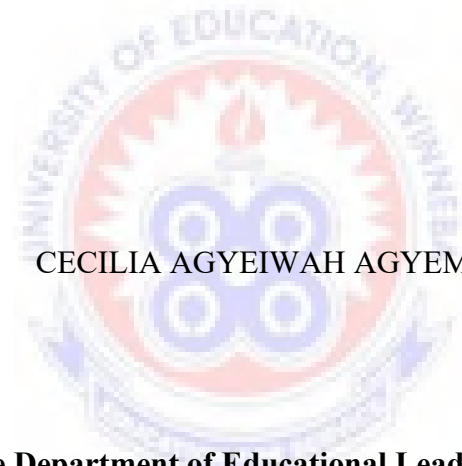


UNIVERSITY OF EDUCATION, WINNEBA

EXPLORING THE CHALLENGES FACING TEACHERS AT KUMASI GIRLS  
SENIOR HIGH SCHOOL AND THEIR CONTINUOUS PROFESSIONAL  
DEVELOPMENT NEEDS



CECILIA AGYEIWAH AGYEMANG

**A Dissertation in the Department of Educational Leadership, Faculty of Education  
and Communication Sciences, submitted to the School of Graduate Studies,  
University of Education, Winneba, in partial fulfilment of the requirements for  
award of the Master of Philosophy (Educational Leadership) degree**

MAY, 2016

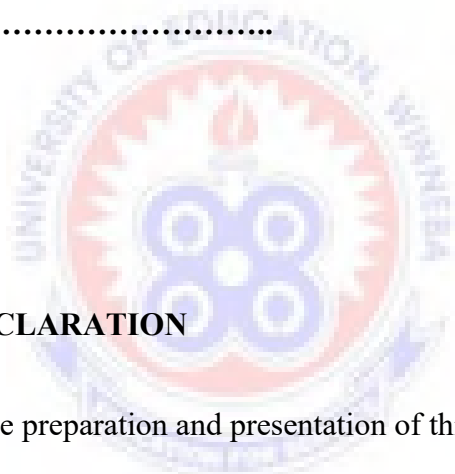
**DECLARATION**

**STUDENT’S DECLARATION**

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

SIGNATURE: .....

DATE: .....



**SUPERVISOR’S DECLARATION**

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

NAME OF SUPERVISOR: DR. HINNEH KUSI

SIGNATURE .....

DATE: .....

## ACKNOWLEDGEMENTS

He who began this wonderful work has brought it to a successful end. I am forever grateful to You God Almighty.

I am most grateful to my parents who believed in me enough to send me back to school against all the odds, you still loved, protected and supported me. I am who I am today partly because of You. I thank God for your lives for seeing beyond my shortfalls, and loving me anyway. May your lives be fulfilled here on earth and beyond. I am also grateful to my Paternal father Mr. William Boakye for his love and support and for showing me the value of family.

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## **DEDICATION**

To the Memory of My Late Father, Mr. Kofi Takyi Agyemang



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## LIST OF ABBREVIATIONS

**KUGISHS:** Kumasi Girls Senior High School

**GES:** Ghana Education Service

**KMA:** Kumasi Metropolitan Assembly

**HOD:** Head of Department.

**CRDD:** Curriculum Research and Development Division.

**OED:** Oxford English Dictionary

**UNESCO:** United Nations Educational, Scientific and Cultural Organization

**GOG:** Government of Ghana

**EFA:** Education for All

**GSICTE:** Global Symposium on Information and Communication Technology  
Education

**MoE:** Ministry of Education

**GES:** Ghana Education Service

**IEL:** Institute of Educational Leadership

**CPD:** Continuous Professional Development

**INSET:** In-service Education and Training

**BECE:** Basic Education Certificate Examination

**WAEC:** West Africa Examination Council

**CoE:** Colleges of Education

**SHS:** Senior High School

**PTA:** Parents Teacher Association



## ABSTRACT

The study sought to explore the challenges teachers face in carrying out their roles and responsibilities and their continuous professional development needs at Kumasi Girls' Senior High School in the Kumasi Metropolis. This was a qualitative research which employed a case study design. Data for the study was collected in two phases, by the use of semi-structured questionnaire and semi-structured interviews. The population of the study was one hundred and eight staff of the school. Stratification of the population was done to select fifty-two (52) participants to respond to the questionnaire schedule. A simple random sampling technique was used to select forty-five (45) teachers to respond to the questionnaire. Convenience sampling technique was used to select five (5) heads of departments and two (2) head teachers to respond to the questionnaire schedule. Ten respondents of the questionnaire were selected to participate in the interview. Maximal variation sample technique was used to select six (6) teachers, while convenience sampling technique was used in the selection of three (3) heads of departments and one (1) assistant headmistress. The data collected through the two instruments were analysed thematically. The data revealed that huge class size was one of the challenges the teachers faced in terms of students management issues in the school. It is therefore recommended that the average class size stipulated by the Ghana Education Service is followed; more teachers, service personnel and interns could be employed. The study also revealed that parental involvement in education was low and this was partly due to the value parents placed on education and the poor communication that exists between the school and parents. Therefore, good communication mechanisms should be employed to address issues of concern.



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

The focus on professional development of teachers by educational researchers and governments currently stem from the widespread belief in the role teachers play in the provision of quality education. In many parts of the world, including Ghana, there is a growing recognition that schools require effective teachers if they are to provide the best possible education for learners (Leithwood, Harris & Hopkins, 2008). With the global economy gathering pace, more governments are realizing that their main assets are their people and that becoming competitive depends increasingly on the development of a highly skilled workforce which requires trained and committed teachers... who are capable of imparting the right skills and attitude in learners (Bush, 2007). This has necessitated the move by leaders to show commitment towards the provision of quality education to its populace by ensuring that those who are tasked with the business of educating students have what it takes to deliver.

Most governments the world over are doing everything possible to fulfil their commitment in achieving Education for All (EFA) by 2015 during the world educational forum held in Dakar 2000. The set goals proposed included the following:

- Expand early childhood care and education
- Provide free and compulsory primary education for all
- Promote learning and life skills for young people and adults
- Increase adult literacy by 50%

- Achieve gender parity by 2005, gender equality by 2015 and lastly to
- Improve the quality of education (World Education for All, 2000).

Ghana, like any other country, has taken measures to ensure that the set goals highlighted are achieved to show the government's commitment to the education of its people. This is evident in the Ministry of Education's mission statement which seeks to provide relevant education to all Ghanaians at all levels to enable them acquire skills that will assist them to develop their potential so as to be productive. This will facilitate poverty reduction and promote socio-economic growth and national development (Government of Ghana, 2003, World Education for All 2000:8). To achieve this, there have been some major initiatives introduced by the governments to meet the set target. Some of the initiatives introduced include fee-free education in countries such as Ghana, Tanzania, Cameroon, Uganda and Malawi (Mingat, 2003). In Ghana the government's new directive is to make secondary education progressively free from 2015 academic year, (State of the Nations Address, 2014). There is also the introduction of Capitation Grant and Free School Feeding Programmes to promote equal access to education in Ghana (Oduro, 2008). These measures have and will impact positively on access to education in Ghana quantitatively especially with regards to basic education (EFA Global Monitoring Report, 2008).

But there exist a huge gap between quantity and quality of education in the country since quality education goes beyond just the provision of infrastructure (Oduro, 2008). In light of this, stakeholders are looking for other avenues for solutions to the current challenges. One of such areas attention is being drawn to the role played by

teachers in the provision of teaching and learning experiences that will aid the quality of education in the country (Oduro, 2008).

Teachers in the educational system have an overarching effect on the accomplishments of schools' objectives, programmes, plans and policies that bring successes to the school. It appears the numerous policies ranging from local, national to international have not produced the expected results because it seems that those tasked to implement the policies of government in the schools lack the knowledge, skills and competencies needed to run their classrooms. The attention, until now, has been on the EFA project for primary education.

However, the demand for increased secondary education provision has grown as a result of increased primary completion rates. As school participation rates rise and retention rates improve, some countries, including Ghana, are now faced with enormous social demand for wider access to better quality and more relevant secondary education (Alvarez, Gillies & Bradsher, 2003). As the demand for secondary education increases, so is the demand for teachers to teach at the secondary level. The high demand for teachers in the high schools coupled with the budgetary constraints has put pressure on governments to look for effective and efficient approaches to recruiting, preparing, supporting, and retaining qualified secondary school teachers and principals (Mulkeen, Chapman, DeJaeghere, & Leu, 2007). The quality of teachers with regards to their professional needs have become important due to the changing needs of the society and this has increased the pressure on teacher effectiveness and efficiency. For example, increased enrolments means larger classes for many teachers and the attraction of students who may have different characteristics than they did in the past, when access

was restricted to the more academically able (Bisaso, Nkabugo, & Maembe, 2013). It is also likely that new entrants may not have adequate mastery of the language of instruction or sufficient numeracy, and may have only a rudimentary grasp of scientific thinking (Mulkeen et al, 2007, Lewin 2002).

The development of Senior High School Teachers regarding their professional development needs until now has not been given adequate attention in sub-Saharan Africa, including Ghana. Much of the research relating to the development of teachers and head teachers in Sub-Saharan Africa have focused at the primary level, leaving a relatively scanty literature on secondary education teachers and principals. (Bisaso et al., 2013, Kusi, 2012). Though insights into Teacher Professional Development (TDP) at the primary level could have useful lessons for the senior high school level, in its policies and operational issues in the recruitment, training, deployment, supervision, and retention of Senior High School teachers and head -teachers differ from those associated with teachers and Head-teachers at the Primary and Junior High levels (Bisaso et al., 2013). For example, because of the level and complexity of the material to be taught, preparation of senior high school teachers involves a greater emphasis on the subject content than at primary level (Mulkeen et al., 2007). Professional development (PD) for secondary teachers is a very promising area of policy and programme intervention in improving the recruitment, retention, and retraining of secondary teachers (Mulkeen et al., 2007). The continuous professional development needs of teachers have thus become more vital than ever because of the pivotal role it plays.

## 1.2 Statement of the Problem

Stakeholders of education following the 2007 curriculum review in Ghana have for the past decades been making frantic efforts to improve the quality in the provision and delivery of education to all children of school going age especially at the Basic and Senior High levels (Ministry of Education, 2007). The General Secondary Education after the 2007 reform included three years of Junior High School Education ending with the Basic Education Certificate Examination (BECE), and a four -year Senior High School Education ending with the Senior School Certificate Examination administered by the West African Examinations Council (WAEC).

The impact of this review lasted for a few years, for the duration of the four years senior high school was reversed to three years in 2009 (Ghana- Constitutional and Legal Foundations, 2009). So far, Ghana as a country has had its fair share of educational reforms and reviews, starting from the Accelerated Development Plan for Education of 1951 to the 2009 Education Reforms. Until now the reforms have not produced the expected results because of the various challenges they face. Most stakeholders are blamed for the situation, especially the teacher who is at the centre of teaching and learning.

However, the reasons why teachers underperform in their given mandate somehow remain a mystery. But, Bame (1991) believes that one of the notable challenges facing teachers has to do with the over-emphasis on material inputs rather than how teachers' attitude and behaviour in the existing educational system could be mobilised to handle the unfamiliar pedagogical issues embedded in the revised curriculum.

The teacher through whom the actual implementation of these reforms and policies will take place is handicapped in different areas of their career. The different policy changes places the teacher at a disadvantage both in and outside of the classrooms.

Now the big question is with the numerous roles and responsibilities of teachers are they adequately equipped to perform their various roles through their professional training? As it is, the government has made several attempts to improve the quality of education through numerous reforms and policies. But with the many changes to societal and global needs, and with a very different students dynamics that is present today than existed before the attention given to these professionals in terms of training is woefully inadequate.

So far the professional development of teachers has been mostly limited to workshops and seminars which are short term and which in most cases fail to achieve its goals because of the nature of its organisation and objectives. Professional development programmes appear to be failing to meet teachers' needs in its current form (Guskey, 2002, Huberman, 2001), but the provision of a more wholistic development programme is what is expected to empower the teachers to strive to achieve the articulated vision of the school, leading to increase in productivity as in the provision of good teaching ethics, staff morale, job satisfaction as well as greater personal and professional growth (McDaniel & Wolf 1992), that can be sustained over a longer period of time on a continuous basis (Ingvarson, Meiers & Beavis 2003 and Duncan- Howell, 2007). The bulk of professional development programmes organised has its contents concentrating on material inputs and a few times on teachers' behaviours rather than on teachers' professional needs (Sorge & Russell, 2000).

The CPD needs of teachers have thus become more vital than ever, but the training institutions such as the Colleges of Education (CoE) and the Universities are such that after the initial training there are no known stipulated avenues for their CPD needs except the individual teacher's own initiative and rarely from the government, and other institutions. Those employed to teach at the secondary level are supposed to be degree holders, while most public and private universities in the country offer educational courses, the normal trend has been that after the initial training there are very few opportunities for the professional needs of teachers to be catered for.

The argument above draws attention to the importance of equipping teachers with the necessary skills, attitudes and competencies. This is expected to help them to work effectively. However, none of the recent studies have investigated this issue, especially at the senior high school level with the focus on a single school. Kusi (2008) investigated the management issues of junior high schools with the focus on the headteachers' professional development needs. Oduro (2003) on the other hand investigated the perspectives of the primary school headteachers and their roles and professional development in a district; however little is known on the challenges facing teachers in the senior high school and their continuous professional development with the focus on a single school. It was observed that during the (2013-2014) academic year little was done by the school in the area of staff development programmes with the exception of those initiated by individual staff members and some teacher associations in collaboration with some non-governmental agencies. As it is, the school has a large staff population and during the year under review just a few staff had the chance to participate in programmes organised by the directorate or the various associations among other things.

### **1.3 Purpose of the Study**

The study had two- fold purposes, these are to:

1. Explore the challenges facing teachers at KUGSHS in the execution of their professional roles and responsibilities in the school and factors responsible ; and
2. Examine the training needs of the teachers and the opportunities available for the teachers at KUGSHS.

### **1.4 Objectives of the Study**

The study sought to

1. Explore the challenges facing teachers in carrying out their professional roles and responsibilities and the factors responsible;
2. Identify the continuous professional development needs of teachers in the school; and
3. Identify the continuous professional development/ in-service education (CPD/INSET) and training programmes available to teachers to deal with the challenges they are facing.



### **1.5 Research Questions**

The following research questions were formulated to guide the study:

1. What challenges do teachers at Kumasi Girls SHS face in carrying out their professional roles and responsibilities and what are the factors responsible for the challenges?
2. What are the CPD/INSET needs of the teachers at the school?
3. What are the CPD/INSET Programmes/Opportunities available to equip teachers to overcome the challenges they face?

### **1.6 Significance of the Study**

The significance of the study lies in its address of some important issues facing contemporary education in the country. The first is related to the changes to schools and schooling by reforms and the changes in students dynamics. Secondly, it has been reported that teachers are dissatisfied with the current trend of CPD (Richardson, 1990), since such programmes appear to be failing to meet their needs and bring about systemic initiatives (Franke, Carpenter, Fennema & Behrend, 1998).

The study will help other researchers in conducting large scale studies in the area. The study will contribute to literature and impart on the local policy on professional development of teachers in Ghana. It is further going to contribute to the professional development practices in the school and the educational sector and other sectors as well.

### **1.7 Delimitations of the Study**

The study was conducted at Kumasi Girls Senior High School located at Abrepo a suburb in the Kumasi metropolis. The total population of students for 2013/2014 academic year was Two Thousand Two Hundred and Thirty- Four (2234), (Students signed list for 2013/2014 Academic Year). The total number of teachers in the school including HOD's was one hundred and five and three headteachers (teachers list for 2013/2014 Academic Year). The school runs the following programmes General Arts, Business, Science, Home Economics and Visual Arts. Although the school is a public Senior High School in the Kumasi Metropolis the demographics may not be representative of other public senior high schools in the region or country. The project focused on providing an in-depth study on how teachers professional needs are met in order to deal with the challenges they face in the discharge of their roles and responsibilities

### **1.8 Limitations of the Study**

The researcher was constrained by the following: Firstly the study was limited to one Senior High School in the Metropolis. Secondly, this study also centred on the use of self reported perceptions of teachers, sample characteristics of respondents, and social desirability bias. Responses did not represent the general population of teachers in the metropolis. By virtue of the nature of the study, respondents may conceal information on issues they do not wish to make public. Confidentiality of the responses was stressed to the participants in an effort to improve the accuracy of the data collected. The survey

instruments were also constructed with the intentions of adding some credibility to the data collected.

### **1.9 Definition of Terms**

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

**Teachers:** professionals who are trained by the various Teacher Training Institutions and the universities to impart education to learners. They are leaders who are dynamic and believe in change and have the capacity to prepare learners to develop their skills, knowledge and competences to meet the needs of the society.

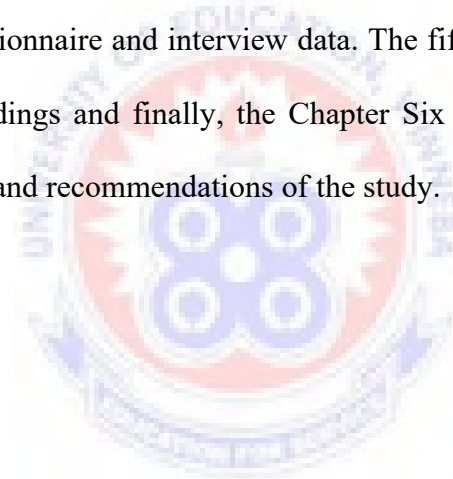
**Continuing Teacher Professional Development (CTPD)** is seen as a change in the development of a teacher from the initial training to retirement whereby he or she engages in various practices, which include courses of study and other programmes which enhances the teacher's professional development

**Senior High Schools:** The second cycle institutions that train, educate and prepare students for the tertiary institutions in Ghana. Students in the pre-tertiary schools spend three years in school after which they sit for the West Africa Certificate Examination (WACE) to obtain a certificate.

### **1.10 Organisation of the Study**

The study is made up of six chapters. The Chapter One presented the background to the study. It looked at the statement of the problem, the objectives for the study, the research questions as well as the purpose of the study, the significance of the study and the limitations and delimitations of the study.

The Chapter Two contained the theoretical and empirical review from both published and from both electronic and print media. The Chapter Three discussed the methodology employed for the study. While, the Chapter Four dealt with the presentation of data from the questionnaire and interview data. The fifth Chapter covered the analysis and discussion of findings and finally, the Chapter Six dealt with the summary of the findings, conclusions and recommendations of the study.



## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.0 Introduction

The reviewed of relevant literature focused on the interrelated areas of concern to the study. Literature from local and international sources were incorporated into the review to look at the concept of education, the concept of teaching, the roles and responsibilities of teachers, the challenges teachers face in the discharge of their roles and responsibilities, the concept of CPD/INSET, and the CPD needs of teachers, and the training opportunities or support system available to teachers in the school.

#### 2.1 Theoretical Framework on the Continuous Professional Development of Teachers

The theoretical framework of the study was based on two theories that examine the challenges teachers face with regards to their professional development. These theories are the transformational learning theory and the human capital theory.

**Transformational Learning Theory (TLT)**, which was developed by Mezirow (2000), represents a social constructivist theory that applies primarily to adults, in this case teachers. Transformative learning is described as the process by which we transform our taken-for-granted frames of reference to make them more inclusive, discriminating, open, emotionally capable of change, and reflective so that they may generate beliefs and opinions that will prove true or justified to guide action (Mezirow, 2000:8). The theory explains how adults (teachers) interpret and reinterpret their experiences in social settings

and construct knowledge collaboratively with others creating a culture of shared practices and meanings. Transformational learning theory deals with two basic kinds of learning modes namely; instrumental and communicative (Mezirow & Taylor, 2009). This study focused on the communicative aspect of the theory which explains how individuals communicate their feelings, needs, and desires, contested beliefs, association, concept, value or world view through dialogic discourse. This dialogue facilitates social constructivist process in which teachers collaborate to develop understanding and meaning in their practice (Mezirow & Taylor, 2009). Teachers learn best from more competent peers while engaged in both instrumental and communicative modes (Glickman, Gordon & Ross-Gordon, 2009; Mezirow & Taylor, 2009). Teaching is best accomplished by viewing teacher development through a transformative lens. Transformative learning theory has practical application for teacher education and professional development programmes. Teachers professional development programme is better placed when set on transformational learning theory to develop circumstances that encourage teachers to move toward a frame of reference that is more comprehensive, self-reflective, and integrative of experiences. Such professional development programmes address the professional development needs of teachers.

The transformational learning theory was selected as the lens for this study for two compelling reasons. First, it was chosen because of its ability to address the challenges teachers face in the discharge of their roles and responsibilities through transformational learning theory concepts. Secondly, since transformational learning theory posits that adults (teachers) learning take time so the need for a continuous type of PD to be able to cater for the needs of the teachers (Mezirow, 2000).

The second theory that was considered in the study was the **Human Capital Theory (HCT)**, which is one of the theories for workplace learning. The theory was proposed by Schultz (1961) and developed by Becker (1962) in his seminal work on the economics of employer-provided training. The theory rests on the assumption that formal education is highly instrumental and necessary to improve the productive capacity of a population. HCT asserts that education increases the productivity and efficiency of teachers by increasing the level of the cognitive stock of their economically productive capability (Woodhall 1997). Education is an investment in human resource from which we expect to reap positive gains in the form of higher productivity. The benefits of education through HCT transcend all levels of progress (Grobler, Warnich, Carrell, Elbert & Hatfield, 2002). The theory predicts that individuals, organisations and governments will invest the amount of resources at which the cost of an investment in training equals the benefits (Loo & Rocco, 2004).

