development enable teachers to identify their own professional development needs by a process of self-evaluation to enable them to improve their professional practice.

The five head teachers were asked to come out with their opinion on **the benefit of professional development** in the Metropolis qualitatively and all of the interviewees indicated that professional development improves learning and teaching. One of them stated that:

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

Another head teacher stated that:

Professional development activities enhance teachers knowledge and skills and enable them to consider their attitudes and approaches to the education of children, with a view to improve the quality of the teaching and learning process

This study in a way confirmed observations by Earley and Bubb(2004) who noted that professional development improve of teaching and learning, in terms of curriculum development restructuring and instructional development. The findings of this study also concur with Collinson (2000)in that professional development have a positive impact on curriculum, pedagogy, as well as teachers' sense of commitment and their relationships with students.

Research Question two– What are the factors that inhibit professional development among teachers in Effutu Municipality?

This research question was designed to find out about challenges of teachers with regard to the factors that inhibit their professional development in Effutu Municipality. Their responses are presented in Table 2

Table 2: Factors that inhibit professional development among teachers in Effutu Municipality

Statements	SD	D	N	A	SA	Mean
1. Shortage of time for teachers to implement the professional development actions	10(6.7)	8(5.3)	3(2.0)	40(26.7)	89(59.3)	4.27
2. Lack of trained professional development facilitators to coordinate the actions of teachers professional development	3(2.0)	31(20.7)	18(12.0)	54(36.0)	44(29.3)	3.70
3. Lack of arranging training on professional development programs	8(5.3)	9(6.0)	13(8.7)	41(27.3)	79(52.7)	4.16
4. Absence of motivation for teachers by the concerned bodies on the actions of professional development	11(7.3)	3(2.0)	8(5.3)	88(58.7)	40(26.7)	3.95
6. Lack of awareness of CPD opportunities	20(13.3)	34(22.7)	12(8.0)	44(29.3)	40(27.7)	3.33

Source: field data, 2023

Findings in table 2 show the teachers responses on what inhibit professional development among teachers in Effutu Municipality. In the first place, we wanted to find out from the teachers if shortage of time for teachers to implement the professional development actions serves to inhibit professional development among teachers in Effutu Municipality. With this statement, 10 of the teachers representing 6.7% strongly disagreed, 8(5.3%) disagreed, 3(2.0%) were not sure, 40(26.7%) agreed while 89(59.3%) strongly disagreed. The item generated a mean score of 4.27 indicating that teachers agreed to the statement that shortage of time for teachers to implement the professional development actions serves to inhibit professional development among teachers.

In addition, 3(2.0%) of the teachers strongly disagreed that lack of trained professional development facilitators to coordinate the actions of teachers professional development serves to inhibit professional development among teachers in Effutu Municipality, 31(20.7%) disagreed, 18(12.0%) were not sure, 54(36%) agreed while 44(29.3%) strongly agreed to that statement. The mean score of 3.70 fell in the category of agreed. This implies that averagely, the teachers agreed to the statement that lack of trained professional development facilitators to coordinate the actions of teachers professional development serves to inhibit professional development among teachers. Moreover, to find out from the teachers if lack of arranging training on professional development programmes serves to inhibit professional development among teachers in Effutu Municipality and 8(5.3) strongly disagreed, 9(6.0%) disagreed, 13(8.7%) were not sure, 41(27.3%) agreed while 79(52.7%) strongly agreed to that statement. Per the mean score of 4.16, teachers strongly agreed lack of arranging training on professional development programmes serves to inhibit professional development among teachers.

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

Lastly, to find out from the teachers if lack of awareness of CPD opportunities serves to inhibit professional development among teachers in Effutu Municipality. With this statement, 20 of the teachers representing 13.3% strongly disagreed, 34(22.7%) disagreed, 12(8%) were not sure, 44(29.3%) agreed while 40(27.7%) strongly agreed.

From this interpretation, it can be reported that the direction of the responses is towards agreement to the statement per the mean value 3.4. The mean score of 3.33 implies that averagely the teachers agreed to that statement.

In summary, majority of the teachers strongly agreed that shortage of time for teachers to implement the professional development actions serves to inhibit professional development among teachers in Effutu Municipality, under determinant to teaching and learning. The finding also support that of Sookaree (2007) and Owens (2005) who noted that teacher recognition is a key teacher recognition to improve job satisfaction that in turn enhance teaching and learning. Again, the finding was in line with that of Arif (2003) who indicated that school heads widely agree that teacher recognition is a critical determinant of performance in the school. To them teaching and learning depend on teachers' recognition.

The five head teachers were asked to determine the factors that inhibit professional development among teachers in the Effutu Municipality qualitatively and all of them indicated lack of time. One of them stated that:

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

Another head teacher stated that:

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

This study in a way confirmed observations by Lohman (2006) who noted the responsibilities of teachers have changed over the years, and therefore the workload of teachers has noticeably increased beyond just time spent teaching in the classroom which in turn means that teachers are spending much more time on teaching-related tasks, and consequently have very limited time to participate in professional development. The findings of this study also concur with Collinson and Cook (2016) who noted that lack of time impacts teachers' participation in professional development activities and concluded that time shortage is one of the most serious problems linked to low participation of teachers in professional development activities.

Summary of key findings

The revealed that professional development courses help improves teachers' knowledge of the subject matter; professional development improves learning and teaching. Teacher professional development improves their classroom teaching activities, Teacher professional development helps enhancing the quality of learning and teaching Teacher professional development courses improves teacher ability to support students with diverse learning needs. Concerning factors that inhibit professional development among teachers it was found that Shortage of time for teachers to implement the professional. Lack of arranging training on professional development programs and absence of motivation for teachers by the concerned bodies on the actions of professional development

CONCLUSIONS

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

- Professional development is of benefits to teachers as professional development courses help improves teachers' knowledge of the subject matter and also serve to improve learning and teaching.
- In addition, professional development needs of teachers are the knowledge and understanding of their subject field(s) and also build students development.
- Shortage of time for teachers to implement the professional development actions hinder teachers' participation in professional development programmes.
- Supportive school leadership emerged as the dominant facilitator of teachers' professional development.

RECOMMENDATIONS

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

- The Regional and District Directorate of the Effutu Municipality should organize seminars and orientation on teachers' continuous professional development to make teachers aware on professional development.
- Government should improve on teachers professional development to enhance the benefit teachers deserves from it.
- There should be frequent professional development courses organized by the Ghana Education Service to help improves teachers' knowledge of the subject matter to improve learning and teaching.
- There should be progressive workshops organized by District Directorates for teachers to participate and implement continuous professional development programmes.
- School leaders of the various Public Basic Schools in Effutu Municipality should support and also create a climate that promotes the continuous professional learning of all teachers.

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