

**UNIVERSITY OF EDUCATION, WINNEBA**

**JUNIOR HIGH SCHOOL HEADTEACHERS PARTICIPATION IN  
CONTINUOUS PROFESSIONAL DEVELOPMENT PROGRAMMES IN  
TEMPANE DISTRICT**

**JOHN AGANGIBAH HARUNA**

**MASTER OF PHILOSOPHY**



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CONTINUOUS PROFESSIONAL DEVELOPMENT PROGRAMMES IN  
TEMPANE DISTRICT**

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**A thesis in the Department of Educational Administration  
and Management, Faculty of Educational Studies, submitted to the School of  
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## DECLARATION

### Student's Declaration

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

**Signature:** .....

**Date:** .....

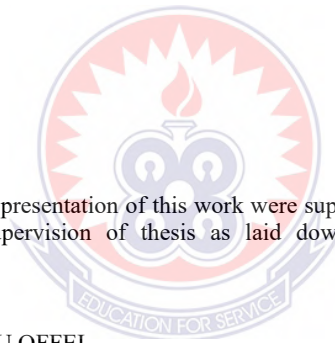
### Supervisor's Declaration

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

**Name of Supervisor:** DR. YAW NYADU OFFEI

**Signature:** .....

**Date:** .....



## **DEDICATION**

I specially dedicate work to family especially my wife and my beloved children Edna, Fred and Irene for their prayers and support.



### **ACKNOWLEDGEMENTS**

I wish to acknowledge and extend my appreciation to individuals who supported and encouraged me to successfully make this research a reality. My utmost gratitude goes to Dr. Yaw Nyadu Offei, my supervisor who is a source of inspiration to me. Your time, patience and tolerance gave me the urge in the course of this work. Your tremendous contribution is highly appreciated. I am also indebted to all headteachers of public Junior High Schools in the Tempene District for the role you played in the collection of the data which immensely helped me to bring this work to fruition.



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## ABSTRACT

The study was conducted to examine Junior High School headteachers participation in continuous professional development programmes in Tempane District of Ghana. The study objectives were to explore headteachers' preference in continuous professional development, (CPD) investigate the role of continuous professional development programmes in meeting the professional needs of headteachers and to analyse the frequency of continuous professional development programmes organised for Junior High Schools headteachers in the Tempane District. The research approach is quantitative. I employed descriptive survey as the research design for the study. The census sampling technique was used for all Seventy-two (72) headteachers in the Tempane District. Close-ended questions were used to gather data from the study. The data was imported on the Statistical Package for Social Sciences (SPSS) and analysed using frequency, percentages. The study found that the CPD programmes initiated in the Tempane District are important to the professional practices of headteachers and highlighted on Headteachers professional domain, school development domain and the professional relationship and service domain. Secondly, the level of preferences in participation of headteachers was very crucial and related to variables that include local conferences, symposia, workshop, and courses. But there is lack of connectivity between CPD programmes and Headteachers professional development Ghana Education Service should design Continuous professional development programmes that meet the relevance of Headteachers 'professional development and teaching and learning outcomes.



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Schools nowadays are facing complex and dynamic changes and challenges (Herrity & Morales, 2004). Continuing Professional Development (CPD) is important to teachers' personal lives and career development. Much emphasis has to be put on the nature of CPD as a 'continuing' process for improvement in the knowledge and skills gained. Continuous Professional Development enhances Headteachers knowledge and skills and enables them perform their professional duties and also to consider their approaches to the education of children and to improve the quality of teaching and learning. In recent times, Headteachers' continuing professional development (CPD) has been of growing interest to governments, educators, and researchers alike.

In short, CPD focuses on fostering individual competence to enhance practice and facilitate dynamic changes in education (Blandford, 2000) over the past few decades, the professional development of school leaders has appeared on the education agendas of most countries and it has been a central point of discussion (Bush, 2008; Huber, 2013). This is partly due to the increasing recognition that school leaders can make a difference in both the effectiveness and efficiency of schooling as well as the rapid changes in the context within which educational leaders work (Day & Leithwood, 2007; Rhodes & Brundrett, 2009). Consequently, initiatives are being developed and implemented in many countries around the globe, to enable principals and other leaders to access specialised training for their leadership to perform their professional practices to enhance student performance (Bush, 2012).

Continuous professional development refers to “a continual process that comprises of regular opportunities and experiences planned systematically to promote growth and development in the profession” (Villegas-Reimers, 2003).