The study is particularly geared towards Garrick's (1999) human capital theory which states that people are worth investing in as a form of capital. The performance of teachers and the results achieved can be considered as a return on investment and assessed in terms of costs and benefits (Bratton and Gold, 2007:313). The theory focuses on staff training through skills and knowledge to promote productivity and possibilities (Sen, 1997). When it comes to the HCT as a theory for the advancement of teaching and improvement in learning, four key areas are highlighted, thus how teachers are employed, developed through the provision of opportunities for professional growth, and then sustaining the growth by nurturing and upholding professional working conditions as

well as evaluating the performance of the teachers with the aim to improve upon standards.

This makes the theory relevant to the study since teachers performance is expected to improve through the provision of professional development programmes which require funding as an investment. When teachers are given the opportunity to attend professional development programmes, they are able to upgrade their skills, gain insight into their practices and maintain mastery in the subjects they teach in order to maintain the best of standards to achieve the quality that is expected in the educational setup, since the aim of teachers' capital development is a stronger teacher workforce that has the collective capacity and expertise to facilitate and enhanced educational outcomes (Garrick, 1999).

By investing in the professional development of teachers in any given situation, such teachers will definitely have competitive advantage over colleagues who lack such trainings since such teachers turn to be well informed. This competitive advantage is as a result of the human capital gained through professional development programmes (Bratton & Gold, 2007).

Although various authors including Levin and Kelley (1994) have criticised the theory for its simplicity in analysing staff productivity, it still remains one of the principal theoretical construct that is used in understanding issues that has to do with human capital investment (Bassi & McMurrer, 2006). The theory is suitable for the study because it advocates the development of human capital as its basis. Thus it fosters a continual learning culture, satisfies the personal growth needs of teachers and updates their skills in



order to keep them from obsolesces in the face of constant technological innovations and global competitive pressure (Grobler et al., 2002).

## **2.2 The Concept of Education**

The concept of education has numerous interpretations due to how it is viewed by different scholars. Despite this fact, one truth remains in almost all the definitions thus, to guide, inform, assist, impart and facilitate teaching and learning which the core of education.

According to the Longman Dictionary of Contemporary English the concept of education is seen as a ‘process by which the mind develops through learning at school, college or University’ (Longman Dictionary of Contemporary English, 2001).

The United Nations Educational Scientific and Cultural Organization goes further to consider education to be a means of empowering individuals to become active members of an ever changing society (United Nations Educational Scientific and Cultural Organization, 2005). A critical look at these definitions reveal that, the training and skills the individual acquires is to empower him or her to contribute meaningfully to the development of his or her immediate community and the nation by putting to use the knowledge and skills acquired through education.

To a large extent education is believed to be goal oriented, this is based on a six point assumption on the concept of education by Sarfo and Adentwi (2011). These two authors presupposes that it is through education that the individual has the freedom and the possibility of growth with the moral practice, which is value related and involves the

acquisition of knowledge as well as the skills and attitudes to cultivate the mind. Education does have a set of activities which makes it a process that one has to go through to achieve the set goals and once the goals are achieved education would have taken place. This makes education very important in the development agenda of any progressive society (GOG, 1995). The educational policies of government past and present in the country are emphatic about the role education plays in the development agenda and as a result, different policies have been effected in pursuance of this development agenda (EFA, 2008).

In order to achieve this goal the various stakeholders in the country have released the role being played by teachers who are seen to place very crucial role as the traditional transmitters of knowledge in education. This makes teachers indispensable via the role they play. But these professionals face enormous challenges in the discharge of their duties.

The consequences of this is that it affects education directly and so the need to take a look at these challenges which impedes the professional development of teachers. So if the premium placed on education today is to enable societies to be able to achieve desirable national and individual goals through the attainment of the individual's full potential then the teachers whose efforts help to bring these goals of education professional development needs will have to be provided in order for them to face the ever increasing challenges they face in and outside of the classroom.

Education is seen as important in the development agenda of any progressive society, but the goals of education can only be achieved through teaching. For this reason the concept of teaching is seen as crucial in the attainment of education.

### 2.3 The Concept of Teaching

Teaching as a concept can be looked at as an interaction that takes place between a teacher and a student over a subject that results in acquisition of knowledge, skills and change in attitude.

Davis (1997) sees teaching as a teacher- student relationship that happens in a particular instance over a topic of interest. Thus he sees teaching premised on the teacher, the student, the subject and the setting. These elements interrelate to form a quadrant. Since there cannot be teaching without students nor teachers or a subject to be studied in a specified environment it is important for all four quadrants to work effectively to achieve the goals of education.

Woodruff (1999), perceives teaching to consist of objectives, learning experiences to reach objectives set and assisting students to become receptive to the learning experience.

Teaching can also be viewed from three perspectives as a profession of a teacher, the doctrine that is taught and the activities of educating or instructing which leads to the impartation of knowledge or skill to an individual (Adentwi & Baafi- Frimpong, 2010). In all these the teacher is the moderator who identifies the concept, skill or habit to teach and as such plans ways of getting the students to go through the right learning processes for achieving his or her objectives, with regard to the third perspective which is equally important thus conditions suitable for comprehension on the part of the student, it is the teacher who identifies these conditions, thus the state of the students' adjustment, is not

preoccupied with problems he or she cannot solve and the motivation to learn and lastly the readiness to engage in a new activity (Adentwi & Baafi-Frimpong, 2010).

The teacher plays a focal role in all of these and more importantly in the era where technology has become the order of the day, by virtue of it being viewed as a major catalyst for change in classroom processes because of its provision of a distinct departure, and a change in context that suggests alternative ways of operating by shifting from a traditional instructional approach toward a more eclectic set of learning activities that include knowledge-building situations for students which makes the teacher's role becomes even more complex (Sandholtz, Ringstaff & Dwyer, 1997). This is especially so when the teacher's exposure to technology is at the barest minimum this makes the training needs apparent. If these teachers are considered to be important when it comes to the concepts of education and teaching then it is important to take a look at what makes them important. The next section discusses the roles and responsibilities of teachers.

#### **2.4 Roles and Responsibilities of Senior High School Teachers**

Teachers are seen as vital tools in educational delivery (Adzahlie –Mensah & Alhassan, 2010), as such they are seen as implementers of the educational programmes and policies of governments. Teachers play diverse roles in the school to fulfil the expectation of stakeholders. And the various stakeholders may have different expectations, and because of the differences in role expectations and the diversity of responsibilities from the stakeholders there is pressure on the teacher to deliver and this often cause tension and misunderstandings. So in order for these professionals to execute their roles effectively and efficiently the various expected roles of these teachers in any

given situation are to be prescribed so as to avoid conflicts (Page & Thomas, 1977 cited in Adentwi & Baafi-Frimpong, 2010). So it is important to look at the roles and responsibilities of teachers.

According to the 1998 account of the educational publication by United Nations Educational, Scientific and Cultural Organization, teachers are the primary source when it comes to the removal of ignorance and the eradication of illiteracy (UNESCO, 1998). Again, teachers play a central role in the delivery of learning opportunities. It is these same professionals who in collaboration with the school serve as the foundation for the provision of education that will enable individuals to meet life's challenges for their well being (UNESCO, 1998).

One other important task teachers perform is to uphold and protect the rights of children in every way possible (Teachers Code of Conduct, 2008, Constitution of Ghana, 1992). This means that so long as the children remain in the classroom and the school their welfare is the responsibility of the teacher.

Teachers are required to impart knowledge of the subject matter to their students through classroom instruction. The teacher is able to achieve this by the preparation of lesson notes and teaching the lessons they prepare to students using the appropriate teaching and learning resources to help them impart the knowledge of the subject matter to them. The impartation of knowledge goes beyond the statement of the fact that students have gone through some process to be educated. Rather, the teachers must have an aptitude to teach the materials by employing different methods and techniques that take into account the needs of the students (Teachers Code of Conduct, 2008).

One other responsibility that teachers are expected to perform after teaching is to assess and evaluate the performance of students to find out if students understood the lessons presented to them. Assessment and evaluation are conducted to understand the needs of students. They are used to measure how much of the assigned materials students are mastering, how well students are learning the materials and how well students are meeting the stated goals and objectives set. The assessment of students focuses on teaching and learning and the outcome of the process. It provides information for the improvement of teaching and learning. Assessment is seen as an interactive process that exists between students, teachers and the school authority. Teachers are able to assess the impact of their teaching on students learning (Angelo & Cross, 1993).

The information gained from assessing students help teachers to make informed decision for diagnostic purposes. Evaluation is then conducted at the end of a programme or course to determine whether the subjects thus the students meet the preset criteria (Angelo & Cross, 1993).

The role of teachers in promoting the social and emotional health of students as well as behavioural and academic problems cannot be ignored (Fell, 2002). Teachers play the role of counsellors directly and indirectly to their students although the kind of training they receive may not be adequate to perform this role. Teachers are faced with many challenges related to their students' behavioural problems and psychological well-being.

Teachers play a major role in the school by performing their academic functions and participation in the administration of the school to ensure quality education for their students (Conley, 2014). Teachers involvement in administration of the school is seen in

many areas among which acting as the head of department, as secretaries to various committees and boards including the board of governors of the school and the parent teacher associations in the school. At the senior high school level, teachers are sometimes appointed as the assistant headteachers. Notwithstanding, the workload of teachers, they are expected to perform all their roles with the utmost efficiency.

The teacher's responsibilities are so extensive that apart from the normal roles of instruction, evaluating of students achievement, they also have a role to play in the larger community where the school is established as an extension of the community to pass on the dreams and aspirations of the larger community onto the students (Adentwi & Baafi-Frimpong, 2010).

These and many more make the teacher indispensable in the educational system. And so the discourse about the provision of quality education cannot be achieved without putting emphasis on the need for qualified teachers who are motivated properly under the condition of service and their social status (Chapman & Windham, 1985). The attainment of the educational goals can be possible if the working conditions and social recognition of teachers are catered for.

Adentwi and Baafi-Frimpong (2010), believe that the teacher plays a crucial role in organizing the use of media to facilitate learning. Teachers are the major inputs to produce the kind of educated manpower needed by the society (Lee, 2005). To a greater extent the destiny of every generation is in the hands of the teacher since he or she has the ability to influence and develop the life style of the students (Fullan & Hargreaves, 2001).

## **2.5 Challenges facing Teachers in their Roles and Responsibilities**

Teachers from the beginning of this century have seen little in respect of professional advancement compared to other professions, it lags behind its nominal professional peers in public esteem. It is a dignity-challenged profession that often is more reviled than praised. It is no secret that average salaries for teachers remain at or near the bottom of professional wage scales, while prospects for advancement in the conventional, career-oriented sense are all but shut off. Except through the teacher organizations, most of the profession's members normally have little or no effective representation in the key organizational, political, and pedagogical decisions that affect their jobs, their profession and, by extension, their personal lives. These indispensable professionals to whom the nation entrusts its children daily rarely even have their own offices, computers, or telephones. Teachers are seen as the franchise players in education, they are indispensable but unappreciated leaders in the truest meaning of the word. It is unarguable that they instil, mould, and ultimately control much of the learning and intellectual development of the mostly young people in their charge (Institute of Educational Leadership, 2001).

But these professionals who carry out all these meaningful work are faced with a lot of challenges with regards to their work, training, education, and continuous professional development. In most public schools today, teachers are overwhelmed with the huge number of students in their charge (Preble, 2014) Ghana is not left out either, as most teachers especially those in the public schools struggle with huge numbers of students, overwhelming duty schedules, inadequate teaching and learning aids with very little prospects of training and development (Inkoom, 2012). One of Ghana's challenges



for the development of education is the lack of qualified teachers which has resulted in the imbalance in the student teacher ratio in the country.

Currently there is a teacher deficit of about sixty thousand and for this reason the agencies in charge of the educational system in the country have started a teacher rationalization programme which is aimed at reducing the teacher deficit slightly (Global Symposium on ICT Education, 2013). This challenge is as a result of the many factors that militate against these professionals and their profession. Among the many challenges are the poor remuneration and conditions of service for these teachers (Adetwi & Baafi-Frimpong, 2010). As a result of this the few teachers left in the classrooms leave to other areas after graduating from the universities this was revealed in the global symposium on information technology education report (GSICTE, 2013).

Oliva (1992), postulates that teachers perform three main tasks in the curriculum development process at the school level, thus curriculum planning and design, curriculum implementation and instructional evaluation and this alone makes them very important in the curriculum development process but it is also evident that despite the training that teachers receive, majority of them have problems when it comes to the implementation of the curriculum goals and objectives.

This is due to the fact that teachers who are supposed to be the key implementers of any new curriculum or any other educational policy are not equipped with the requisite skills and expertise by the training they receive. This is because the teachers who are the implementers have very little to no voice when it comes to their contribution to the planning and implementation of the curriculum goals and objectives so before the roles of

teachers can be given any consideration there is the need to first involve them in the decision making process (Adentwi & Sarfo, 2011).

Again, the initial training does not really prepare them adequately to overcome the challenges of interpreting the goals and objectives of the curriculum. So the individual teacher is left to work out his or her own understanding of how things should be done. This may not lead to the goal expectations of stakeholders.

Aside the non involvement in curriculum decisions among others, the twenty first century teacher is faced with the challenge of an alarming all times low parental involvement in education although parental involvement produces measurable gains in students achievement (Dixon, 1992). The problem according to Stouffer (1992) is that parental involvement declines as students grow older which suggest that most parents believe their wards are matured enough to take care of themselves forgetting the fact that each stage of the development of a child comes with new set of challenges. Wanat (1992) believes the lack of participation of parents in their wards education may not necessarily mean they are neglecting their responsibilities. It could be the lack of time, resources, or the know-how to help out. Some parents may feel embarrassed of their situation because of their educational background which may impede communication (LaBahn, 1995).

Another dimension to the problem is the perceived poor returns on education thus most parents of today are not so interested in what goes into the education of their wards. And so the end result is that per the constitutional right of the child, parents are forced by the law to educate their children but there seem not to be any legislation that compels them to participate actively in the educational process so it is a matter of choice for those who get involved.

Apart from this the behaviour of some parents do make it clear that the education of the students may not be important (Vandergrift & Greene, 1992; Kusi, 2012). Wanat (1992) reveals that literacy rate of parents is a major cause of this problem. A greater portion of parents fail to get involved because of their own failures in the educational venture, some parents do not have the desire to return to the same environment that remind them of their failures as students (Smith, 1991). The solution to these problems lies at the door steps of the school represented by the head of the school, and the staff as well as the parents.

The communication between the parties involved should be strengthened. This means that the flow of information should be a two way affair (Wanat, 1992). Also there is the need for the school to find out the needs of the parents in order to address them accordingly. Although, effective communication in the school is believed to promote students learning, the communication channel that exists between teachers and school leadership does not promote healthy relationships. Both parties are suspicious of the intention of the other due to unclear expectations set by school management and the poor information flow in the school system (Vandergrift & Greene, 1992).

Leadership is vital to serving the needs of all workers in the school and the functions of the school have become too complex and complicated for just one individual to oversee therefore, the need to employ that kind of leadership style that harnesses the skills competence and knowledge of all staff for the progress of the school but this is not what happens in the school. This makes it impossible for just a few individuals in the school to perform the leadership mandate of the school. The kind of leadership that

influences and empower teachers and other staff of the school to play greater roles in the leadership of the school is needed (Fullan, 1992).

One other important area that teachers battle with challenging situations is the leadership style of management. An effective management is able to influence the morale of the staff, set clear expectations and make room for everyone to fit in as a member of the school community. This can happen when there is an effective communication of leadership's expectations and the goals of the staff. But this is not always the case as these goals and expectations are not clearly stated for effective execution of set goals and expectations and this breeds tension which normally is a source of conflict (Copland, 2001).

The traditional organization of schools is ineffective and inefficient in its current state and must be replaced with a leadership team that empower a variety of stakeholders especially teachers by including them in the decision-making process. (Edison Schools, 2003). The head is seen as the sole source of formal school leadership, while teachers are relegated to a limited role as leaders of department and union activity, or informal leaders to their colleagues. (Smylie, 1997). The heads' monopoly on leadership is a direct result of the organizational structures of schools remaining virtually unchanged for the past century (Muijs & Harris, 2003). Policies that proved effective for school improvement are not working the magic anymore because of the leadership structures. Due to the situation, the head has been saddled with an overwhelming list of responsibilities and duties that have made their roles increasingly difficult for one person to fulfil (Copland, 2001).

These account for the reasons why teachers need support systems. This brings to the fore the question of the appropriate CPD/INSET programme that will equip the teachers to live up to the expectations of all stakeholders but before that could be done there is the need to find out the professional development needs of teachers.

## **2.6 The Concept of Continuous Professional Development**

The concept of continuous professional development has been extensively looked at by different researchers and as such different names such as continuing education, professional development, professional learning, professional growth, in-service education and training, renewal education, ongoing assistance; human resource development, recurrent education, continuous career development, lifelong learning and professional growth among others have been associated with the concept (Woolls, 1991). Fenstemacher & Berliner (1983) believe CPD is:

*The provision of activities designed to enhance the knowledge, skills and understanding of teachers in ways that lead to enhance their thinking and classroom behaviour.* (Fenstemacher & Berliner 1983:49)

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

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

Teachers' development lead to students development leading to school development which then leads to system improvement which is cyclical leading again to teacher development. The failure of this can cause retardation in students' development.

Duttweiler (1989:2) also asserts that CPD is any activity or process which intended to promote positive changes in knowledge, skills and attitudes. The three important ingredients for teacher development are the key highlights in Duttweiler's definition of the concept. This means that in order for teachers to develop these three pointers namely, knowledge, skills and attitude need to happen in a positive environment.

Fullan (1991) makes CPD a permanent feature in teacher development by viewing it as a lifelong process which begins with the initial preparation of teachers and continues throughout their teaching career. This means that so far as the teacher remains in the classroom there is the need for CPD and that every stage of the teaching career is important so the need for such activities. Because according to him this will ensure the sum total of all the formal and informal learning experiences throughout one's career from pre service to education to retirement (Fullan, 1991).

Day (1999) adds his view by defining continuous professional development as:

All the natural learning experiences which are consciously planned activities intended to be of direct or indirect benefit to the individual, group or school, which contribute, to the quality of education in the classroom. it is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential for good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives" (Day, 1999, p.4).

This definition brings to the fore the important role CPD play in the career of teachers by providing them with the knowledge, skills and the professional thinking and planning needed to eliminate the various challenges that come their way.

In the view of (Day, 1999), the need for the continuing growth of teachers can be achieved successfully through the institution of effective CPD programmes. This will help shape their practices and help them learn new things relating to their practices, and also be able to cope with the challenging situation affecting their practices in a well organized system.

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

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

1. To update and extend the knowledge and skills of teachers on new developments and new areas of practice.
2. To train teachers for new responsibilities and for their ever changing roles and lastly
3. To develop personal and professional effectiveness thereby increasing job satisfaction.

A look at these three functions of CPD outlines the basic objectives in the school environment. This makes the concept crucial to the growth and development of teachers in their various fields of work and in the case of teachers who are tasked with the duties of inculcating in students the norms of the society in order to fit into the society and be of benefit to the society. It is imperative that the models of CPD/INSET for teachers are considered.

## **2.7 Professional Development Needs**

There are as different needs as there are different individuals in groups, societies and professions. Just as Maslow (1970), sees human needs in a series of hierarchical levels that bring a sense of wholeness and humanity. A critical look at these needs show that there are very important educational implications which need to be checked. Different methods have been employed to tackle PD needs of different professions and organisations. Huberman (1989) identified different stages of career development of teachers and the need to cater for the different needs of the individual teacher in each stage. Again, Steffy, Wolfe, Pasch & Enz (1999) identified six basic phases of teacher development as novice, apprentice, professional, expert, distinguished and emeritus. The six phase stages which are seen as a sequential process offer a developmental continuum for teachers' growth. This has little to do with years of service but more to do with ones exposure and experience, training and development as professionals. The sequential process shows the various levels one needs to go through to attain and obtain the expertise needed in the course of one's career. The figure 1 below shows the various stages of teachers' development.



**Figure 1: *The six Phases of Teachers' Career Development***



**Source: Study Survey, 2014**

Each phase has a unique need that is supposed to be met but the various programmes mostly focus on the group as a whole and so in the end some needs might not be met. This seems to be a common case in the Ghanaian educational context where professional development programmes though few in its organisation are a one size fit all events, Kusi (2012). It is important that organisers of PD programmes see this as a key input in their organisation of activities for teachers.

## **2.8 Models of INSET/ CPD for Teachers**

Many researchers such as (Mecombs, 1997, Lieberman, 1996 & Kennedy, 2005) have identified various models of CPD concerning the growth of teachers and other staff

in the school environment. CPD is seen as a tool that leads to school and classroom improvement (Mecombs, 1997). Teachers CPD is a programme instituted to provide instruction to teachers to promote their development in a certain area. It is the tool by which policymakers' visions for change are conveyed to teachers. Though the recipient is the teacher, the ultimate beneficiary is the student. Thus, teachers' professional development is often the most critical component in students achievement (Hooker, 2009). Studies by different researchers have yielded various models for teachers CPD, some of the models identified can be found in that of others while some models seem to be unique to particular studies, one of such is that classified by Lieberman (1996), who identified three types of CPD are shown below;

1. Direct teaching which include courses, workshops among others; here information on methods of teaching and learning is passed on to teachers to implement. Such lecture-style of teaching has proved unpopular with teachers, who tend to prefer more active and practical styles of learning.
2. Learning in school- this has to do with peer coaching, critical friendships, mentoring, action research, and task-related planning teams; and lastly
3. Out of school learning which consist of learning networks, visits to other schools, school-university partnerships.

The first two models seem to be popular in the Ghanaian context and this can be attributed to their coverage and the financial aspects of it. Apart from Lieberman, Kennedy (2005) has also described nine models of CPD,

- The first one he talks about has to do with training, with the focus being on skills acquisition, with expert delivery, and little practical focus.

- Also there is the award bearing which is normally done in collaboration with higher education institutions.
- The third called the deficit, is a model that is used to cater for the short comings in an individual teacher's practice, this model tends to be individually tailored. The problem with this model is that it might not be good for confidence building and if one is looking for a model that will develop the collective knowledge base among staff in the school this model will not be suitable.
- The fourth model is known as the cascade is relatively cheaper in terms of use of resources among other things this is relatively cheap in terms of resources, although there seem to be challenges with the collaborative elements in the initial learning(Kennedy, 2005).
- There is also the Standards Based model which believes that there is a system of effective teaching which is not flexible with regards to teacher learning. But on a brighter note can be very instrumental in the development of a common ground for everyone which might also have the challenge of being narrow and limited.
- There is also coaching or mentoring which promotes good relations and encourage better discussion. One important aspect of this model is that as a coach or mentor one is expected to possess good communication skills.
- Again, Community of Practice which is becoming popular in the literature works better by combination of individual knowledge of those involved. Community of practice are groups of people informally bound together by shared expertise, a concern, a set of problems and passion for a joint enterprise in an ongoing basis

(Wenger, McDermott & Snyder, 2002). On the other hand it may not promote active and creative innovation of practice by members.

- Action Research is seen as relevant to the classroom due to its nature which helps teachers to experiment with different practices, especially in a collaborative environment. Action research is a form of staff development which encourages and develops the skills of teachers to become more reflective practitioners, more methodical problem solvers, and more thoughtful decision makers (Sparks & Simmons, 1989). Sagor (2000) believes that one essential aspect of action research is to help teachers become reflective practitioners.
- The last one which happens to be the transformative model integrates the other types of models mentioned above to create a stronger model which is more focused on the agenda that the integration of several different types of the previous models, with a strong awareness and control of whose agenda is being addressed.

Kennedy (2005) suggested that the first four models were essentially transmission methods, which gives little opportunity for teachers to take control over their own learning. The following three are considered to be more transformational which gives an increase capacity for professional autonomy, with the action research and transformative models being able to provide even more professional autonomy, and giving teachers the power to determine their own learning pathways (Rose & Reynolds, 2009).

Similarly, the study by Gaible and Burns (2005:25) divided CPD of teachers into three broad categories bringing the various models identified by Kennedy (2005) and

Lieberman, (1996) under three broad types. Gaible and Burns (2005) identified Self-directed TPD which is an independent learning, sometimes initiated at the teachers' discretion, using available resources which might include computers and the Internet. In self-directed TPD, teachers are involved in initiating and designing their own professional development and would share materials and ideas as well as discuss challenges and solutions.

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

### **2.8.1 Observation**

In the Observation model, the provider usually the senior teacher in a school, perhaps a supervisor or specialist who works in the district or region observes teachers in their classrooms and assess their instructional practices and provide them with a structured feedback. This approach may be used as a support measure following workshops or periodically throughout the school year as a peer coaching form of CPD for teachers (Gaible & Burns, 2005). There are numerous variations on the Observation model, from entire class clinical observations, to ten minute "snapshots," to "learning walk" approaches. There are others types of observation such as the peer observation approach where one teacher or instructor is observed in practice by a colleague mostly one whose presence the teacher is comfortable with. Bubb and Early (2004:62) agree that peer observation is a stressful activity but one that is worth getting initial discomfort

or reluctance and shyness about being observed and sharing problems with colleague teachers.

In Ghana, the institutions that train teachers observe students teachers as part of their assessment that qualify them to be teachers. In the Colleges of Education apart from the observation of students on the field as student teachers, they are made to teach for officers from the education office or supervisors to observe their teaching before they are confirmed as teachers into the service (Amoah, 2011).

### **2.8.2 Open Lesson**

In the Open Lesson model, teachers create lessons and invite colleagues (and in some cases, parents and teachers from other schools) to observe the lesson and provide feedback in a post-observation session. In contrast to Lesson Study the focus of Open Lessons is on teacher behaviour. In Guinea, for example, there is a form of Teacher professional development programmes where inspectors meet with teachers frequently to discuss issues of professional concerns. They use a modified open lesson approach with radio as part of TPD, where teachers listen to radio broadcast of a simulated lesson or observe an actual lesson and provide feedback. Where there is structured feedback, time for discussion, and teacher incorporation of feedback into future lessons, Open Lessons can help teachers develop basic, intermediate, and advanced skills (Rose & Reynolds, 2009).

### **2.8.3 Lesson Study**

Lesson study refers to a process of pedagogical improvement of which the research lesson is the key component (Lewis, 2000). In lesson study, teachers collaboratively plan, develop, or improve a lesson; field test the lesson; observe it; make changes; and collect data to see the impact of the lesson on student learning. In contrast to Open Lessons, where the focus is on teacher action, the Lesson Study approach focuses on student actions. Rose and Reynolds (2009) assert that the best and fullest examples of Lesson Study are found in Japan and China, and increasingly in the United States, Canada, Australia and Europe. The underlying principle of lesson study is the idea that teachers can learn best from and improve their pedagogical practice by observing other teachers teach and share knowledge and experience with colleagues (McDonald, 2009, Stigler & Hiebert, 1999).

### **2.8.4 Action Research**

In an Action Research approach which is sometimes referred to as inquiry approach, teachers form teams based upon common interest, for instance as a medium of helping students with reading difficulties, addressing needs of female students, or helping students with disabilities fit into the school community etc. The teachers select an issue, investigate and research it, plan possible actions to remedy it, take action, observe and document results, reflect on outcomes, and create an action plan to address this issue.

It is a disciplined process of inquiry conducted by and for those taking the action. The primary reason for engaging in actions research is to assist those involved in improving and or refining their actions (Sagor, 2000). While Lesson Study are broad in their focus,

action research tends to be more focused on issues related to instruction. It involves the use of higher order skills such as researching and synthesis which is a more surgical instructional approach that target areas of instructional difficulty and a good deal of teacher time, and if Information Communication Technology is used, more advanced computer applications such as spreadsheets, databases, and possibly statistical software packages may be applied. It is most likely a useful CPD choice for teachers who already have advanced skills.

Action research becomes an integral part of teachers professional development because of the purposes of encouraging teachers to be reflective practitioners, and also to make progress on school wide priorities as well as to build professional cultures in the schools. The use of action research in the school has a lot of merits; this is true for a host of reasons, with none more important than the need to accomplish the following:

1. Professionalize teaching.
2. Enhance the motivation and efficacy of a weary faculty.
3. Meet the needs of an increasingly diverse student body.
4. Achieve success with 'standards' reforms (Sagor, 2000).

### **2.8.5 Case Study**

In a Case Study approach, teacher teams examine components of classroom instruction and apply what has been learned to their own classrooms. This approach uses print, the Internet, and video Case Studies of classroom episodes. Walsh (2001) defines case study as an investigation into a single individual, event or situation. A case study concentrates on a single phenomenon because of its peculiarity in order to shed more



light on a bigger problem. The strength of a case study is that it employs detailed data collections from different sources which makes the information from this rich (Creswell 2005).

A type of case study that teachers can use is the Video Case Study that is used in different contexts although the degree to which this has been done is not clear. A Video Case Study is an attractive CPD option since it allows teachers to observe other teachers teaching (Tochon, 1999). As digital recorders and computers become more common, and video editing becomes easier, educational organizations have begun to build their own case studies for teacher training purposes (Amoah, 2011). A case study offer opportunities for teachers to observe, discuss, reflect and transfer learning to their own classroom, it is helpful for developing teachers' intermediate and advanced skills (Rose & Reynolds, 2009).

### **2.8.6 Mentoring**

Mentoring is a positive mechanism for the development of skills, attitudes, knowledge and competencies of teachers who are less experience by more experience teachers (Blandford, 2000). In the mentoring process more experienced teachers guide and assist younger or novice teachers in all areas of teaching (Mundry, 2005). Mentoring is an approach to teacher development that is independent of and takes place outside any line management relationship. It is about one teacher helping another to achieve something that is important to them. Mentoring is defined as a professional relationship in which an experienced person (the mentor) assists another (mentee) in developing specific skills and knowledge that will enhance the less experienced person's professional

and personal growth. It is also defined as a system of semi-structured guidance where one person shares his or her knowledge, skills and experience to assist others to progress in their own lives and careers.

Mentoring can be structured as a one-to-one approach, or as a many-to-many approach in which several teachers and less experienced teachers work together as a team. The teacher training institutions and the universities that offer courses in education in Ghana send their final year students to the various schools mostly public schools to acquire practical skills that will help them in their chosen career (Students' Internship Handbook, 2004).

Mentoring is popular among teachers because it provides recognition for, and build on their experiences and aspirations, and it helps promote confidence. Many online CPD programmes, such as Harvard's Wide World, used by teachers in Namibia and Uganda, and Namibia's Online Distance Learning programmes involve short-term mentoring that lasts for several weeks and required for completion of a course (Rose & Reynolds, 2009).

Mentoring helps reduce the anxiety and sense of isolation that can keep teachers from trying new approaches in their classrooms. Mentoring also serves as a non-formal or semi-formal method of ensuring accountability: teachers can complete CPD, demonstrating mastery of the targeted knowledge and skills that they never use into their classrooms. Mentoring helps both the mentor and the mentee in several ways.

The benefits of mentoring relationship to the mentee are highlighted below:

1. The mentoring relationship provides the mentee (less experienced teacher) a personalized development opportunity to address individual learning needs. Through the interaction with the mentor (experienced teacher) and the working environment the mentee in an educational organization gets the opportunity to develop the learning needs. Depending on the individual background of mentees, the learning needs will differ. Through the mentoring relationship the mentee acquires management skills and develop the competencies and abilities to cope with challenges in the working environment.
2. Another benefit of mentoring relationship is that it enhances networking opportunities on the part of the mentees (Kusi, 2012). In the mentoring process, mentees get access to interact and engage other experienced personnel for mutual benefits. In Ghana, mentees are able to secure teaching appointments in the various schools they are deployed to be mentored. The mentees should take advantage of the people around, who have a wealth of information, encouragement, and support. The novices should not to be hesitant to ask questions to mentors, who can provide information about curriculum, discipline and students (Gilbert, 2005)
3. The main impact of the mentoring process to the mentee is professional development and personal support from mentors, this requires openness and confidentiality (Lindgren, 2005). Personnel benefit from a variety of opportunities to work with more experienced educators, especially by observing others in their classrooms.

4. Also the mentoring relationship will increase the teacher's individual visibility and recognition in the school. The mentoring relationship provides an opportunity for mentees to develop new skills and expertise in their line of work. The mentoring programme which is aimed at developing continuously the knowledge and skills of teachers at all levels and to use this capacity to implement new ways of working. Mentoring helps the mentee become visible to the employers. They will see the performance of the mentee and recognize the improvement in the mentee and as such reward him or her. Engaging in collaborative activities, encouraging, structuring, and embedding workplace learning are crucial in this aspect
5. One added advantage of mentoring relationship to the teacher is that it helps the teacher to set goals and to strive towards these goals since there is a mentor guiding the mentee to achieve the goals set, the teacher makes sure that the set goals are met to show a successful learning process. In all mentoring relationship is of great importance when it comes to the continuous professional development of the teacher.

### **2.8.7 Professional Development Schools**

Professional development schools take the form of a partnership between a school and a local teachers college. In Ghana the colleges of Education has a partnership with schools in the surrounding districts. "Master teachers" (mentors) are chosen for their overall skills but receive additional instruction in Mentoring and collaborative approaches at the Teachers College or through another means for instance an online course,

University diploma Course for such teachers or course organized by the higher institutions for such teachers example are the Cape Coast University and the University of Education, Winneba who organizes courses for mentors in the various schools to mentor their students who enrol on the internship programmes (Oduro, 2008). The mentors take students teachers on internship under their wings to help them gain hands on experience. Student teachers after learning these practical skills and classroom techniques, return to the Teachers College for more instruction. Elsewhere the student teachers upon graduation are placed in the same school where a master teacher becomes their mentor. As they gain experience, these younger experts can become mentors in other schools or can help extend the programme of Professional Development Schools to other teachers colleges. This model for the expansion of Professional Development Schools is yet another variation of the cascade approach (Gaible & Burns, 2005).

Professional Development Schools can exist in areas where schools and Teachers Colleges are nearby. However, for a Professional Development School to be successful there must be core groups of effective teachers at both the Teachers College and at the partner schools. Professional Development Schools can also take the form of partnerships between high performing and low performing primary or secondary schools. This professional development involves workshops, reciprocal classroom observations and resource sharing, and follow-up assistance to targeted secondary school teachers. Professional Development Schools can help teachers who have basic skills develop intermediate and advanced skills (Gulston, 2010).

### **2.8.8 Dual Audience**

This model typically involves the use of interactive radio, interactive television or virtual schools to deliver instruction directly to classrooms. In Ghana the MoE in collaboration with the GES organise such programmes on the national television station as a form of distance learning to benefit both teachers and students (National Development Planning Commission, 2005). Such programmes support student learning and at the same time guide the teacher through the step-by-step conduct of the lesson. The classroom teacher and the radio or television “teacher” co-teach students but the classroom teacher and students are also co-learners. This model benefits both of its intended audiences: students receive higher-quality instruction; teachers gain hands-on experience of classroom practices.

Dual audience can help teachers explore active-learning pedagogies; manage discussions, and other unfamiliar or underutilized techniques. The use of the internet in the classroom has been used to upgrade instructional quality in Guinea and Nigeria, (Rose & Reynolds, 2009). The radio is more popular because of its cost, reach, simplicity and ease of integration. This can help teachers develop basic and intermediate skills. But because it is so highly directive and structured, it leaves little room for teacher improvisation or adaptation and is less effective for developing advanced skills.

### **2.8.9 Workshops, Conferences and Courses**

These are traditional CPD programmes which provide a more simplistic and technical approach to teaching. The knowledge and skills of teachers are improved by the use of experts for such programmes (Lee 2005).

In workshops a team of experts present knowledge and skills to teachers. Heystek, Mieman, Van Rooyan, Masoge and Bipath (2008:180) maintain that during these workshops, teachers become students and in the process get hands on experience in the area of specialization. Short workshops do not encourage the development of new skills nor do they have any long lasting effects on pedagogy (Guskey 2002, Huberman 2001 and Heystek et al. 2008).

Conferences are a form of professional development which seeks to provide teachers with the opportunity to share their experiences and achievement with other teacher participants. Conferences provide an opportunity for teachers to present their academic papers. Heystek et al. (2008) are of the view that conferences are not ideal for professional development programmes, since according to them, participants of such programmes are mostly passive listeners. This makes it difficult for the purposes for which such programmes are organised to be realised. One other CPD model employed to cater for the needs of teachers is the organisation of courses for teachers.

Courses are a very common CPD technique (Bell & Day, 1991) employed to cater for the needs of teachers. Courses enable teachers to make choices for their professional development needs these courses that are organised can be grouped according to the needs that such a course is going to serve. According to Bell and Day (1991:7) courses can be categorized into the following:

1. The first group is the type that is organised for teachers to enhance existing qualifications. They are of the view that courses enriches existing qualifications, for instance non-graduate teacher can go through the necessary courses to become

a graduate teacher, likewise a non- professional teacher can also enrol in an appropriate course to become a professional teacher.

2. There is also the top-up course which is intended for those professional who will like to further develop existing professional skills. This type is meant to keep the teachers up to date with new and improved skills which will make them functional in their work.
3. The third is the remedial type which is aims at assisting teachers in areas where they have difficulties. Again, Bell & Day (1991), states that courses are still the most common and widely accepted approach to the professional development of teachers and other workers in the public sectors. The next sub section discusses one of the models which has proven to be of importance when looking at the professional development of teachers.

#### **2.8.10 Induction**

Induction is a very important process in the professional growth of staff in the school. It is a process which enables a new teacher to become a fully effective member of the school as quickly and as easily as possible (Early & Kinder, 1994: 143). A well-designed and appropriately implemented induction activity hastens the successful acculturation and socialization of teachers into the profession. Induction is organized based on three basic goals, namely to improve personnel competence, performance, and effectiveness. (Joerger & Bremer, 2001).



These basic goals make it obvious that such a programme will bring enormous benefit to newly employed personnel of the teaching profession. But the educational institutions in Africa most especially Ghana are not reaping the benefits from this programme, due to how these programmes are organized. Most of the induction programmes organized in the country is informal in nature. The educational sector in Ghana faces a lot of challenges in providing efficient educational services to the general population because of the lack or poorly organized induction programs for newly employed personnel of the Ghana Education Service (Kusi, 2008).

Newly appointed or transferred personnel of the service such as teachers, head teachers, officers in the offices, among others are either poorly inducted into their profession or no induction programme seem to be available to them. Inadequate provision of funds to acquire induction materials such as workbooks, handouts are common in developing countries in Africa including Ghana, and as such the result is often the organization of short professional development courses including staff induction (Oduro 2008). This section dealt with the review of relevant literature to put the study into perspective.

## **2.9 Summary**

This chapter reviewed a selection of literature covering all the important areas of the study such as the concepts of education and teaching as well as the concept of CPD. The roles and responsibilities of teachers and the various challenges of teachers with regards to their roles and responsibilities, the models of CPD and the theoretical framework of the study were discussed. The next chapter which is the chapter three looks

at the research design, population, sample size and sampling procedures, research instruments, data collection procedure and the procedure for the data analysis.



## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter focuses on the methodology employed for the study. Specifically, it covers the research design, setting of the study, population, sample size and sampling procedures, research instruments, data collection procedure and the procedure for the data analysis.

#### 3.1 Research Design

Research design has to do with the selection of subjects, researched sites and data collection procedures to answer research questions (Somo, 2007). The design indicates the individuals in the study, when and where and under what circumstances are they to be studied (McMillan & Schumacher, 1993:3). It can also be viewed as a series of advanced decisions that, taken together make up a master plan or model for a research study (Amin, 2004).

This was a qualitative research which explored teachers challenges in the discharge of their professional roles and responsibilities and their professional development needs and how these needs were met within a particular socio-cultural context by the use of a variety of data sources. Qualitative research is seen as a situated activity that locates the observer in the world... (Denzin & Lincoln, 2003:3).

A qualitative research approach is one where the inquirer often makes knowledge claims based primarily on the Constructivist perspective. The Constructivist maintains

that human beings construct meaning rather than create meaning. Humans construct knowledge from data that enters the mind, so knowing is not a passive process (Todd, 2010). Social constructionism is one of the epistemological stances used in qualitative research. This is because the interpretation of the world by human beings is from within an existing social context.

A qualitative research is seen as an umbrella term under which action research, case study, grounded theory and ethnography study fall (Kusi, 2012). A case study design was to explore the issues of concern in the study. A case study design is defined as an investigation into a single individual, event or situation (Walsh, 2001). A case study concentrates on a single phenomenon because of its peculiarity in order to shed more light on a bigger problem. Creswell (2005) explains that the strength of a case study is that it employ detailed data collections from different sources. As such, the data derived from such sources are considered to be contextually rich in information (Flyvberg, 2006, cited in Inkoom, 2012). A case study design was applicable to this investigation because of its appreciable contextual conditions which is considered as an important aspect (Yin, 2003).

There are many advantages associated with the case study approach. A case study is generally manageable when it comes to small-scale research; since the focus is limited to a defined setting, a group of people or a single individual. The focus of this study was on a single senior high school in the Kumasi metropolis. The case study design allows for the use of multiple methods of data collection which helps it to be validated through triangulation (Yin, 2003). It is also ideal for collecting data on complex social situations (Walsh 2001). Cohen, Mansion and Morrison (2007:256) outlined some advantages of

case studies. They argue that a case study data is ‘strong in reality’ though difficult to organize. This strength in reality is because case study is down-to-earth and attention-holding, which is in harmony with the reader’s own experience, and thus provide a ‘natural’ basis for generalization.

Furthermore, case study allows generalizations either about an instance or from an instance to a class. Their peculiar strength lies in their attention to the subtlety and complexity of the case in its own right. Based on the evidence from these scholars the researcher believed that the choice of the case study to collect data was in the right direction.

Despite these merits of case study some researchers also believe the findings of case study are difficult to generalize (Kusi, 2013). Thus the extent to which findings can be generalised beyond the subject studied is questionable. The study utilized semi-structured questionnaire and semi-structured interview. The data gained from these sources were used to identify the challenges of the teachers and find the factors responsible as well as suggest ways that will equipped the teachers to deal with the challenges by the provision of their professional needs as teachers and it was also to test the theory used.

In spite of the disadvantages levelled against the design, it could still be considered the most appropriate design for an in depth study to be conducted. The instrumental type of case study identified by Stake (1994) was considered appropriate for the study since it aims at providing insight into a phenomenon under study. The selection of the design was to a greater extent influence by the size of the case which made it convenient and manageable for the duration of the study (O’ Leary, 2005).

### **3.2 Setting of the Study and Access Issues**

Though the study could have been beneficial to the larger population, but it was not possible to cover teachers in the entire metropolis or the country, because of the time and financial constraints. Therefore a small size covering the teachers, Head of Departments and headteachers from Kumasi Girls Senior High School was considered. The research area was Kumasi Girls Senior High School under the Kumasi Metropolitan Education Office. The school is in Abrepo, a suburb in the Kumasi Metropolitan Assembly.