These CPD opportunities are at times provided by the school through in-house training sessions, workshops, seminars and at times through Headteachers’ initiative building on its formal and informal experiences. Continuous professional development takes the form of workshops, in-service training, mentoring, induction, peer coaching, action research, collaborative activities, conferences and higher education courses/programs; distance education/learning.

Globally, challenges such as hyper-competition, technological innovation, and economic crunch present stimulus for change in human endeavours. Changes requires continuous learning to enable individuals to adapt to such global challenges and their environments (Galbraith & Fouch, 2007). In Rna, though school leaders in the basic schools are appointed without any formal preparatory training (Donkoh, 2015; Zame, & Hope 2008), research affirms that they benefit from a wide range of in-service professional learning programmes which aim at increasing the capacity of the leaders to bring about improvements in student learning outcomes (Kusi & Mensah, 2014; Malakolunthu, McBeath, & Swaffield, 2014). Schools, like all other organisations, are steered by leaders. School leaders perform pivotal roles in making schools very effective (Townsend, 2007). School leadership should focus on moving people, teachers, parents, and staffs through practical influence (Leithwood et al., 2006). School leadership is a complex constellation of behaviours and cultures in an educational system that influence both pupils’ and teachers’ performances. It drives innovations, charisma, and relations. Leadership is about relationships universal

differences or otherness (Edwards, 2015) leadership is what leaders do to influence different people to do extraordinary things that becomes the hub of transformation, values creation and transfer, and the realization of collective dreams (Kouzes and Posner, 2002). Hence, school leadership in Ghana should be effective to bring about efficiency and results. School leadership can influence resource management, administrative controls, school culture, team efforts, and a myriad of transformative ideas for both pupils' and staffs' performances.

According to Atta, Agyenim-Boateng and Baafi-Frimpong cited in Esia-Donkoh (2014) and Ojo and Olaniyan (2008), the duties of school heads include planning, staff personnel services, pupils' personnel services, curriculum and instructional development, improvement and appraisal, financial and business management, maintenance of school-community relationship and general tasks. According to Ibukun, Oyewole and Abe (2011), maintaining quality and standards in education depends largely on the extent to which heads of schools effectively execute their leadership responsibilities. Heads of schools owe it a duty to establish, monitor and maintain quality and standards in education (Esia-Donkoh, 2014). This makes it expedient for heads of schools to be adequately prepared to enable them to carry out their functions exquisitely. Despite the importance of headship to school success, the procedures used in appointing and offering pre-service training, induction and in-service training for headteachers are inappropriate in many developing countries, especially those in the continent of Africa (Bush & Oduro, 2006).

Globally, the majority of school heads do not receive training before the assumption of office. The heads perform the work from experience (Balansikat & Gerhard, 2005 as cited in Kayiwa, 2011). This is not a good development in a constantly changing

society where new things require new knowledge and skills to perform professional and administrative duties. In countries like U K and Switzerland, prospective heads are given training in school management (Kayiwa, 2011). The Latin American countries and the Caribbean regions also recognize that there is a need to effectively prepare school principals to enhance their role in the realization of the aims of the various education reforms being carried out (Borden, 2002). The countries which provide training for prospective heads recognise the fact that it is not all teachers who have management and administration background that they need to efficiently and effectively perform their headship duties. Consequently, prospective headteachers are offered training to sufficiently prepare them for headship obligations.

The Ghanaian educational system has gone through a metamorphosis with the view to improving all aspects and levels of education. Also, the Ministry of Education (MoE) and GES produced a Head Teachers' Handbook in 1994 to facilitate the performance of heads' role in quality education provision (Oduro, 2003). Headteachers are expected to perform a wide range of duties to ensure that effective teaching and learning take place in their schools to achieve the set goals and objectives (Ghana Education Service, 2010a; Ghana Education Service, 2010b). For instance, A headteacher's principal duties are to: lead, organize and manage the school; maintain proper order and discipline in the school; and. be in charge of, and supervise, the education of pupils. Therefore, this necessitates the organization of CPD programmes for headteachers since they certainly need some competencies to be able to live above reproach.