The study area was chosen because of its accessibility and also the researcher's familiarity with the place. Since the school can be considered as one of the largest Second Cycle schools in the region and, for that matter, Ghana, with a large teacher population, it was prudent to locate the study there. Also, because of the large population of teachers in the school the study was sited there to ascertain if challenges exist in the school with regards to the provision of the CPD needs of the teachers.

One other important reason for the setting of the study in this school was the size of the population of the school which made it manageable for the researcher within the time frame for the study to be conducted. The formal consent of the school's authorities was sought in order to have access to the population. The consent of the teachers, Heads of Departments and other staff members involved in the study were also sought. Seeking the permission to conduct a research of this nature is of almost importance in a qualitative

research (Creswell, 2005; Kusi 2012; Babbie, 2010). The consent of the participants was sought after permission had been granted by the authorities of the school.

### 3.3 Population

Population is generally a large collection of individuals that is the main focus of an enquiry. The population of this study was all the teachers in the school as well as the Heads of Departments and the Headmistresses of Kumasi Girls Senior High School. Below are tables showing the population of the study.

**Table 1: Population of the Study**

Name	Male	Female	Total
Teachers	68	30	98
HOD'S	5	2	7
Headmistress	-	1	1
Assist. Headmistress	-	2	2
Total	73	35	108

**Source: Statistics from the study, 2014**

Table 1 above indicates the total population of the study. The population of the study was one hundred and eight (108) staff of the school. The population covered ninety-eight teachers (68 males and 30 females), one headmistress (1), and two (2) assistants headmistresses of the school and seven (7), Heads of Departments (HOD's) in the School. There were a total of seventy-three (73), males and thirty-five (35) females who formed the population of the study. This was done to ascertain the different views of the participants for the study.

**Table 2: Teachers Population at Kumasi Girls SHS by Departments**

Name of Department	Male	Female	Total
Languages	13	6	19
Business	4	3	7
Social Studies	13	8	21
Visual Arts	5	2	7
Maths	17	2	19
Science	16	3	19
Home Economics	-	6	6
<b>Total</b>	<b>68</b>	<b>30</b>	<b>98</b>

**Source: Statistics from the study, 2014**

The table indicates the population of the study by departments. There were a total nine-teen teachers in the languages department with thirteen being males and six being females. The Business department had seven teachers; four out of the seven were males. The social studies department had twenty-one teachers, thirteen of them were males. The Visual Arts department had a total number of seven teachers two out of them were females. The Maths department had nineteen teachers two of them were females. The Science department had nineteen teachers, three of which are females. The Home Economics department had six teachers all of them were females. It is out of the population that the sample size was selected.



### 3.4 Sample Size and Sampling Techniques

A sample can be seen as the subset from the population whose results can be used as a generalization for the entire population (Kusi, 2012). In research the problem of expense, time and accessibility from gaining information from the whole population makes it imperative to obtain data from a smaller group from the total population. This should be done in such a way that the knowledge gained from the data is representative of the total population under study (Cohen et al., 2007).

For the study, a sample size of fifty-two (52) participants was involved. Among the participants were two (2) Headmistresses, five (5) Heads of Departments and forty-five (45) teachers. A multiple Sampling technique was employed to select the respondents. To select the 45 teachers, both stratified technique and simple random sampling techniques were used. They were grouped under various departments (strata) and then a simple random technique was used to select the teachers to get a proportional sample from each of the departments.

Stratified sampling technique was employed to get a sample that was representative of the entire population. Stratified sampling technique is a probability sampling technique that divides the entire population into different sub-groups, and then randomly selects the final subjects proportionally from the sub-group (Cohen et al, 2007). Since the population consisted of participants from different departments and administrative units, it was prudent to use this technique.

The second technique which is the simple random sampling involves selecting at random from a list of the population the required number of subjects from the sample (Cohen et

al, 2007). The simple random sampling is one of the probability sampling technique by which all elements in a given population is likely to be selected. This technique was used so as to give every teacher at the school the opportunity to participate in the study. Also convenience sampling technique was used to get the five HODs and the two head teachers. Cohen et al., (2007) sees

Convenience sampling sometimes called accidental or opportunity sampling is the type of sampling that involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available and accessible at the time (Cohen et al., 2007:113).

The technique helped in the selection of respondents to respond to the questionnaire. Five (5) heads of departments and two (2) head teachers were selected through this process. The schedules were given to some when they came to the staff room while others the others received the schedules in their offices.

For the second phase of the study, ten (10) participants were involved in the interview. They were selected from the sample that had responded to the questionnaire. This sampling size was selected for the interview phase because of its manageability. Again, it was prudent to choose a sample that would enable the phenomenon under study to be explored for a better understanding and clarity.

To enhance the quality of the data that was collected maximal variation sampling strategy was used in the selection of the six (6) teacher participants. According to Creswell (2005),

Maximal variation sampling is a purposive sampling strategy in which the researcher samples cases or individuals that differ on some characteristic or trait.... the procedure requires that one identifies the characteristics and find sites or individuals who display different dimensions of the characteristics (Creswell, 2005:204).

This procedure is useful in instances where one hopes to access the multiple perspectives of the respondents about a phenomenon or build some kind of complexity into the study (Kusi, 2012). Therefore, teachers with different academic qualifications, ranks and experience were selected. Again, teachers from different departments who held different ranks and academic qualification were involved in the study.

**Table 3: Sample of Interviewees**

Position	Gender	Rank	Academic Qualification	Years of Experience
Headteacher	Female	Deputy Director	Second Degree	Above 20
HOD 1	Male	Director I	Second Degree	Above 20
HOD 2	Male	Director I	Second Degree	Above 20
HOD 3	Female	Director I	Second Degree	Above 20
Teacher	Female	Director II	Second Degree	Less 20
Teacher	Male	Director II	Second Degree	Less 20
Teacher	Female	Director II	Second Degree	Less than 20
Teacher	Male	Principal Supt.	Second Degree	Less than 20
Teacher	Male	Principal Supt	First Degree	Less than 20
Teacher	Female	Principal Supt	First Degree	Less than 20

**Source: Study Survey, 2014**

The table indicates the sample of teacher interviewees. Out of the ten interview participants, six (6) were teachers, comprising of three (3) males and three females (3) one each from the languages, science, Maths, Business, Home Economics and Social Studies departments. Again, three (3) heads of departments and one (1) assistant headmistress were conveniently selected for the interview. Convenience sampling as explained earlier is a non-probability sampling strategy which is often used in qualitative research.

With the use of this strategy the researcher had the population of the study in mind so involved whoever was available at the time of data collection. With this in mind the researcher went to the staffroom which is a common meeting place for all staff and collected the necessary data. Some departments also had offices so the researcher was able to reach other heads of departments as well. The assistant headmistress was interviewed in her office. The next section, discusses the instruments for the data collection.

### **3.5 Instrumentation**

The use of semi-structured questionnaire and semi-structured interviews as instruments for the data collection was employed in this research work. The first instrument that was employed was semi-structured questionnaire. The semi-structured questionnaire was used to gather data in the first phase of the data collection. A semi-structured questionnaire is a data collection instrument which is mostly used in a qualitative research (Kusi, 2012). With this type of questionnaire a series of questions, statements or items are presented and the respondent is asked to comment on them in the

best possible way. This form of open-ended questions allows respondents to react to questions or enquires on their own. An important strength of the semi-structured questionnaire is that it is seen as a very powerful tool compared to the completely open and completely closed types of questionnaires (Cohen et al., 2007).

Also, respondents can give any information, express any opinion they wish, although the amount of space provided for an answer will generally limit the responses (O' Leary, 2005). It also helps to unearth important information (Gillham, 2002). This instrument was chosen to help in the collection of data that would answer the questions raised in the statement of problem. The semi-structured questionnaire was employed as a basis to gain insight into the problem to construct a well informed interview schedule for the second phase of the data collection.

The questionnaire was divided into four sections labelled section 'A to D' (Appendix C). Section 'A' gathered background information about the respondents. Respondents were required to choose from a range of responses among which they were expected to supply short responses to some of the items. The sections 'B' and 'C' dealt with the first two research questions while the 'C' and 'D' dealt with third and fourth research questions respectively.

The use of the semi-structured interview as the second instrument afforded the researcher an opportunity to delve deep into the issues raised in the questionnaire data and also to elicit honest responses from the interviewees. This is due to the fact that such type of interview allow participant to feel comfortable and help them to open-up and be forthcoming with information (Creswell, 2009 cited in Kusi, 2012).

Semi-structured interviews are neither fully fixed nor fully free and are perhaps best seen as flexible (O’Leary, 2005) it therefore offered interviewees the opportunity to express their views, feelings and experiences freely. It also allows the interviewer the freedom to divert from the questions to seek clarifications in the interview process (Kusi, 2012, Babbie, 2010). Wragg (2002) cited in (Kusi, 2012) notes that semi-structured interview helps the interviewer ask initial questions which can later on be followed by probes with the intention of clarification seeking on issues being discussed.

The purpose of the interview was to get answers to the research questions. A set of questions based on the research questions were asked in order to get the appropriate responses. The analysis of the questionnaire data helped with the identification of the issues to be explored in the interviews. Some of the important issues that came up were challenges relating to students and classroom management issues, low parental involvement in the education of students and the CPD programmes available for teachers to cope with their challenges.

Three semi-structured interview schedules were constructed for the teachers, Heads of Departments and Head teachers (Appendices D, E, F). The interview schedule was divided into two sections, the section ‘A’ which contained the demographic information of participants and the section B which focused on the phenomenon under study. The number of questions in the schedules in this section had a slight variation as there was the need to probe for further clarification to be sought on some issues, but all three schedules had 15 items in the section ‘B’. The next sub section discusses the pre-testing of the instrument for the purposes of validation.

### **3.6 Pre-testing of the Instruments**

For the purposes of validation, the instruments were pre-tested at Asanteman Senior High School in Suame a suburb of Kumasi. The school was chosen because of the similar characteristics shared by the teachers, HODs' and the Head-teachers. The exercise was conducted with four (4) teachers and two (2) heads of departments. They were given up to a week to complete the questionnaire which had a covering letter attached and afterwards the researcher spent two days in the school to conduct the interviews. But before the pre-testing took place both face validation and content validation were done. For the face validation the questionnaire and interview schedules were given to two colleagues from the researcher's department to check if the instruments measured the given variables. They were allowed to read and make recommendations. Two lecturers examined the instruments. One of the lecturers was from the faculty of Education Studies at the University and one outside the University examined and comment on both instruments. This was done to ensure that the instruments were valid content wise. This exercise was useful because it afforded the researcher the chance to check for the suitability and appropriateness of the instruments (Cohen et al., 2007). At the end of the pilot exercise the various comments and critiques helped in making useful changes to the instruments.

### **3.7 Data Collection Procedure**

The actual data collection for the study took place after the pre-testing exercise at Kumasi Girls Senior High School in Abrepo a suburb of Kumasi in the Ashanti Region. The school was served with an introductory letter from the Department of Educational Leadership (Appendix A), this was to enable the researcher have easy access to conduct

the research in the school. Permission was also sought from the various participants of the study.

The first phase of the data collection had to do with the distribution of the questionnaire. Each questionnaire had a covering letter attached to it (Appendix C). This was done to explain the purpose of the study, the significance as well as the measures put in place to ensure the safety, confidentiality and anonymity of the participants in the study. The respondents were given up to a week to respond but the time had to be extended, since some of respondents wanted to have time to respond and not to rush through them. The researcher had access to the respondents since it was an insider study it was less challenging collecting the completed instruments from the respondents. Extra precaution was taken to ensure the return of instrument by taking the contact numbers of respondents. Respondents were given the chance to get in contact with the researcher, in case they encountered any challenge responding to the questionnaire. This proved to be quite useful since some respondents did contact the researcher from time to time on some of the schedule items.

The second instrument for the data collection was the interview. The interview was conducted after the collection of the questionnaire. The interview was conducted on a face- to- face basis. Each interviewee was interviewed in a location that was conducive for such an activity. So a distraction free place was chosen for the interview. Each interview lasted for about thirty minutes. For the sake of consistency during the interview, the researcher developed an interview protocol (Creswell, 2005) to serve as a guide. Before each interview, the researcher introduced herself, described the research, its



purpose, category of interviewees, steps taken to maintain confidentiality and their anonymity, and notified them about the duration of the interview (Creswell, 2005).

The consent of interviewees were sought in order to record the interviews as well write some notes to rely on in the event of problems with the recordings (Creswell, 2005). Some sort of appreciation was shown to the interviewees after the interviews as well as after the completion of the questionnaire.

### **3.8 Data Analysis**

The data generated for the study was mainly qualitative in nature and so they were analysed thematically. A thematic analysis of the data was done to organise and transcribe the data and also to generate the various themes and codes. A data is said to be thematically analysed when the researcher organises the data, immerse him or herself in the data, transcribes it, generate themes and codes for the data, and describe them (Kusi, 2012).

The findings in the questionnaire was analysed before that of the interviews. Since the two instruments produced qualitative data, the presentation and analysis went through the same stages. The presentation and analysis of the data was done manually.

This was because the amount of data collected was manageable, also the researcher wanted to have a hands on experience with the data, though analysis done this way are sometimes problematic and laborious (Creswell, 2005, Marshall and Rossman 2006). The responses from the questionnaire were written separately to aid reading. The respondents were categorised into groups. Then the responses were written down and collated to highlight the various items in the instrument to formulate themes. In order to

attribute quotation to the interviewees, and questionnaire respondents they were given the serial numbers. This was to help in the assignment of quotes from participants. So for the data that was generated from the questionnaire, serial numbers were assigned to the teachers participants. So codes such as PT1-PT45 were assigned to teacher participants (where PT stands for Participating Teacher). The HOD's were also given serial numbers PDH1-PDH5 (where PDH stands for Participating Department Head), the participating headteachers were also given serial numbers PHT1-PHT2 (where PHT stands for Participating Head Teacher). The same codes were maintained for those who participated in the interviews. The coding process took place after arriving at the themes. The assignment of codes was done as seen in the above paragraph. Each data set was coded according to the identified themes. Then descriptions of each of the themes were given as well as brief quotations from the data to support issues raised (Creswell, 2005).

### **3.9 Validation of Research the Findings**

One strategy used to ensure the credibility of the study was triangulation, this is the use of two or more methods of data collection in a study of some aspect of human behaviour' (Cohen et al, 2007:11). Triangulation is a useful technique when a phenomenon is studied through a case study approach as it is considered to be a fundamental principle in collecting data in case studies (Yin, 2003).

Employing this strategy helps researchers to offset the limitations associated with using one method to collect data (Creswell, 2005) hence the use of the questionnaire and interview schedules. This facilitated the credibility of each participant's perspective and understanding. Also data was gathered from teachers, HOD's and headmistresses and

their responses were compared. This brought to the fore different views on the issues raised.

The position of the researcher also helps with the credibility of the study. Since the researcher's position has an impact on the study it was important to discuss it. The researcher began the study as an 'insider' researcher as that was the place of work. This position however changed during the data collection phase, when the researcher took a transfer to a different school in a different region due to family issues. But the researcher's positionality as an insider was very useful as participants were receptive and cooperative. This was due to the fact that most of the participants believed that as a staff of the school, they were going to feel free in expressing themselves. Also getting permission was not difficult. For instance, when approval letters for the commencement of the study were sent to the school, it was dealt with very quickly. As an outsider, it helped to bring some kind of objectivity to the process.

### **3.10 Ethical Considerations**

Issues about ethics which affect the credibility of a study of this nature were given the utmost attention. The appropriate measures necessary to make the study a credible one were put in place by ensuring that respondents and the institution where the study took place were protected. This was done by seeking the consent of the school and that of the respondents before the study commenced.

Again the objectives, purposes and significance of the study were spelt out to respondents. The confidentiality and anonymity of respondents were stressed as well in order to use the information just for the purpose for which they were obtained.

### 3.11 Summary

To conclude, this chapter dealt with and established that case study research grounded in the qualitative approach was the most suitable choice for the investigation into the challenges teachers face in the discharge of their roles and responsibilities and the factors responsible for the challenges and also identify the various ways of equipping these teachers to deal with the challenges by taking a critical look at their professional development needs in the school. The next chapter deals with the presentation of the data collected.



## CHAPTER FOUR

### PRESENTATION OF QUESTIONNAIRE AND INTERVIEW FINDINGS

#### 4.0 Introduction

The chapter four focused on the presentation of questionnaire and interviews. The data presented were obtained from the semi-structured questionnaire and semi-structured interview discussed in the chapter three. The study sought to explore the various challenges teachers face in the discharge of their roles and responsibilities and the factors responsible for the challenges and as well as also the various ways of equipping these teachers to deal with the challenges by taking a critical look at the professional development needs of teachers in the school.

The questionnaire data is presented in three main sections. The section 'A' presents the background information of the respondents, while the section 'B' presents questionnaire findings that relates to the research questions stated in the chapter one. The interview data is also presented in this chapter with the title section 'C' the interview had two main divisions, one had the demographic information of the participants and the other covered issues related to the research questions stated. The second phase of the data collected afforded the researcher the opportunity to delve into matters raised in the questionnaire.

## **SECTION A**

### **4.1 The Background Information of Respondents in the Questionnaire**

The section 'A' presented the background information of the respondents in the questionnaire. The questionnaire section contained six items or questions (1-6) which sought personal information from respondents. The items requested responses ranging from the gender, age range, department, academic or professional qualification, years of teaching experience and rank of the participants.

#### **4.1.1 Teacher Respondents**

According to the data collected, thirty (30) of the teachers were males while fifteen (15) were females. The ages of the respondents varied, majority of them had their ages ranging from thirty to thirty- nine (30-39) with the least being twenty to twenty – nine (20-29) years. This indicates a very young and vibrant teaching force with lots of years ahead of them to work for the betterment of the school and the nation. Most of them belonged to the Social Studies department, followed by the Mathematics, Science and Languages departments with just a handful from the Visual Arts, Business and Home Economics departments (population of teachers in the school by department p.53) This may be due to the fact that majority of the students population in the school study courses related to general arts which come under these two departments.

With regards to the respondents academic and professional qualifications twenty – seven (27) had degrees while eighteen (18) held varying Masters certificates from different fields but none of them held Teachers certificate 'A', a Diploma, nor a Doctorate degree. Most of the teachers had taught for less than ten years, with majority

of them with ranks of principal superintendent, followed by director II and director I with the least being deputy director.

#### **4.1.2 Headteachers and Head of Department Respondents**

In the case of the Head-teachers and Head of Departments respondents, there were two (2) assistant headmistresses and for the HOD's there were three (3) males and two (2) females. The ages of these categories of participants ranged from forty to fifty-nine years of age this shows that majority of them were below the sixty years retirement age in Ghana.

On the other hand, their qualification ranged from first degree and second degree, with majority of them holding first degree. The length of service of the headteachers had all been in the service for more than twenty years, while that of the HOD's ranged from ten (10) years to twenty-six (26) years. This is a clear indication of a seasoned set of staff. The years of service may be indicative of the experience that these participants have gained over the years, and how they will be able share those experiences with regards to the continuous professional development.

## **Section B**

### **4.2 Challenges Facing Teachers and the Factors Responsible**

The section deals with themes derived from the first two research questions. The various themes which are related to the challenges of teachers in the discharge of their professional roles and responsibilities and factors responsible for them as derived from the data are highlighted below:

- Challenges facing teachers in dealing with students and factors responsible
- Challenges facing teachers in dealing with management of the school and factors responsible
- Challenges facing teachers in dealing with parents and factors responsible
- Challenges facing teachers in dealing with educational officers and factors responsible
- Challenges facing teachers in dealing with colleague teachers and factors responsible.

#### **4.2.1 Challenges Facing Teachers in dealing with students and Factors Responsible**

One of the questions on the questionnaire schedule sought teachers responses on the challenges they faced in dealing with students and the factors responsible for the challenges. A greater number of the respondents about thirty-seven (37) of them indicated several issues of concern with respect to their professional challenges in dealing with their students. Respondents' responses were similar, which might indicate the



universality of some of the challenges they face in their encounter with students. Although there were some slight difference in that of the headmistress and HOD's, this may not be a surprise since these two groups have additional responsibilities.

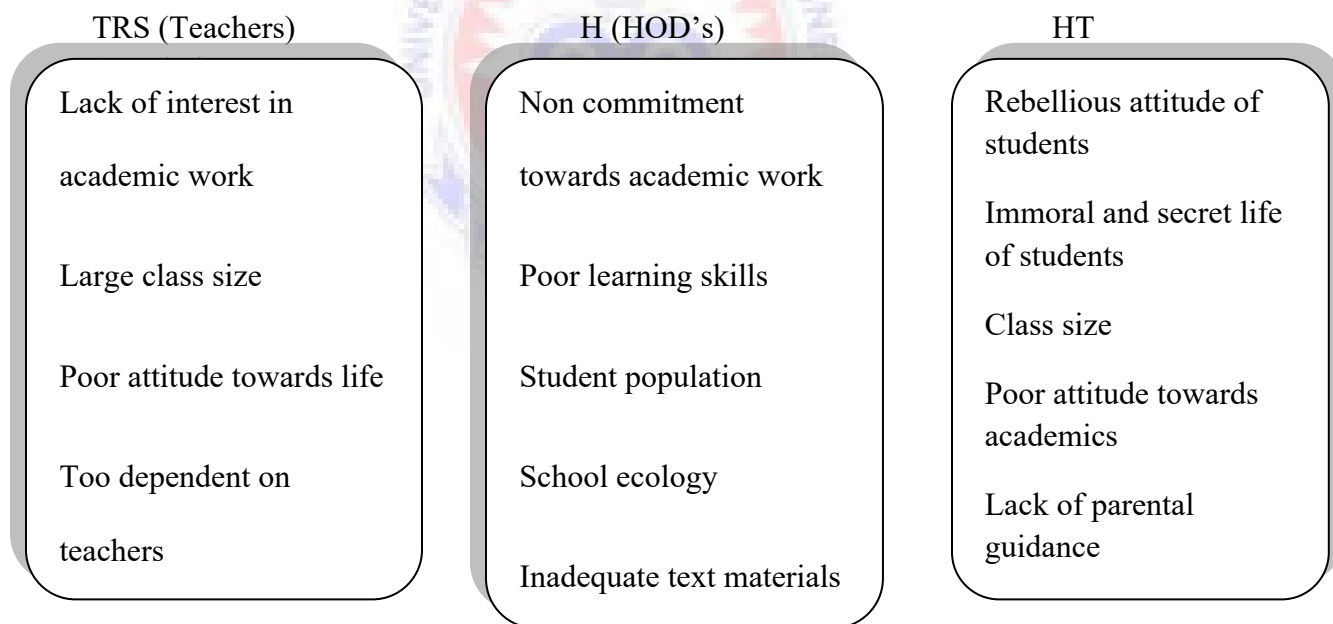
Generally, the responses given by the various respondents brought to the fore the challenges they encounter in dealing with their students. It emerged from the findings that most of the challenges teachers face were students related. Some respondents made these comments: *most of the students lack interest in the pursuit of their academic work (PT-6). They rather enjoyed the social aspect of the school life and therefore took advantage to be part of almost all the social events in and outside the school to the detriment of their academic work (PT- 11).* Some including (PT-45) indicated that majority of the student refuse to do their assignments, project work, practicals among others with no tangible excuse and no form of corrective measures yield any positive results until things are almost too late (PT-45).

One other major challenge that was revealed by the PT3 and PT24 had to do with the class size. Whereas government policies and school policies exist on the average number of students that are supposed to be in a particular class at a time is on the average quite small, social, political and other economic factors have made it impossible for the school to cope. Respondents indicated that *very large class size contributed to the students management challenges in the school (PDH-2).* As stated by PT 33, the classrooms were crowded with students and desks.

Again, poor attitude of some students was a source of worry for respondents. The poor attitude of students towards life and school had affected their attendance to school

among others. The issue of reporting late to school also came up, and according to PDH-4, *the issue had to do with the day students, although some had reasons for attending to school late some were just habitual behaviour of some of the students*, as rightly put by PT16 *that those students who come to class late are the very ones who try to leave early*. These ‘rebellious’ attitude of the students is a big challenge to these teachers in the discharge of their duties. The figure 2 shows some of the comments made by the various respondents of the questionnaire. The area labelled ‘T’ represents the teachers, while the area labelled ‘H’ represents the HOD’s and the area labelled ‘HT’ represents the headmistresses.

**Figure: 2 Student Related Challenges**



**Source: study survey, 2014**

The views shared by the respondents indicate their concerns about the challenges they face in the class. It is clear from the above diagram that although they share common concerns, some of the concerns raised come from their experiences as management

members in the school. The attitude of students towards their academics is shared by all the groups as well as the size of the classes. The class size affects the management and supervision of these classes for effective work to be done. The class size is definitely a causative factor in all the others challenges mentioned above as indicated by (PT-3 & PT-24). The challenges these teachers face in dealing with students were attributed to many factors according to respondents. Among the factors raised are the ever increasing numbers of students not corresponding with infrastructure and teacher ratio.

According to (PT-36) the average number of students in a particular class at a time should not exceed forty, but in most cases as indicated by the data the number rather double or triples. With such a number one would expect an increase in the number of teachers among other things but that is not what happens. The school authority have no choice when the list of students are brought whether it exceeds the school's quota or not they have no say than to act on the orders given and this is also a contributing factor.

(PT-36)

Again, one factor that is responsible for student based challenges is the quality of students that enter the senior high schools. The data revealed that the quality of students have reduces dramatically and this has affected the academic and social life of students thereby affecting what happens in the classroom. One thing that also emerged from the data was the moral decadence among students and the culprit in this instance was the societal rot that is killing the moral fibre in the school community.

Some respondents were of the view that some teachers face challenges in dealing with the students because of the kind of relationship they have with the students. The following is what they had to say.

Some teachers are of the belief that these students are kids and so talk to them anyhow, and you know these girls are very sensitive when it comes to matters like this so they do what they know best, rebel and this will definitely make dealing with them difficult...

(PT- 2)

You can't be pestering these girls and threaten them and expect them to cooperate with you in the classroom, it won't happen they will give you problems.

(PHT- 2)

In fact they will have no respect what so ever for you and what you teach.

Unless you deal with them in a more professional way... (PT-17)

Most of the respondent who commented on the teacher-students relationship seemed to be passionate about this problem and how it could affect the academic life and sanity of the students involved. It was clear from the data that the challenges teachers face in the classroom with their students was not only student induced but self inflicted as well. The next sub-section looked at the challenges facing teachers in dealing with management of the school and factors responsible.

#### **4.2.2 Challenges facing teachers in dealing with management of the school and Factors Responsible**

It emerged from the data that some of the challenges teachers faced in dealing with the management were related to role conflict, favouritism, poor management skills, lack of support for teachers, professional freedom, and inadequate and late provision of learning aids. With regards to the role conflicts teachers complained that the situation

where teachers take on supervisory roles as heads of departments and still perform the normal classroom functions bring about some sort of tension. To them teachers who are given these management roles and at the same time remain as colleagues is a challenge that needs to be addressed in order to do away with such avoidable conflict in the school. As indicated by (PT -9), the heads of departments by virtue of their position have different obligations to different groups within the school setting, so for them to perform their normal roles as teachers and also report and reprimand underperforming colleagues is a big challenge. The result of this is that it results in bad blood between some teachers as indicated also by (PT- 22).

Other issues that had emerged from the data with regards to management were favouritism and nepotism on the part of some management members of the school. Some teachers complained that some management members of the school took advantage of their positions by giving responsibilities that attract financial rewards to their favourites.

As a result of this responsibilities that did not attract any benefits were mostly neglected. These 'favourites' of management also had a tough time with their fellow colleagues since there exist the general feeling of distrust towards them. Some of the respondents were of the belief that the favourites of the management try to get close to them to fish for information to give to management in order to remain in their good books. This some complained has resulted in the silent war between both sides. So during meetings where both sides are supposed to come to a consensus they are always in disagreement as to which course of action to take for the betterment of all concerned. Some respondents also commented on the fact that some management members use this as a divide and rule tactics in order to get teachers to do their bidding. Some respondents

indicated that in some situations it became too clear that the one given the job was not competent enough for such a responsibility and they believed that these things did indeed pose some challenges to them as teachers. Others also commented on the fact that it boarded on the premises of fairness. On the issue of teaching and learning materials almost all the respondents indicated their challenges at one time or another where they had issues with management with the provision of materials, while some had issues pertaining to inadequately, others had problems with the late arrival at the same time some had challenges with the lack of it. The factors responsible according to PT13 *had to do with finance and what management see as priority areas that need immediate attention against those that can be managed.*

#### **4.2.3 Challenges Facing Teachers in dealing with Parents and Factors Responsible**

The data indicated some pertinent issues that teachers faced in dealing with the family members and other relations of students and the factors responsible for them. Responses from the data indicated that although majority of parents were genuinely concerned about their ward's education, were not so much bothered by it.

According to information from the data there was lack of communication between parents of students and staff of the school, most especially teachers. Participating teachers such as (PT 8 and PT10) commented that *some students mostly the underperforming students always had something negative to say about their teachers to parents.* Most send negative reports home about some of their teachers especially those teachers who made sure these students were made to do the right thing. Due to this some parents verbally attack teachers when they get the opportunity especially during parent teacher meetings.

Others also come to the school with the aim of attacking these teachers. Some teachers complained that some relations of students even call them on phone to assault them so they had no option than to change their numbers.

One interesting thing that came up worth mentioning was the fact that some parents and some suspicious relations of students come to the school at unauthorized times. And when they are informed about the school's rules on such matters they become angry and mostly verbally attacked teachers and other people who may get involved in the issue.

Some respondents such as PDH-2, PT-7 and PT-1 also commented on the fact that *one major factor responsible for this frequent visit by parents and relations was due to the location of school and where majority of the students were coming from.* Some respondents are of the belief that most of the students in the school are from the city and the surrounding towns in the region which makes it easier for their parents to pop in anytime they want irrespective of the time or day. This some commented is a big challenge to teachers in a situation where law and order need to be enforced among other things.

#### **4.2.4 Challenges Facing Teachers in dealing with Educational Officers and Factors Responsible**

With regards to challenges teachers face professionally in their interactions with educational officers respondents had important issues to comment on. Participating teachers such as (PT-20) and (PT-35) were of the view that *the training and education of the teachers was one of the key mandate of officers.* They made the following comments:

*Education officers play a very important role when it comes to the training and education of teachers (PT- 20 & 35).*

Others also indicated that whenever there was the need to contact these officers for assistance in things that had to do with teaching and learning and the professional growth of individual teachers they were mostly not available. When they are even there they are not ready to do the very work they get paid for. And in instances where one insists on getting what is due him or her as a teacher, the very process will take much longer than expected so the best way is to ignore them and find your way around.

But on the other hand, if a teacher happens to know the officer then it is a different issue all together, whatever is needed will be done for that particular teacher. This in a way affects the professional growth of the others who may not get favours from officers. Some respondents indicated that some of these things happen because some officers were related to such teachers and so deemed it fit to help but the same officers who were in such positions refused to help because they saw the teachers as potential threats to their positions since according to (PT-6) *some of the officers were there due to long service.*

These are some of the things the respondents considered to be factors responsible for the challenges they face in their professional development growth. In the next sub section, the challenges teachers face in dealing with their colleagues teachers in their professional growth and the factors responsible for such challenges.



#### **4.2.5 Challenges Facing Teachers in dealing with Colleague teachers and Factors Responsible**

On the challenges faced in their interaction with their fellow teachers, a greater number of respondents indicated that they had a fairly good professional relationship with their colleagues but a few respondents had something different to say.

Some teachers lamented on the fact that some colleagues action and inaction left much to be desired. Some teachers according to (PT-4 and PDH-3) *were not so committed to the work due to various reasons, in most cases due to unfulfilled expectations in life and difficult living conditions of teachers, which made them become frustrated with everything and in effect try to influence other teachers negatively with their non professional attitude.* some teachers are not strong willed and as such are influenced by their colleagues to go with their flow even though the result of such actions often leave much to be desired. Some had these to say:

These days because of the economic hardship and all the other things happening around the world and the classroom to the extent that the teacher is also affected and since the situation is so infectious anyone who comes in contact with you is affected.

( PT- 23)

Some of us have unfulfilled ambitions in life which makes them frustrated to the level that they see nothing good about anything as such they sometimes influence those around them negatively.

(PT-10)

A departmental head confirmed this by saying: *It's a pity but it looks as if some colleagues are in the wrong profession.* (PDH -4)

It was clear from the data that some teacher – colleague related challenges were due to the unprofessional attitude of some of the teachers who seemed to be struggling both in their personal lives and their professional lives.

The point noted above brought to the fore a very vital point that one respondent (PT-34) made on the fact that *the counselling services available to teachers in the work place is very limited and so where as issues that have to do with colleagues could be settled amicably they are made to range on for too long and in no time teachers are divided by issues that concern them all which make the working environment in this case the school very hostile for any positive growth among teachers.*

This is what the (PT-34) had to say:

The counselling services in the school is very limited, in that although they tell you the counsellor and the team are available for both teachers and students it does not work like that, this is the case where both the counsellor and the counselling team are all full time teachers who need to be in the classroom almost all the time, how can they see to some of these issues?

(PT – 34)

A participating departmental head confirm this by saying:

The counselling done here is mostly student centred and seasonal so how can some of the everyday problems of teachers be resolved. The only time

I hear about counselling for teachers is when new teachers join the school...

(PDH-2)

It is evident from the information above that the challenges teachers encountered with their colleagues were fairly minimal compared to the other professional challenges facing them in their profession. On the factors responsible for such challenges participants stated that the lack of support systems available to the teachers was among the contributing factors. The next section looked at the concept of INSET programmes for teachers.

#### **4.3 CPD/INSET Programmes and their Relevance to the Needs of Teachers.**

This section presents views on the concept of CPD/INSET programmes for teachers and how they are organised as well as their relevance to the needs of these teachers. In order for teachers to be well equipped to deal with the challenges that confront them in their profession, their needs will have to be looked at, and one of such needs is their professional development needs which can be catered for through the organisation of PD programmes which will equip them to be able to deal with the challenges that confront them as professionals. These were categorized into two; the skills, competencies and attitude needed to deal with students, management, officers, parents and colleagues as well as the PD opportunities available for the teachers to engage in to deal with their challenges in a more professional way. The section dealt with the skills, attitude and competencies that teachers need to possess in order to deal with their challenges meaningfully, and also look at the PD programmes available and how they can be improved to meet the needs of the teachers in the school.

#### 4.3.1 The Skills, Competencies and Attitude needed to deal with the Challenges

The section presents the skills, competencies and attitude needed to deal with students and all other people whose action or in action affect teachers professionally. Information from the responses from the questionnaire revealed that, a sizable number of teachers made mention of some skills and attitude they needed to possess as teachers in order to deal with their students, colleague teachers, management, parents and officers more effectively in the discharge of their duties.

For most of the teachers effective communication skills was seen as a very important skill in dealing with all these people. Effective communication with all will solve the many problems they face as teachers. Some respondents had these to say:

As teachers, we need to communicate well both in the classroom and outside the classroom; and so effective communication skill is a very important tool for every teacher. (PT – 12)

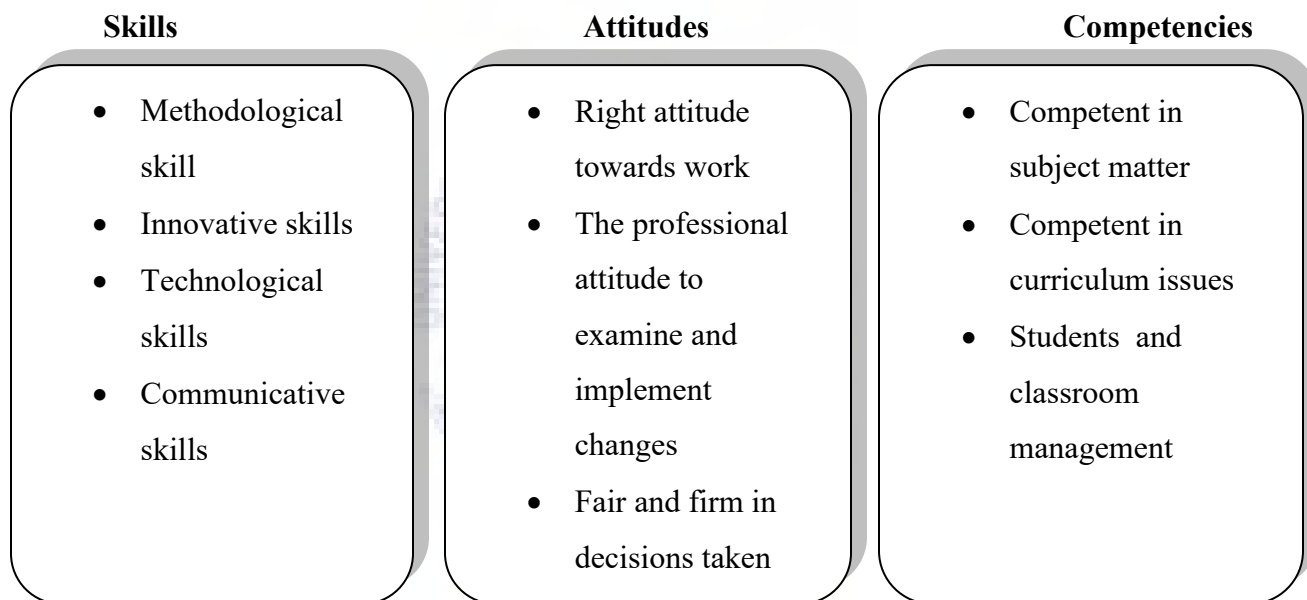
There is the need for me as a teacher to possess the right skills in order to deliver in the classroom, without the right skills the students will not even take me serious... (PT-19)

Another, key issue that was raised had to do with teachers having the ability to stand their grounds when it comes to sticking to decisions made to improve teaching and learning. It was also revealed by (PT -40) *that the right attitude was needed since it was believed to affect their work performance*. Some complained that because of the poor conditions of service most teachers attitude towards their work was very poor. Some respondents (PT-9 & PT-14) commented that *as teachers the need for us to be innovative is very important*

to our work. So innovation on the part of a teacher was an important skill needed in the current economic and social situation pertaining in the country at the moment.

There was the general agreement by respondents that a fair knowledge of the subject matter was very important to every teacher. The competency of the teacher in the classroom and school in terms of their management is important. The skills, attitudes and competencies discussed above are depicted in the figure on the next page.

**Figure 3: Skills, Attitudes and Competencies Needed to Deal with Challenges**



**Source: Study Survey 2014**

The next section dealt with the training opportunities available to teachers to help in the development of the skills, competencies and attitudes needed by teachers to grow in the profession.

#### **4.3.2 The Training Opportunities Available to Teachers to deal with Challenges Faced.**

Based on the needs of the teachers, it became necessary to seek information on the kind of training opportunities available to teachers to be able to deal with the various challenges that came their way. Respondents were asked to indicate forms of the training available to them as teachers.

Almost all the respondents indicated that training opportunities were available to them as teachers and went ahead to mention some of them. Some of the training available as indicated by the teachers were workshops, seminars and conferences among others. Some respondents including (PT-14 and PT-22) however stated otherwise. They indicated that there were no known training opportunities available to them as teachers. They stated that they had never had the opportunity to attend any of such programmes. The following are the comments made by PT-14 and PT-22.

Since I started teaching, I have not had the opportunity of attending any staff development programme organised for teachers, and I believe it is because of the number teachers in my department. (PT-14)

I have been teaching for the past five years at this level and although I have seen a few invitations to such programmes, being discussed during our departmental meetings, I am yet to get the chance to attend one. Those who have had the chance to attend such programmes are teachers who came to the school before I did...

(PT-22)

This indicates that although some respondents had the opportunity to attend the CPD programmes organised for the teachers, it was not all the teachers who had the chance to attend the programme because of the large number of people in the department.

Again, the question as to whether the programmes were meant for every teacher, the response that respondents gave was in two folds. Firstly, while some indicated that the attendance of such programmes by teachers was the decision of the Head of Department and occasionally the management of the school. The financial stand of the school at the time of such programmes was a determining factor.

On the other hand some respondents also commented on the fact that some Heads of Departments were very selective in choosing who attends such programmes. In that case if one is not chosen to attend these training programmes that rarely happen then, that teacher will not benefit from such a programme.

As to whether the training programmes met their professional development needs as teachers, most of the respondents indicated that the programmes did not meet their needs as teachers since most of these programmes only seem to cater for the general population of teachers and not tackling specific challenges which will benefit their individual needs. Those respondents who indicated that the programme met some needs, however had some reservation about the mode of delivery and the content coverage.

This section looked at the training opportunities available to the teachers as well as the accessibility of the programme to these teachers in their pursuance of their professional development needs. The next section forms the second part of the data presentation phase, which is the presentation of the interviews conducted.

## SECTION C

### 4.4 Background Information of the Interviewees

This section presents background information of the participants with regards to their gender, ages, academics and professional qualifications, ranks within the Ghana Education Service and the number of years they have spent within the service. On the issue of gender, there were five (5) males and five (5) females. Among the female interviewees were one (1) assistant headmistress, one (1) female Head of Department and three (3) female teachers. Among the male interviewees were two (2) Head of Department and three (3) male teachers. In all there were ten (10) participants who took part in the interview.

The data shown that majority of the interviewees' ages ranged between thirty to thirty- nine (30-39) years while a few of the interviewees had their ages ranging between forty to forty – nine (40-49) years, with the least age group being fifty to fifty –nine (50-59) years. On the academic qualification of the interviewees, seven (7) out of the ten (10) interviewees held varied masters degrees while three (3) interviewees held bachelor degrees.

In terms of ranks one (1) was deputy director, six (6) were Directors and three (3) were Principal Superintendents. With regards to the length of service, four (4) had been in the service for more than twenty years while the other six (6) had been in the service for less than twenty years. The remaining part of the section dealt with the challenges that the teachers face in the execution of their professional roles and responsibilities and the various factors they believe to be responsible for these challenges.



#### 4.4.1 Presentation of Interview Findings

The various themes which emerged from the interview data on the challenges the teachers face in their professional development needs with regards to their roles and responsibilities and factors responsible for them as derived from the data are highlighted as well as the concept of CPD/INSET programmes for teachers. The data derived also covered the skills, competencies and attitudes needed to deal with the various challenges they faced in the line of work. Lastly, the CPD/INSET programmes available to teachers as well as their effectiveness in achieving the needed goals all these are highlighted below:

- Challenges facing teachers in dealing with students and factors Responsible
- Challenges facing teachers in dealing with management of the school and Educational officers and factors Responsible
- Challenges facing teachers in dealing with Parents and factors Responsible
- Challenges facing teachers in dealing with colleague teachers and factors Responsible
- CPD/INSET Programmes and their Relevance to the Needs of Teachers.
- CPD/INSET Programmes available to equip Teachers to overcome the Challenges they face?

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

#### 4.4.2 Challenges facing Teachers in dealing with students and factors Responsible

The interview schedule had a number of items among which the challenges teachers face in dealing with students and the factors responsible for these challenges. The responses given by the teachers indicated that they all faced some sort of challenges dealing with their students. They emphasized that looking at the calibre of students they dealt with on a day to day basis brought several challenges in and outside the classroom. One thing that remained on the lips of all was the fact that almost all the students they dealt with were adolescents who had some peculiar characteristics that needed extra care and tact. With regards to this some of the interviewees teachers had some examples to cite from their personal encounter with their students. Some of them made the following comments:

Dealing with adolescents girls is not an easy thing to do. They are very sensitive. They try as much as possible to stay in your good books but when that does not happen and you as the teacher you are not able to control yourself and you insult them. You wouldn't have a fruitful relationship with them. So, one needs to be tactful in dealing with them in and outside the classroom. (PT- 4)

Students of today are difficult to handle. You need to be tactful and be ready to dialogue. They are not ready to do anything willingly. Yet they want everything, and you cannot force them to have your way. The only way is to have the patience and deliberate on issues with them. (PT- 1)

Some of the responses of the participating departmental heads (PDHs) supported the concerns raised by the teachers. For example, PDH- 4 said that:

One major challenge teachers face in dealing with the students is how to relate to them in a more professional way to win their trust and cooperation. Most students of today are very smart but venerable. They

can be too bold at times to their detriment. This is the why it is important to be very tactical in dealing with them.

(PDH-4)

Some of the teachers also complained about the insensitive attitude of students towards their academics which has resulted in the poor performance. Some made the following remarks:

Most of the students are not serious about their studies. For instance, the failure of students to do their assignments no matter the persuasions and threats by teachers. Others don't even have a book to do their assignments, the excuse most of them give is that they have either left it in the dormitory or in the house and that they will transfer it to their exercise books later which never happens. (PT- 6)

Dealing with these students is challenge. Most of them are not committed to their academic work. In fact, it looks like they don't know why they are in the school, so most of the time whatever you want them to do will have to be forced down their throats. And this is not the best. (PHT-2)

It will surprise you to know that, some of students are in school because their parents or family want them to be there, so the core aim of even being in school is not there, so how do you expect such a student to behave towards her academic work. More so most of these students are like that because they did not get the opportunity to school at their first choice school or the fact that they perceived the school to be a grade 'B' school... (PT-30)

According to the participants one of the factors responsible for the poor attitude of students towards their academic work, is the current interest in the use of technology and how it is affecting the students negatively. Some of them were very passionate about their

comments since they were of the belief that the astronomical growth in the current technology was expected to bring positive results in the academic performance of students. Some of them had these to say:

When the school had access to the net I thought that was going to help the students to do their research work there but what happen was the opposite. They mostly go there to copy the latest lyrics or read about the entertainment news nothing about the work you give them. (PT- 25)

Oh! This is a serious issue my dear, it is all about ‘facebooking’ and ‘whatsApping’. The social media seem to have taken all the attention in a negative way. (PT-9)

I am very much aware that there are some educational aspects of the social media but that is not what they are interested in doing. In fact for some of these reasons the school had to step in by blocking some of the sites from the computers so that students will not get access to such sites. And even with that you know how some students are good with these devices. It becomes a challenge for some of us ‘so called born before computers...’

(PDH- 1)

Some of the students who are bent on having their way will even dare to bring phones to school just to have easy access to do their own thing on the internet. Others will dare to bring it even to the class and when you are teaching and it is disturbing them, they disrupt the class with their constant excuses of going out. (PDH- 2)

Some parents and family members of the students don’t also help in this situation because they are the ones who condone and connive with students by giving them such items to bring to school. (PT-25)

The concerns raised seemed to be shared by all although in varying proportions. The academic performance of students seemed to have taken the centre stage in almost all the discussions. This goes to show how important the issue is seen as a challenge to the discharge of the roles and responsibilities of participants.

Another dimension of the problem faced by the teachers as indicated by the participants was related to the class size which also has a connection to the ever increasing students population without the correspondent infrastructural facilities. In recent times the population of students keep increasing but it is rather unfortunate the infrastructural facilities in the school have seen no or little changes. Some of the participants had these comments to make:

I have this strong belief that the size of the classes has an adverse effect on the quality of teaching and learning. This is especially true in the lower forms, most especially the form one classes. For some time now the number of enrolment keep on increasing yet it is the same classroom absorbing these students. You go to teach and the room is so crowded and warm that it makes teaching uncomfortable. (PDH-4)

Oh! My dear, how can one teacher effectively teach a single class with a population of over eighty...? It is not possible to teach such a class without some students being left behind. I think those who have the mandate to look after our schools should take a second look at the teacher per student ratio again and reconsider the critical issues involved before they go ahead with the rationalization exercise. (PT -4)

These views shared by the interviewees about the challenges they faced in their dealings with students clearly show that teachers challenges are numerous. The next section deals with the challenges faced by teachers professionally in dealing with the management of the school and educational Officers and the factors responsible for them.

#### **4.4.3 Challenges facing Teachers in dealing with Management of the school, Educational Officers and factors Responsible**

The challenges teachers face with regards to management and educational officers were highlighted in the interview data. The two groups were combined in the interview because of the similarities of the issues raised by the interviewers. Some of the management/ educational officers challenges included fickle directives that lead to conflict, nepotism, favouritism, provision of teaching and learning materials and the questionable leadership ethics by some officers and management.

The data revealed some kinds of conflict exist among the staff because of the diverse roles they perform. One of such areas that seemed to generate a lot of conflict had to do with role conflict. This, according to the data, is because of the different roles the teachers are made to perform in the context of the school.

Some participants who were in this category complained that some decisions taken by such teachers to help run their departments successfully to produce results were not supported by management, although they believed such decisions would have made things better. This, according to the data, was because of the kind of relationship that exists between some of the teachers and the management of the school and the

educational officers, which made it problematic when there was an issue that needed an objective attention.

This was so because according to the data, those in the helm of affairs were mostly perceived to be defending their favourites. The following were some of the comments participants made:

These days it's a matter of who knows you, and everything you do is ok. Some teachers will not perform their duties and will not be reprimanded even if they are reported by those in charge. (PT-1)

This agrees with the view shared by PT – 30 who made the following remarks:

*My dear, if you are 'favourite' then whatever you do is accepted...!* (PT -30)

I had the shock of my life when I was verbally attacked by a colleague teacher for performing my duty as a Departmental Head. This happened because I had reported him for non performance, when I had done everything I could to make him do the right thing. (PDH- 2)

Another dimension to the teacher – management/educational officers challenges was related to the provision of teaching and learning aids. Most participants lamented on the non -availability of teaching and learning aids in the school. The teacher participants lamented on the fact that management was unable to provide them with up to date materials to help them deliver in the classroom.

According to the interviewees, some of the materials needed could only be purchase per the approval of management and educational authority but in most cases the approval is unduly delayed or never comes because of several reasons ranging from

financial to political. The following are some of the comments made by the various interviewees:

Some of the teaching aids we need are very expensive and it is expected that the school with the help of the educational authorities will provide such aids but they hardly do and in most cases you have to do without them, which makes lesson delivery not as effective as one will like it to be... (PT-25)

It's a big challenge to teach a science practical class without the appropriate teaching aid. Although the school has been able to purchase some lab equipment for our use they are woefully inadequate looking at the increasing number of science students plus the entire population of students who do integrated science... (PT- 30)

It's a pity, but I don't blame them that much, it is something that is beyond them, taking into consideration the current situation in the country. The text books are not even enough for the students, so in order to use them you have to pair the students and at times where the classes are very large, you group them to work... (PT-4)

Our situation is not the best neither is it the worst. We may not have most of the things that we need as a school in terms of teaching aids but on the average we have some of the most essential ones to manage and we are still trying to secure funds to add on to what we have... (PHT -2)

I must say we lack some facilities but our department is lucky enough to get one of the facilities we yarned for some years back, a studio which has helped the department tremendously although there are others we still need, we are hoping for the little mercies that we get from time to time. For instance our studio was built through the benevolence of the immediate past head and the internally generated funds in the school. (PDH -2)



Some of the participants felt that this challenge the school faced was somewhat political more than financial. They believed that some management and the educational officers wanted to score cheap political points by not allowing the school to charge reasonably to enable the school to foot the purchases of such teaching aids which could not be easily purchased by the teachers. This is what one of the participants had to say:

You see my dear, when the school was given a free hand to operate the school was able to buy some of these things and more to support what the government provided but that is in the past now. These days, if you dare do that you are likely to lose your job among other things, because somebody wants the whole world to know that he or she is working.

(PT -9)

The views above implied that some challenges faced by the teachers when it comes to the management and educational officers were socially, politically, personally and financially motivated. The next section looked at the challenges teachers encountered dealing with parents and friends and family relations of students.

#### **4.4.4 Challenges Facing Teachers in dealing with Parents and Factors Responsible**

The data indicated that teachers faced some challenges so far as the parents and family of students were concern. These were related to the students behaviour, and their performance, attitude of parents to the education of their wards among others. Regarding the behaviour of students, most of the participants believed the parents and guardians were responsible for some of the unruly behaviour of students. According to them this was because most of the parents when invited by the school to discuss matters concerning

their wards will not come and even when they do seem not to care about the issues very much.

Most of the parents, according to the data, prefer to believe in the innocence of their wards than face the reality on the ground. Such disagreement, according to the data, did not promote a healthy relationship between the parties involved as highlighted in the following comments:

When you invite parents to discuss issues concerning their wards, they are mostly reluctant to come and if they do come they are not ready to side with you to help their wards. for instance, when it is a matter on poor academic performance they will want you to work magic to promote their girls. But, if it's a matter on discipline, they are mostly defensive because they do not believe their 'little girls' can do what you are telling them they did. But one thing is for sure most of these girls behaviour in the house is so different from what they put up in school. (PHT -2)

By virtue of the government policy that gives priority to students in their catchment area and the location of the school, majority of the students are from the city and region, yet most parents who have to come to the school won't come. when they are called they, give you the impression that they are too busy to come, so will prefer you talk to them on the phone. But they will come uninvited anytime they want to see the girls... (PDH-2)

A comment made by a departmental head confirmed these comments that:

Most parents and family won't come when invited but will come uninvited to see their wards even without permission. If you try to tell them to do the right thing you become an enemy. (PDH -1)

The teacher interviewees confirmed this by saying that *some parents sometimes even enter the class to talk to their wards without permission* (PT-6). According to the data most parents care more about making money than taking a little time out to check on their wards.

PT-6, again revealed majority of the parents were too busy with their businesses that they knew little to nothing about the education of their wards. The next section dealt with the challenges these teachers faced with regards to their own colleagues and the factors responsible for them

#### **4.4.5 Challenges Facing Teachers in dealing with Colleague and Factors Responsible**

This sub-section dealt with the colleague teacher related challenges and the factors responsible for them. According to interviewees the working relationship among teachers was mostly cordial. But stated that there were a few times that things got out of hand between them as colleagues. Interviewees were of the view that, there were some colleagues who still found it difficult fitting in with other colleagues.

Some participating teachers commented on the fact that some colleagues were slackers, gossip mongers and saboteurs among other things which makes working with them a big challenge. A participating teacher spoke about this by saying:

One thing that worries me is the poor work habits of some colleagues, they are most of the time reluctant to do their work and won't allow you to have the peace of mind to do yours. (PT- 9)

A participating departmental head confirmed this by saying:

As a head I have come across a lot of teachers whose actions in many ways contribute to the problems we face as teachers in the school. But I call them at times to discuss these issues and the fact is some will listen and try to mend their ways but majority of them won't listen and there is very little I can do since reporting some of these colleagues only make the problem worst. (PDH-1)

A participant was also of the view that:

Some colleagues are slackers and their poor attitudes directly affect the job performance of other colleagues. But what can be done about it will be to empower everyone to promote efficiency. (PT- 4)

These views suggest that some poor working habits or attitudes of some teachers negatively affect the job performance of their colleagues. The root cause of this according to the data has to do with commitment on the part of the teachers as well as the lack of professional ethics. And again, the prevailing economic, social and financial conditions in the country were seen as a contributing factor.

The data again suggested that despite these challenges faced by the teachers, they succeeded in some important areas in their roles, since some of them still see the art of teaching as a godly work with its reward not just on earth but in heaven as well.

The data also pointed out that some colleague teacher related challenges *had to do with the unfulfilled dreams of some teacher as indicated by* (PT-1) whereas some teachers easily get the opportunity to upgrade themselves some visibly struggle to no avail and so for this reason envy their colleagues who get such opportunities which create problems among them.

Another notable issue that came up in the interview had to do with the good interpersonal relations among colleagues since it promote a strong association among colleagues. Interviewees were of the belief that a strong interpersonal relationship among them was the key to solving the colleague – teacher related challenges in the school. The next sub-section looked at the concept of INSET programmes for teachers.

#### **4.5 CPD/INSET Programmes and their Relevance to the Needs of Teachers.**

The sub section dwelt with interviewees views on the concept of CPD/INSET programmes for teachers and how they are organised as well as their relevance to the needs of these teachers. Thus the discussion was based on the skills, competencies and attitude needed to deal with students and the skills needed to deal with management, officers, parents and colleagues in the discharge of their duties.

##### **4.5.1 The Skills, Competencies and Attitude needed to Deal with Challenges**

For a successful teaching career, one needs to have the requisite skills, competency and attitude needed to deal with students and all other people whose action or in action affect teaching. It emerged from the data that the right skill, competency and attitude was required by teachers to be able to deal with the many challenges they face in their work as professionals.

Those who were interviewed made mention of some of the skill and competencies they needed in order to deal with their challenges as teachers. With regards to the skills needed by teachers to deal with their challenges, interviewees had the following comments to say:

It is important that we consciously develop our skills in order to assess and evaluate issues that concern us. This will prevent prejudices and partiality especially with our students. (PDH- 1)

These days because of the social and technological changes that is going on there is the need to be innovative and technologically curious else you can't meet the needs of your students and the society. And if you possess the right methodological skills, you will have the right attitude in teaching.

(PT -25& PT- 30)

With regards to the competency and the attitude towards work most of the interviewed shared enough knowledge on what they should possess as teachers and what they actually have and the various challenges they face due to the lack of it.

Some made the following comments:

I'm very much aware that as a teacher there is the need for me to exhibit some kind of willingness in examining and implementing changes when necessary to suit the demands and the dictates of the times but the question is do I have all that it takes to do that? (PT -1)

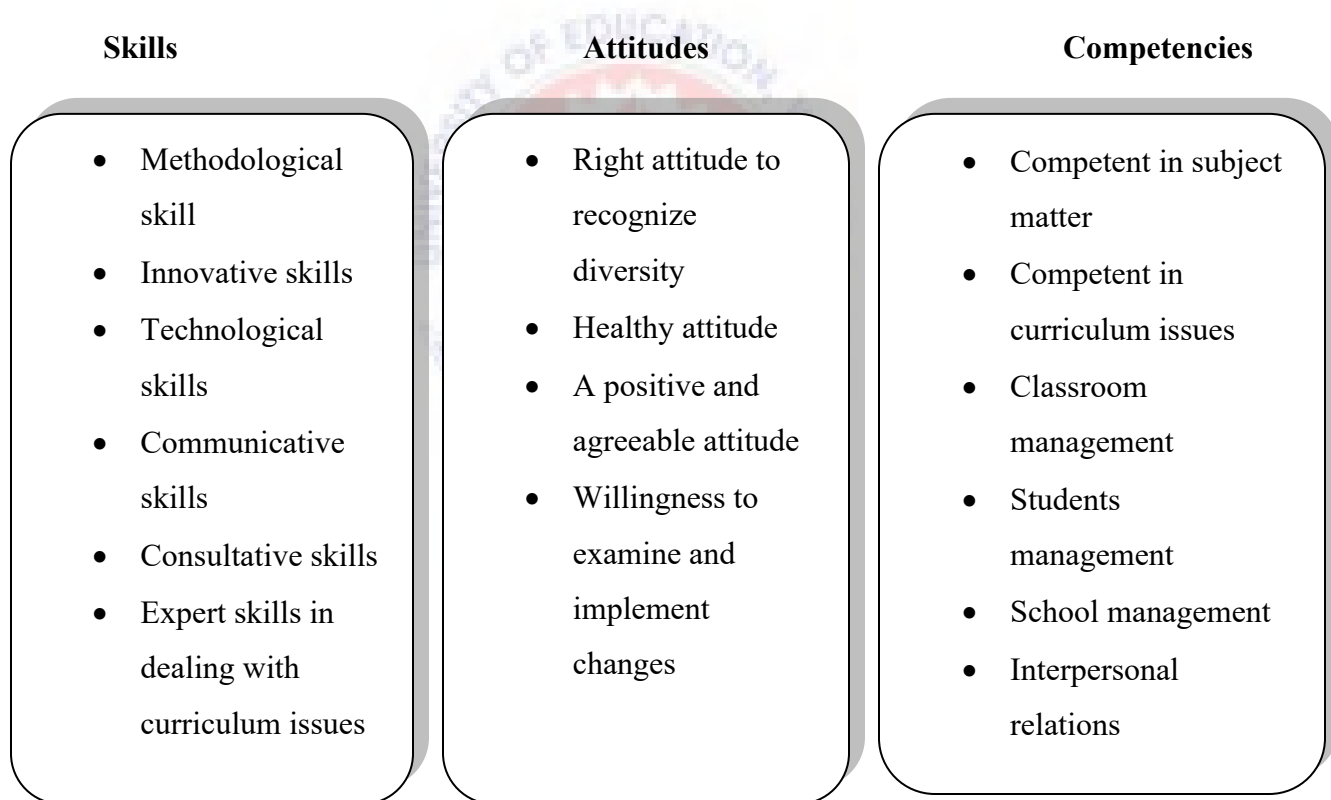
It is not that easy to be able to always recognize the diversity in the students and use it to promote competitiveness... I believe it's a process, and the right attitude and skills. (PDH -4)

The need for us teachers to demonstrate competence in our knowledge of content and the interpretation of curriculum become a problem sometimes because of the resources available. (PT -4)

There was also a consensus about the kind of attitude needed by teachers in order to deal with the challenges they face since teacher burn-out is closely related to dealing with attitude related problems in the school. So in dealing with the various challenges

teachers face in the performance of their roles, there is the need for them to have a healthy, positive and an agreeable attitude as stated by (PT-25). So in effect the right skills, competencies and a good attitude are seen as an essential ingredient in the professional growth and development of teachers. The diagram on the next page shows the various skills, attitudes and competencies teachers need in order to deal with the challenges facing them. The areas highlighted in the diagram indicate the various views shared by the questionnaire respondents and the interview participants.

**Figure 4: Skills, Attitudes and Competencies Needed to Deal with Challenges**



**Source: Study Survey 2014**

This section focused on the skills, attitudes and competencies that teachers need to possess to be able to deal with the various challenges that come their way in carrying out of their roles and responsibilities. The next section discusses the training programme available to deal with the challenges the face.

#### **4.5.2 The Training Programmes Available to Teachers to deal with the challenges faced**

Having looked the skills, competencies and attitudes which will address the needs of teachers, it became important to look at the training opportunities available to address these needs. Based on the needs of the teachers it became important to look at the CPD programmes available to them as teachers. Interviewees revealed that there are some forms of CPD programmes geared towards some aspects of their needs.

Some of the interviews added that:

In my department, it is like an ‘annual ritual.’ But there seem to be no or little changes to the content. As to whether they meet my needs as a teacher is a big question? I don’t understand the reason why all the suggestions we make when we attend such programmes go nowhere. But hey! If not anything I will be fortunate to get a certificate... (PT -9)

The organisation of such programmes is a normal occurrence but the problem with it is that the invitations to such programmes come on a short notice and one is unable to prepare for them. And most importantly the case of who to attend is a different issue. (PT-1)

For the training programmes most of them are there, but the challenge has to do with finance and resource materials and the expertise on the part of the resource persons. (PDH-4)



Some of the interviewees such as (PT-6&PT-30) however were quick to say that they had never had the opportunity to benefit from any PD programme since they started teaching in the school, they rather gave one interesting revelation that what kept them abreast with issues in the subject area was the coordination WEAC organises for teachers who mark their scripts. (PT-30) had this to say:

I decided at a very early stage in my teaching career to attend WEAC coordination even before I started marking some of their scripts and that is what has sustained me, I'm not sure if that falls into the category...

(PT-30)

These comments appear to suggest some alternative ways to meet the needs of teachers. What seem to be challenge might be a situation where a lot of teachers decide to part take in the coordination, the question is are they well equipped to accommodate the teachers.

A follow up question found out from interviewees the type of training programmes organized for the teachers. This was done to find out the models of CPD/INSET available to the teachers. It was revealed by the interviews that the programmes were mostly a day or a few day's workshop, seminars and conferences. However a few interviewees stated they had attended training programmes that lasted for weeks.

One of the teachers interviewed confirmed this by saying that:

There was this time that, I attended a training programme that lasted for weeks. It was to train lead teachers in my subject area to also come out later to train other colleagues. I must say that was not the first time I have had such an opportunity.

(PDH-4)

Apart from this, some of the interviewees (PT- 1 and PDH-1) revealed that aside the workshops and seminars organised, individual teachers who were fortunate had the opportunity to apply for study leave to go for further training, they however indicated that those without study leave with pay who still wished to go for further training did so by sponsoring their own training or opt for the sandwich or distance learning programmes organised by the various higher institutions in the country.

However the attendance of such programmes needed the approval of management since most of such programmes took place while school was still in session. It was revealed that it was not all the time management approved such permission willingly because of its interruption of classes.

Again, most teachers who attend such programmes come back to perform some of their responsibilities which to them made it challenging to engage in such programmes. On the other hand, those teachers who preferred the weekend sandwich also had to contend with their work, studies and other social matters.

This seems to suggest that the mode of CPD programmes for the teachers was also a challenge. So apart from some teachers taking the initiative to take care of their CPD needs the other programmes were mostly organised for them, the reason for the follow up question to find out how such programmes could be made to cater for the needs of teachers, interviewees indicated that the organisers could do a lot more consultation with the various stakeholders especially the teachers to find out from them the areas they need training so as for such programmes to be beneficial to them.

PT-9 shared this view by saying:

I think such programmes will really be a success, if organisers come to the level of the teachers to do proper assessment, then they will achieve their aim of organising these programmes. By this I'm not saying they should go to every teacher to do the assessment but the proper protocols should be followed to the later. (PT-9)

This goes to show how important needs assessment is to the success or otherwise of CPD programmes for teachers. This section looked at the training opportunities available to the teachers as well as the accessibility of the programme to these teachers in their pursuance of their professional development needs.

#### **4.6 Summary**

This chapter dealt with the data presentation of the questionnaire and interview responses. The next chapter will focus on the analysis and discussion of the responses of the questionnaire and interview data by linking them to the existing body of knowledge on the topic.

## CHAPTER FIVE

### DATA ANALYSIS AND DISCUSSION

#### 5.0 Introduction

The previous chapter focused on the research findings bringing to the fore the major themes that came out of the data collected. The current chapter presents an analyses and discussion of findings reported in chapter four. The findings are discussed against the backdrop of the framework presented in the chapter two and are interpreted by drawing on the literature to develop a number of assertions. The discussions explored the challenges faced by teachers at Kumasi Girls SHS, in their CPD/INSET needs and factors responsible as well as the strategies for addressing such challenges. The discussions are based on the following headings:

1. Students related challenges and factors responsible
2. Parents related challenges and factors responsible
3. Management/ Officers related challenges and factors responsible
4. Colleagues related challenges and factors responsible
5. The CPD/INSET Programmes and their relevance to the needs of teachers
6. Training Programmes available to Teachers to deal with challenges faced.

## **5.1 What Challenges do Teachers at Kumasi Girls SHS face in carrying out their Roles and Responsibilities?**

The data gathered highlighted a number of challenges faced by teachers in Kumasi Girls Senior High School. The themes relating to the various challenges faced by the teachers were developed from the first research question. The challenges have been categorized into students related challenges, parents related challenges, management/Education Officers related challenges and Colleagues related challenges. The findings relating to each of these challenges and the factors responsible for them which form the second research question are all analysed and discussed accordingly.

### **5.1.1 Students Related Challenges and Factors Responsible**

The findings from the questionnaire and interview revealed that most of the students lack interest in the pursuit of their academic work, this attitude of students towards their academics has resulted in the poor performance according to both the questionnaire and interview findings (p.66 & 85). Students rather enjoyed the social aspect of the school life and therefore took advantage to be part of almost all the social events in and outside the school to the detriment of their academic work. Some indicated majority of the students refuse to do their assignments, project work, practicals among others with no tangible excuse and no form of corrective measures yielded any positive results until things almost got out of hand (p.66). This is in agreement to what Schneider (1998), believes to be the kind of behaviour that is disruptive to the educational process.

Again, it emerged from the questionnaire findings that the quality of students that enter the school has dwindled over the years. It became clear that the various policies of

governments such as FCUBE and EFA which promotes the agenda of seeing all children of school going age in school by 2015. These policies have brought about significant increases in the enrolment figures in recent times. The increase in enrolment seen at the basic levels of education has directly affected the enrolment figures at the secondary level, this in itself is a good sign but this open access to education has its own problems, one of such problems according to Bisaso et, al (2013) is an enrolment programme which includes more than just the academically able students and teachers who are not well equipped to deal with students who might have other abilities that lie outside the confines of academic work.

It emerged from the interview that students enjoyed the use of modern technology to enhance their social lives to the detriment of their academics. It was revealed that students enjoy the use of the internet for social networking and not for its academic purposes (p.91) although the study by Sandholtz (1997) projects technology to be the catalyst for change in the classroom processes that provides an alternative way of shifting from the traditional approach of teaching and learning to a more eclectic form of learning activities. This shows how important the use of technology can enhance teaching and learning in the modern classroom. Technology has come to stay, teachers are expected to look for more learner friendly approaches integrating it into their lessons and also look for ways of restricting students in the use of the internet for socializing and promote its use for academic purposes as well.

The interview and questionnaire findings shown that, class size was a huge challenge when it came to the management of students (p.75 & p.92). This issue of large class size is consistent with the argument put forward by Bisaso et al. (2013, Inkoom,

2012 and Preble, 2014), that teachers are overwhelmed with huge number of students in their charge. And this is especially true with the current statistics by GSICTE (2013), that reveals that there is a teacher deficit of about sixty thousand which has necessitated for the teacher rationalization programmed undertaken by the ministry of education. The data revealed that the existing policies on education and the prevailing social and economic factors were all responsible factors that bring about this challenge. Another factor worth noting is the fact that the enrolment of students in the school most especially the first years is not determined by the standards set by the school authorities.

Again, the data revealed that the rebellious attitude of students towards their studies and life is attributed to the immoral life style of students and lack of parental support and guidance. The literature suggested that the immoral life style of students was mostly due to the pressure to conform to the behaviour patterns of their peers. The study by Kusi (2008) attributed the disciplinary problems with students partly to the rigid implementation of the 'Right of the Child' policy with little disregard to contextual factors which has imposed constraints on headteachers and teachers.

The study by Dixon, (1992) reveals that parental involvement in the education of their wards has hit all times low although parental involvement produces measurable gains in students. The problem as identified by Stouffer (1992) is attributed to the growth of students. Stouffer believes that as students grow older parental involvement also declines which should not be the case since each stage of a child's development comes with a new set of challenges.

Most importantly, teachers should be tactful in handling issues that has to do with adolescents, more so girls who tend to be very sensitive to every issue that concerns them (p. 90).

Apart from that, the remarks by (PT-4) and (PT-1), and (PDH-4, p.75), revealed that most students have misplaced priorities and more so because of the fact that they are adolescents and need to be dealt with tactfully else they turn to force their way to do things their way. It is also partly because of the kind of perceived unprofessional relationship that exists between students and some teachers (PHT-2 PT-17, p.75). The analysis and discussion of findings on the management and educational officers related challenges are presented in the next section.

### **5.1.2 Management and Educational Officers Related Challenges and Factors Responsible**

It emerged from the findings that teachers faced some challenges related to the management and educational officers. These challenges were related to conflict most especially role conflict, inadequate professional assistance and support, favouritism and nepotism and the provision of teaching and learning resources.

The findings from the questionnaire and interview data suggested that there exist some forms of conflicts among teachers and management especially in terms of role expectations. This is presumed to be from the diverse nature of the teachers roles and how differently both teachers and management expect these roles to be carried out. There is the issue of role conflict especially with teachers who perform some management roles as well. Participants agreed that there was a mixed up roles with regards to teachers who



have additional responsibilities such as the heads of subjects or departments who form part of the teaching staff as well as management (p.93). This situation is in agreement with what Page and Thomas, (1977) cited in Adentwi and Baafi-Frimpong, (2010) who describe it as conflict emanating from the diverse roles and obligations of teachers and the differences in role expectation, they therefore suggest the prescription of expected roles of teachers will help avoid conflicts in the school.

Again, it became evident that, favouritism and nepotism was one of the issues that created problems between the management, educational officers and the teachers. The findings suggested that authorities mostly favoured teachers who were close to them, most especially when it came to responsibilities that attracted financial gains (p.77).

One other thing that was of concern to some participants was the fact that the favourites of management and officers immunity to sanctions for violation of rules (p.93). As a result of this there exists some form of tension between the different sides. This is in line with what the leader-member exchange theory talks about, thus leaders form two groups, an in-group and an out-group of followers (Yukl, 2010). Where in-group members are given greater responsibilities, more rewards and more attention, out-group members operate outside the leader's inner circle and are managed by formal rules and policies (Lunenburg, 2010).

It also emerged from the interview data that, teachers received little support from officers when they needed their assistance. The officers are expected to assist teachers in matters that concern their growth professionally sometimes make the process difficult to go through. At the same time the few teachers who happen to know the officers than that

teacher are able to get their assistance. This was attributed to the fact that some of these officials felt threaten for their positions because of the level of education of some of the teachers. The findings also suggested that some officers wanted these teachers to suffer the same fate as they had (p.76).

Another dimension to management/officers challenges as was revealed by the interview finding was related to the provision of teaching and learning resources. Participants revealed that the various resources that will promote effective and efficient delivery of lessons were woefully inadequate and even when they were provided they were not delivered on time. Again, it came to light that some of the materials such as the laboratory equipment were expensive and in cases where the school was able to secure some funds to purchase such items they needed the approval from the directorate to be able to do so (p.94). This finding is in line with the research of Inkoom (2012) which reveals that most schools in Ghana are faced with the problem of inadequate provision of teaching and learning aids and an over-whelming duty schedules.

The responses from the questionnaire data suggested that some leadership styles employed by management and officers proved to be a source of challenge. Those in charge of the affairs of the school are seen to generate divisions among teachers in order to stop them from forming alliances that may challenge their authority and decisions. This according to the responses is done to help maintain their power over the teachers in order to get things done their way. Although it is deemed to work, it breeds tension which might sometimes result in conflicts in the school (p.76).

### **5.1.3 Colleagues Related Challenges and Factors Responsible**

The major issues that emerged from the findings related to the challenges of teachers in relation to their colleague teachers and the factors which were responsible are discussed here.

It emerged from the findings of the questionnaire and interview that teachers had a fairly good relationship with colleague teachers, however there were a few isolated cases where they were faced with some form of challenges (p.80 and p.98). One of such situation was some colleagues' non commitment towards to work due to unfulfilled expectations in life as a result of the difficult living conditions of teachers. It was revealed that such behaviour affected other colleagues negatively most especially the new entrants to the field who had to wait for months to receive their salaries. This is in agreement with the IEL (2001) report that describes the average salaries of teachers to be at the bottom or near the bottom of the professional wage scales, this view is also supported by Adetwi & Baafi-Frimpong, (2010) who state that poor remuneration and conditions of service are among the challenges teachers face. This according to GSICTE (2013) report has resulted in the increase in the teacher attrition rate a situation which has resulted in the teacher rationalization programme in the education service.

A comment made by PT-4 (p.94) suggested that some colleagues were not committed to their work and such colleagues were unwilling to work and will not allow anyone to have the peace of mind to work. Such unprofessional behaviour made it difficult to deal with them which affected the relationship dynamics causing tension and

conflict. Good support system to build effective interpersonal relations was seen to be one of the many solutions to the problem (p.80).

Again, some colleagues according to the findings were never forth coming with vital information when they happen to be in the known. This was so because some wanted to show that they were the ones serious about their work and this caused tension and subsequently conflicts. Another angle to this problem was the low self esteem some colleagues had of themselves (p.94). This finding suggested a typical working environment where colleagues face the challenge of dealing with fellow colleagues who are slackers, gossip mongers and saboteurs which made their continuous professional development more important to help put every teacher on track since the findings pointed out that the limited training opportunities available to teachers caused some of these unprofessional behaviour among the teachers this is confirmed by Inkoom (2012) which says that teachers face a lot of challenges to deal with but have very little prospects of training and development.

#### **5.1.4 Parents Related Challenges and Factors Responsible**

The study sought to find out the kind of challenges teachers faced with parents of students under their care. The data pointed out that parents involvement in students education made a huge difference in their performance and their well being which made it easier dealing with them, the data suggested a greater number of parents had little time to spare to involve themselves in their wards education. The low involvement of parents in the education of their wards is in agreement with what Dixon (1992) say that although parental involvement produces measurable gains in students achievement there has been

alarming all times low parents involvement in the education of their wards, Stouffer (1992) shares a similar view but attributes the decline in parental involvement to do with the fact that parents believe in the fact that the students are matured enough to take care of themselves forgetting that each stage of the development of a child whether young or old comes with new set of challenges. Wanat (1992) however believes the lack of participation of parents in their wards education may not necessarily mean they are neglecting their responsibilities but rather as LaBahn (1995) puts it could be the lack of time, resources, or the know-how to help out. Some parents may feel embarrassed of their situation because of their educational background which may impede communication.

The interview finding indicated that most parents when invited by the school to discuss matters concerning their wards, either refused to honour such invitations or gave excuses, but had time when issues got out of hand, this was evident in the response of PHT -2 (P.97).

Again, it emerged that some challenges the teachers faced were due to the fact that most students misinformed their parents on happenings in the school. These things were mostly done by underperforming students and students who flout school rules. It was indicated that such instances resulted in some parents and family members abusing teachers on the phone and on their visits to the school especially during parent teacher association meetings (p.99). Gap in the communication channel was revealed to be one of the biggest challenges the teachers faced in their line of work.

The interview finding suggested that the perception most parents had about education was responsible for these challenges. The finding suggested that some parents saw the process of education to be just the norm of this modern day with little prospects

and this mindset had also affected the behaviour of students as well as their performance. This is consistent with the argument put forward by Vandergrift and Green (1992) and Kusi (2012) which suggest the value placed on education by such parents was low. But LaBahn (1995) suggest that there are other legitimate reasons why parents seem not to value the education of their wards, among them are the lack of time and resources available to them. Smith (1991) also believes that the disregard for the value of education had to do with the literacy rate of parents as well as their own experience with the educational venture.

It also emerged from the interview findings that some parents trusted their wards blindly, to the extent that it makes it challenging to make them see the true nature of their wards. As to the factors responsible for such behaviour, it was premised on the double life of some students which made it difficult for parents to believe the teachers whenever an issue came up and this was evident in the response of PHT-2 (p.95).

The finding from the questionnaire also suggested that some of the parents who decided to visit the school engaged in unauthorised visits which interfered with the normal running of lessons (p.79). Such parents when told to utilise the set periods for visits became offended. The finding suggested the location of the school to be a factor and an attitudinal problem of some parents and family, PDH-2 supported this view (p.94). The finding suggested that the priority given to students in the catchment areas made it easier for the parents and family as well as other unwelcomed visitors to visit at unauthorised periods and this was indicated in PDH-2, response in page (p.95).

## **5.2 The CPD/INSET Programmes for Teachers**

The section presents findings derived from the research instruments on the CPD/INSET programmes and how they are organised. The skills, competencies and attitude needed by the teachers to deal with their challenges as well as the CPD programmes available to the teachers to engage in to acquire the right skills, competencies and attitudes.

### **5.2.1 The Skills, Competencies and Attitudes Needed to Deal with Challenges**

It was evident from both questionnaire and interview findings that teachers needed to be innovative and technologically curious in order to meet their own needs and that of their students and the society PT-25 and PT-30 (p. 94). In effect, teachers who wanted to be relevant in the classroom currently could not afford to be ignorant of the use of technology. It also emerged in the data that teachers performed better with adequate methodological skills to take charge in their teaching.

According to the interview finding, critical thinking skills was important in the assessment and evaluation of issues that arise out of teaching and learning since this helped in preventing partiality, prejudices and biases with students PDH-1(p.98). The findings suggested that such skills gave teachers the willingness to implement changes when and where necessary to suit the demands and the dictates of the times (PT-1)

The interview finding again revealed that teachers recognized the importance of their ability to see the diversity in their students and not as a threat to their authority, since failure to do so affected the atmosphere in the class preventing healthy competition necessary for effective teaching and learning (p.98).

The questionnaire findings revealed that a good communication skill was a necessary skill for the promotion of good interpersonal relations between teachers and students, parents among others as indicated by PT-12 and PT-19 (p.69). This suggested that good communication skills promote effective communications between management, students and parents. Such skills help in dealing with the many challenges the teachers faced with these groups of people. Again, effective ways of communicating eliminated tension and resolved conflicts. The solution to these problems according to Wanat (1992) lies on the door steps of the school represented by the head of the school, and the staff to strengthen their information flow to be a two way affair. Also there was the need for the school to find out the needs of the parents in order to address them accordingly.

Oliva (1992) argues that teachers perform three main tasks in the curriculum development process at the school level, thus curriculum planning and design, curriculum implementation and instructional evaluation and this alone makes them very important in the curriculum development process but it is also evident that despite the training that teachers receive, majority of them have problem when it comes to the implementation of the curriculum goals and objectives. This is due to the fact that teachers who are supposed to be the key implementers of any new curriculum or any other educational policy are not equipped with the requisite skills and expertise via the pre-training or even involved in the planning and development process. However it emerged from both findings that some teachers lack the skills when it comes to the actual interpretation and implementing of the curriculum. This happens because according to Adentwi and Sarfo (2011) the teachers have very little to no voice when it comes to the decision involving the planning and implementation of the curriculum goals and objectives.



Again, it was revealed in the interview finding that the poor conditions of service affected the attitude of teachers, this was in consonance with what Adetwi and Baafi-Frimpong, (2010) who state that poor remuneration and conditions of service are among the challenges teachers face in their profession also the IEL (2001) report indicate that these indispensable professionals to whom the nation entrusts its children daily rarely even have their own offices, computers, or telephones. So issues that relate to the conditions of service of teachers should be looked at in order for the teachers have a healthy, positive and an agreeable attitude to deal with challenges faced since teacher burn out is closely associated with attitude related problems in the school (p.98).

### **5.2.2 Training Programmes Available to Teachers to deal with challenges**

With regards to the item that found out about the CPD/INSET programmes available to the teachers the findings indicated conferences, seminars, workshops to be the training programmes mostly organised for them (p.101). The findings indicated that some of the programmes lasted from a few hours to some days and as indicated by PDH-4 rarely for weeks especially when they were being organised to train teachers who were to be used as resource persons in subsequent training programmes. Such programmes were seen as annual rituals which saw few changes in them. Lieberman (1996) who identified three types of CPD, argues that workshops and courses are unpopular among teachers because of the lecture style of delivering information to the teachers to implement, since teachers tend to prefer more active and practical styles of learning. The teachers indicated the organisers of such programmes ignore suggestions made to them. It was revealed that one reason why teachers attended such programmes was the award of certificates that busted their chances of promotion (p.98).

Also, it emerged from the findings that other forms of programmes exist for teachers although the type needed the individual teacher's own initiative. Such programmes according to the findings included further studies through full time programmes of study to sandwich programmes and distance learning courses. It became evident that teachers who wished to attend such programme needed to apply for study leave, those who were fortunate enough to get leave with pay pursue their dreams of upgrading themselves without the burden of work. While those who opted for sandwich and distance courses needed the approval of management for most of the courses since some of the programmes were organised during periods when school was still in session. Teachers who pursued courses of this nature had to contend with their professional and academic work as well as their social obligations (p.99).

Again the finding from the interview revealed an alternative mode of education and training as seen in some teachers' attendance of the WEAC coordination for teachers who marked their examination papers. It emerged that some of the teachers who were not involved in the marking could still go and observe the process as it was believed to promote some form of training for the teachers, however, the findings indicated the challenges that could arise if a lot of the teachers were to be in attendance (p.94).

As to whether it met the needs of teachers the findings revealed two different views. Some teachers contended the programmes did not meet their individual needs since the target was mostly on general issues concerning teachers while others said it met some of their needs but commented that such programmes could be more useful if it covered a wider content area, since the current one fell short of most of their expectations. This brings into perspective what Kusi (2012) says about the professional

development programmes in the Ghanaian educational context which are a few but a one size fit all events, more so, Huberman (1989) and Steffy et al. (1999) argue that CPD there are different phases in every teacher's career and each phase comes with its own unique needs so it is important that organisers of such programmes take into note of such needs and address them accordingly.

The findings indicated that the programmes were opened to all teachers but it was the management and the heads of department who made the decision as to who was to attend. The financial status of the school also determined the attendance of such programmes. Notices to the programmes mostly are short which made it difficult for adequate preparation (p.100). It was also revealed that teachers who wished to engage in other CPD programmes needed the approval of management since programmes interfered with school activities. The findings confirmed that organisers could do a lot more consultation with the various stakeholders to do proper needs assessment for the programmes to be beneficial to participants.

### **5.3 Summary**

In this chapter, the data provided by the questionnaire and interviews respondents indicated in the chapter four have been discussed in relation to the literature. The next chapter focuses on the key findings of the study, conclusions, recommendations and suggestions for further research. The data related to the challenges teachers face in the discharge of their duties, the factors responsible and for the challenges as well as the skills, competencies and attitude needed to deal with the challenges.

## CHAPTER SIX

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 6.0 Introduction

The chapter five analyzed and discussed the challenge faced by teachers in the discharge of their roles and responsibilities in Kumasi Girls Senior High School and their CPD/INSET needs as well as the various strategies that will equip them to deal with the challenges they faced. In the chapter the questionnaire and interview findings were analyzed and discussed. This final chapter provides a brief overview of the study, by highlighting major findings to draw conclusions and suggestion to deal with the issues raised.

The purpose of the study was to explore the challenges faced by teachers in the discharge of their roles and responsibilities and in Kumasi Girls Senior High School and their CPD/INSET needs as well as the various strategies that will equip them to deal with the challenges they faced. So four objectives were set purposefully to identify the challenges faced by the teachers in carrying out their professional roles, then find out factors responsible for the challenges teachers faced, identify the training needs of teachers and suggest ways that will equip the teachers to overcome the challenges. In order to achieve these objectives a case study informed by the Constructivist perspective was designed around the following research questions:

- What challenges do teachers at Kumasi Girls SHS face in carrying out their professional roles and responsibilities and What are the factors responsible for the challenges teachers face?
- What are the CPD/INSET needs of the teachers at the school?
- What are the CPD/INSET Programmes available to equip teachers to overcome the challenges they face?

To develop a framework to guide the study, the review of relevant related literature was done in the chapter two of the study to delve into the various issues raised including the challenges faced by the teachers at KUGSHS, the factors responsible, and ways to equip them to deal with the challenges by looking at the CPD/INSET needs. The insight gained guided the data collection process and helped with the development of the themes from the data collected. The conclusions drawn therefore answers the three research questions indicated.

### **6.1 Main Findings of the Study**

The first research question explored challenges facing teachers at KUGSHS in the discharge of their roles and responsibilities and explored the factors responsible for their challenges.

The study revealed that the teachers faced many challenges which could be categorized under: students related challenges, management and education officers related challenges, parents related challenges and colleagues related challenges. The study revealed that teachers are faced with the challenge of dealing with students who lack interest in the pursuit of their academic work which has resulted in the poor

performance of students. Enjoyment of the social aspect of life was seen to be one of the factors responsible for this challenge.

It emerged that the quality of students that enter the school had dwindled and this was attributed to the increase in the enrolment numbers to include more than just the academically able students. It was revealed that students enjoyed the use of technology mostly to enhance their social lives to the detriment of their academics.

Furthermore, the study revealed that large class size was a challenge to the teachers in terms of students managements. The increase in the enrolment of students in the school due to policies on education as well as teacher deficit issues had contributed to the rebellious attitude of some students. Immoral life style partly due to pressure from peers to conform to their behaviour and misplaced priorities as well as the lack of parental support and guidance. Another student related challenge that teachers faced was unprofessional relations of some teachers and students which affect the teacher student relationship dynamics in the school.

The study revealed that teachers faced some management and officers related challenges which were related to role conflicts as a result of their role expectation due to the diverse nature of the teachers roles and how both teachers and management/officers expect the roles to be carried out. There existed role conflicts in instances where teachers had to perform their roles as teachers and as the same time perform some management functions.

The study pointed out that favouritism and nepotism among some of the management and officers which resulted in the authorities favouring their families,

friends and the teachers who were close to them especially when it came to responsibilities that attracted financial gains.

It also came out of the study that teachers received little support from officers and management due to the fact that some of them saw the teachers as a threat to their positions. There was also the problem of inadequate provision of teaching and learning resources which affected the teaching and learning process.

It was also revealed in the study that teachers had a fairly good relation with their colleagues, with just a few isolated cases of some unprofessional behaviour as colleagues. The challenge of non commitment to work due to unfulfilled expectations in life as a result of the poor conditions of service of teachers, such behaviour affected other colleagues negatively especially new entrants to the service.

Lack of parental involvement in the students education as a result of business engagements which made it difficult to get involved as well as the factors of time and resources available to get involved. It was revealed that some parents did not have a good perception about the prospects of education and so did not care a great deal about it. This perception arises as a result of these parents literacy rate as well as their own failed experiences in the educational venture.

Lastly, it was revealed that some students especially underperforming students and the ones who flout school rules misinform their parents about happenings in the school which created problems for the teachers since most parents trusted their wards so much that they believed their wards when they gave out such information, the end results

was that some parents took matters into their own hands and abused teachers on phones and during parent teacher association meetings.

The factors that contributed to this had to do with the communication between these two groups and the double life style of some of these students which made it difficult for parents to accept such realities. Parents also engaged in unauthorised visits to the school which interfered with the normal flow of lessons. However, most parents took offense when asked to do the right thing. With this the location of the school and the current policy of enrolling students from the catchment areas were seen to be responsible for these challenges.

The second research question sought to find out the CPD needs of the teachers in the school. The findings revealed several skills, competencies and attitudes needed by teachers to perform their roles and responsibilities efficiently. It emerged that teachers needed to be innovative and technologically curious to meet their own professional needs that of their students and society.

The teachers recognised the importance of their ability to see diversity in their students. Again, communication skills were seen to be necessary in promoting good interpersonal relations between parents, teachers, management, officers and students. Communication was believed to eliminate tension and resolve conflicts. The teachers revealed that their engagement in the curriculum decisions would help in the smooth implementation of the curriculum goals and objectives. It was also revealed that poor conditions of service affected the attitudes of teachers.



The final research question looked at the CPD programmes available and how they would be able to equip teachers with their needs to overcome the challenges faced in the discharge of their roles and responsibilities. It emerged from the findings that CPD programmes available to the teachers included workshops, conferences, courses and seminars, which lasted from a few hours or days and sometimes weeks depending on the purpose of the programme.

The teachers revealed that some other forms of CPD programmes existed but such programmes needed the initiative from the teachers involved. These programmes were mostly mounted by the tertiary institutions that ran programmes for teachers who were fortunate enough to get study leave with pay, part time or sandwich and distance programmes for those who opt to teach and school at the same time. The issues associated with the part time or sandwich programmes was that teachers had to seek permission from the management of the school since some of the programmes took place during school hours sometimes in the middle of the term. Again, some teachers gave alternative sources for their professional development needs. They made mention of the WEAC coordination as their only source of CPD since they had not had the opportunity to attend any other since they started teaching.

Subsequently, teachers revealed that the programmes were mostly opened to all teachers concerned except such programmes needed the approval of management and the head of department if it was being organised for a particular subject area. It also emerged that apart from the approval, attendance of the programmes were sometimes premised on the financial status of the school. It was also revealed that such programmes were

attended on rotational basis on depending on the department and at times the interest of the teachers involved.

Lastly, it was revealed that the CPD programmes met some of the needs of teachers but such needs formed just a small portion to what they needed. It was revealed that a wider coverage for the content to meet their current needs. It emerged from the findings that organisers needed to do a lot more of consultation in the assessment of set objective their needs for it to be relevant to them. Participants also suggested that the use of experts as resources persons in such programmes was necessary for the achievement of its set goals.

## 6.2 Conclusions

The following conclusions were drawn from the study:

- Teachers' major challenges in the discharge of their roles and responsibilities emanated from their students, management, officer, parents and families of students as well as from their own colleagues. The factors responsible for the teachers challenges range from issues that related to academic, social, financial and political factors.
- Critical thinking skills, innovative, technological, methodological skills, good communication skills, coupled with the ability to identify diversity in students give teachers the right attitude towards work.
- Teachers could be well equipped to overcome their challenges if organisers of CPD programmes did a great deal of consultation in the assessment of the needs of the teachers in the organisation of such programme.

- The school can also take a more proactive approach to teachers developmental needs.

### **6.3 Recommendations for Professional Practice**

Based on the findings the following recommendations could be made:

- The study discovered that huge class size was a challenge for the teachers in term of students management issues. Therefore, it is recommended that the school authority of KGSHS address the problems that have to do with class size by going according to the stipulated average number of students in class. It is also recommended that the management in connection with the GES appoint more teachers to teach in the school. Also, it is recommended that the school authority request for more interns and national service personnel to support the teachers.
- The study revealed that parental involvement in the education of their wards was low and attributed it to the poor relationship that exist between parents and the school and the negative perception held by parents about education. Therefore, the school authority of KGSHS should put in place effective communication mechanism that addresses the differences that exist between the school, parents and families of students. Also, parents should be educated on the importance of education through policies and programmes such as open days organised by the school since such programmes allow for greater parental involvement.
- It emerged from the findings that the existing CPD programmes did not meet the current needs of teachers in the classroom. It is recommended that organisers of such programmes do a lot of consultation in their assessment of the needs of the

teachers in by coming to the level of the teachers concerned order for the programmes to relevant to them.

- The study revealed that most teachers could not attend the CPD programmes organised for them because of the rotational policy adopted by some departments as well as the seldom occurrence of such programmes. It is therefore, recommended that other alternative forms of CPD programmes be adopted by the school in order to cater for the needs of all teachers in the school. The school can also initiate such programmes at the school and departmental levels to cater for the CPD needs of the teachers.

#### **6.4 Suggestions for Further Research**

- The study focused on teachers at KUGSHS, in Kumasi, further research could focus on other senior high schools in the metropolis. This will help in understanding other teachers challenges with regards to their students, management, education officers, colleagues and parents.
- The study explored the challenges faced by the teachers and ways of equipping them with the needed skills, competencies and attitudes to overcome their challenges at Kumasi Girls Senior High School. A study that will focus on the challenges management faced in the running of the school will be worthwhile.

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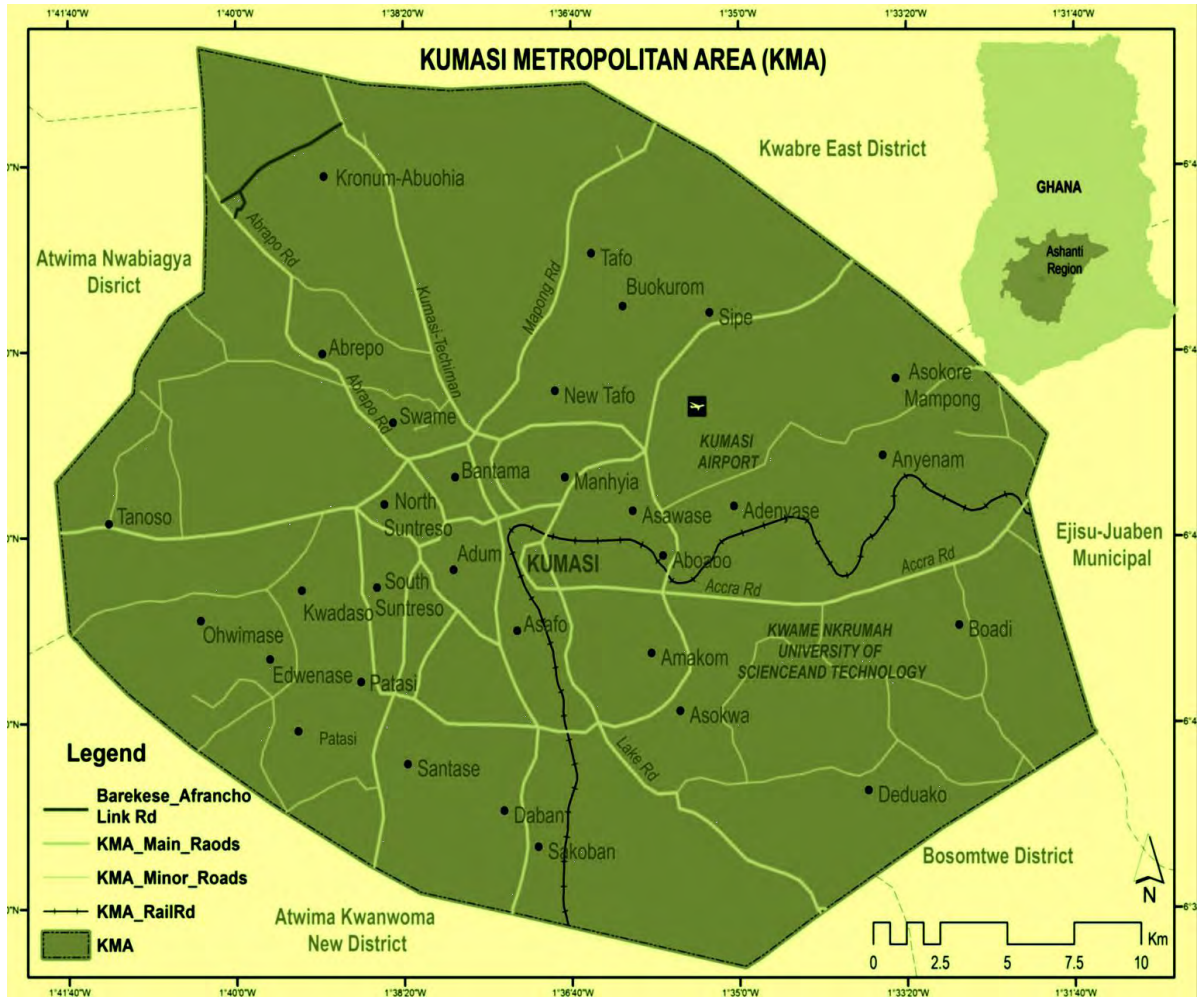
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## APPENDIX A

### MAP OF KUMASI METROPOLIS



Source: Environmental and Social Management Plan, 2013

**APPENDIX B2**

**Permission Letter**

Post Office Box KW 346

Kwadaso, Kumasi

Cell phone: 0244 971670

10 -04 -2014.

**The Headmistress,**

Kumasi Girls Senior High School

P. O. Box 3665

Abrepo Kumasi

**Request for Research Authority**

**Topic: Exploring the challenges Facing teachers at Kumasi Girls Senior High School and their Continuous Professional Development Needs**

I am a second year Master of Philosophy Student at the department of Educational Leadership, of the University of Education, Winneba, Kumasi Campus, conducting an important research in connection with the Challenges Facing teachers at Kumasi Girls Senior High School and their Continuous Professional Development Needs. I humbly request permission to conduct the research in the school. The findings will be of value to all stakeholders. The confidentiality of the participants is assured and will be respected.

I trust my request would be given the needed consideration and attention. Thank You.

Yours faithfully

Cecilia Agyeiwah Agyemang

**APPENDIX C**  
**Questionnaire**  
**Information Sheet**

Dear Teacher,

This questionnaire forms part of a study to Explore the Challenges Facing teachers at Kumasi Girls Senior High School and their Continuous Professional Development Needs. Results of the study will add to the growing research base on continuous professional development programmes and their role in making teachers effective and efficient in the classroom.

All the information in the completed questionnaire will be held in strictest confidence and anonymity. Questionnaires are coded only for researcher purposes. Names of respondents will not be known to anyone except the researcher. Participation in this study is voluntary.

The questionnaire will take about thirty minutes to complete. The success of the study relies on your prompt return of the questionnaire. Please return the questionnaire to the researcher or the secretary of the school.

Your cooperation will be greatly appreciated.

Yours faithfully,

(Cecilia Agyeiwah Agyemang)

*Name of Student: Cecilia Agyeiwah Agyemang*

*Programme: Master of Philosophy (Mphil) Educational Leadership*

*Date: .....*

***Questionnaire***

***Section 'A'***

***Background***

***This section has items and questions '1 to 6, and deals with the personal information of participants. Please tick the appropriate box or enter a statement.***

1. Please indicate your gender.

Male

Female

2. Please tick your age range.

20-29     30-39     40-49     50-59     60+

3. Please select the department

Languages  Social Studies  Maths  Sciences  Home Economics

Business  Visual Arts  others  Please, specify.....

4. Please, tick your highest academic/ professional qualification

Certificate 'A' or 'B'

- Diploma
- Degree
- Masters
- PhD
- Any other  Please, Specify.....

5. How many years of teaching experience do you have

- 1-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 20 + years



6. Please indicate your rank

- Superintendent  Deputy Superintendent
- Senior Superintendent  Principal Superintendent
- Assistant Director I I  Assistant Director I
- Deputy Director  Director



**Section 'B'**

***Questions 1 to 5 in this section requests your opinion on the challenges you face carrying out your professional roles and responsibilities.***

1. What challenges/problems do you face in dealing with your students? Please mention them.

.....

.....

.....

.....

.....

2. What challenges do you face in dealing with the management of the school? Please state some of such challenges.

.....

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.....

.....

3. What challenges /problems do you face in dealing with parents? Please indicate them.

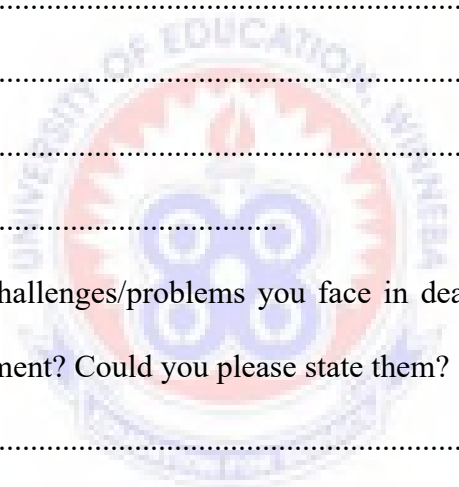
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4. What challenges/problems do you face in dealing with colleague teachers?  
Please state some of them.

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.....  
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.....

5. What are the challenges/problems you face in dealing with educational officers  
and the government? Could you please state them?

.....  
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**Section 'C'**

***Questions 6 to 14 in this section require your views and understanding of the factors responsible the challenges faced in the discharge of your duties.***

6. What are the factors responsible for students related challenges/problems? Please list some of them.

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.....  
.....  
.....  
.....  
.....

7. What are the factors responsible for management related challenges? Could you please specify four of such factors?

.....  
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.....  
.....  
.....

What are the factors responsible for government / educational officers related challenges? Please state three of such factors?

.....  
.....  
.....



**Section 'D'**

***Questions 10 to 15 in this section require your views and understanding of the concept of CPD/INSET programmes for you as a teacher, how they are organised, and their relevance to your needs as a teacher.***

8. What skills, competencies and attitudes do you need to acquire to deal with your students more meaningfully? Mention three of them.

.....  
.....  
.....

9. How best will you be able to deal with management, Officers, parents and government in the discharge of your duties? State two of them.

.....  
.....  
.....  
.....  
.....

Are there any training opportunities available to you as a teacher?

Yes [ ] or No [ ]

If yes please mention three of them

If No please give a reason

.....  
.....

10. Are the training opportunities opened to every teacher?

Yes [ ] or No [ ]

If No please specify

.....  
.....  
.....

Would you say the training opportunities available meet your professional development needs as a teacher?

Yes [ ] or No [ ]

If yes please specify

.....  
.....

If no please give reason for your answer, at least two.

.....  
.....  
.....

## APPENDIX D

### Interview schedule for Heads of Departments

#### Part one

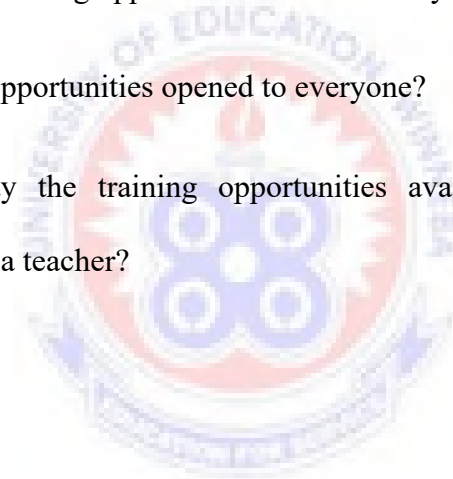
#### Background information

Educational and professional qualifications, Age, gender, years of teaching experience

#### Part two

1. What challenges/problems do you face in dealing with teachers in your department?
2. What challenges/problems do you face in dealing with students as a head of department?
3. What challenges/problems do you face in dealing with the management of the school?
4. What challenges /problems do you face in dealing with parents?
5. What challenges/problems do you face in dealing with other departmental heads in the school?
6. What are the challenges/problems you face in dealing with educational officers and the government?
7. What are the factors responsible for students related challenges/problems?
8. What are the factors responsible for management related challenges?
9. What are the factors responsible for government / educational officers related challenges?

10. What are the factors responsible for challenges/problems you face dealing with other heads of departments in the school?
11. What are some of the factors that are responsible for the challenges /problems related to parents or guardians?
12. What skills, competencies and attitudes do you need to acquire to deal with your teachers and students more meaningfully?
13. How best will you be able to deal with management, Officers, parents and government in the discharge of your duties?
14. Are there any training opportunities available to you as a head of department?
- 15a. Are the training opportunities opened to everyone?
- 15b. Would you say the training opportunities available meet your professional development needs as a teacher?





## APPENDIX E

### Interview Schedule head of school

#### Part one

#### Background information

Educational and professional qualifications, Age, gender, years of teaching experience

#### Part two

1. What challenges/problems do you face in dealing with your students?
2. What challenges do you face in dealing with the management of the school?
3. What challenges /problems do you face in dealing with parents?
4. What challenges/problems do you face in dealing with colleague teachers?
5. What are the challenges/problems you face in dealing with educational officers and the government?
6. What are the factors responsible for students related challenges/problems?
7. What are the factors responsible for management related challenges?
8. What are the factors responsible for government / educational officers related challenges?
9. What are the factors responsible for challenges/problems you face dealing with your colleagues?
10. What are some of the factors that are responsible for the challenges /problems related to parents or guardians?

11. What skills, competencies and attitudes do you need to acquire to deal with your students more meaningfully?
12. How best will you be able to deal with management, Officers, parents and government in the discharge of your duties?
13. Are there any training opportunities available to you as a teacher?
14. Are the training opportunities opened to every teacher?
15. Would you say the training opportunities available meet your professional development needs as a teacher?



## APPENDIX F

### *Interview schedule for Teachers*

#### *Part one*

Background information

Educational and professional qualifications, Age , gender , years of teaching experience

#### *Part two*

1. What challenges/problems do you face in dealing with your students?
2. What challenges do you face in dealing with the management of the school?
3. What challenges /problems do you face in dealing with parents?
4. What challenges/problems do you face in dealing with colleague teachers?
5. What are the challenges/problems you face in dealing with educational officers and the government?
6. What are the factors responsible for students related challenges/problems?
7. What are the factors responsible for management related challenges?
8. What are the factors responsible for government / educational officers related challenges?
9. What are the factors responsible for challenges/problems you face dealing with your colleagues?
10. What are some of the factors that are responsible for the challenges /problems related to parents or guardians?

11. What skills, competencies and attitudes do you need to acquire to deal with your students more meaningfully?
12. How best will you be able to deal with management, Officers, parents and government in the discharge of your duties?
13. Are there any training opportunities available to you as a teacher?
14. Are the training opportunities opened to every teacher?
15. Would you say the training opportunities available meet your professional development needs as a teacher?