Global challenges such as hyper-competition, technological innovation, and economic crunch present stimulus for change in human endeavours. Change requires continuous learning to enable individuals to adapt to such global challenges and their environments (Galbraith & Fouch, 2007). Indeed, headteachers also face enormous workplace challenges orchestrated by constant technological innovations and the demands of the 21<sup>st</sup> century. The speedy shifts in the way things are done have forced organizations, institutions and businesses to demand more efficiency from their employees. The global challenges require teacher bodies such as the Ghana Education Service (GES) to employ creative approaches to update staff knowledge and build capacity through continuous professional development. Gray (2005) opines that CPD embraces the idea that individuals aim for continuous improvement in their professional skills and knowledge beyond the basic training initially required to carry out the job. In essence, CPD can improve the activities of the organization, as well as the professional qualification of Headteachers.

Richardson (2003) published a list of characteristics associated with effective professional development stating that such programmes would optimally be: “statewide, long term with follow-up; encourage collegiality; foster agreement among participants on goals and visions; have a supportive administration; have access to adequate funds for materials, outside speakers, substitute teachers, and so on: encourage and develop agreement among participants; acknowledge participants existing beliefs and practices, and make use of outside facilitators /staff development. Headteachers’ continuing professional development (CPD) has become a major focus within the school reform and school improvement literature because of the belief that student learning and success are due, in large part, to the effectiveness of headteachers (OECD, 2009).

Nevertheless, a lack of continuing professional development may result in serious issues. First of all, it is a fact that the modern world is changing rapidly; therefore, what students learn at the university may become outdated by the time they graduate from it, and some professions that will be highly demanded in ten years might not even exist now. Moreover, there may be serious consequences when Headteachers believe that their methodology is the most appropriate while it might be, in fact, outdated. Therefore, it becomes obvious that to keep up with the modern pace, headteachers need to be continuously learning new things, polishing and adjusting their skills according to the needs of the world. Professional development thus becomes the bridge that will connect the point where they are now to the point where they need to be. Continuing professional development becomes the key to effective management.

### **1.2 Statement of the Problem**

The importance of educational leaders (headteachers) in ensuring effective schools cannot be overemphasized since they have a significant influence on the success of schools by playing a key role as the leader, and hence influencing all aspects of the school's functions with their behaviours and personal characteristics. Globally, maintaining of quality and standard education depends largely on the extent to which heads of schools effectively execute their leadership responsibilities (Ibukun, Oywole & Abe, 2011). As such, headteachers are expected to perform a wide range of duties to ensure that effective teaching and learning take place in their schools to achieve the set objectives and goals.



Ghana as a developing country, over the last decades, has been making frantic efforts to improve its education system, in particular, to contribute to the wider national development. The changes in the education system in Ghana require highly-developed leaders with appropriate management abilities. Headteachers are perceived as the principal instrument (Report of the President's Committee on Review of Education Reforms in Ghana (RPCRERG), 2002) through whom leadership and management are carried out in schools. Headteachers make a difference so they ought to be trained prior to assumption of duty. They also need to participate in continuous professional development to position them to help improve their professional practices, standards of education and students' performance. However, there is no provision of formal pre-service training (PRESET) for headteachers (Oduro & MacBeath, 2003; Oplatka, 2004; Bush & Oduro, 2006). Although all trainee teachers attend universities and teacher training colleges (TTCs), there are no specific courses for those aspiring to be headteachers. Yet on completion of their programmes, some of them receive direct appointments to leadership and management positions in schools, especially in rural areas (Oduro, 2003).

Again, mostly it is the experienced and long-serving teachers who are favoured for headship positions. A research carried out by Bush and Oduro (2006) unveiled that most heads were appointed without any specific management training and only a few of them received appropriate in-service training following their appointment. A survey conducted in Accra also revealed that the head teachers lacked leadership proficiency due to the absence of leadership preparation programmes (Zame et al., 2008). The lack of emphasis on developing leadership and management skills of school heads is one of the greatest challenges to the successful implementation of government's quality basic education policy in Ghana. A review of the education

system in Ghana indicates that many of the problems that the schools faced are linked to leadership and management issues. These problems include: inadequate preparation and training of heads (CPD); heads combining management with teaching at the basic level; leaving them with a little or no time for management and supervision; poor supervision by heads; insufficient authority of heads teachers and lack of commitment on the part of heads and teachers (Report of the President's Committee on Review of Education Reforms in Ghana, 2002). These management problems draw attention to the need for proper training of head teachers to enable them to cope with changes and challenges in the education system to improve their professional practices.

According to Tempene District Officer report (2017) Headteachers in the District hardly participate in CPD in and out of the District to abreast themselves with professional practices hence, perform far below standard. Again, most headteachers are appointed without any formal training which drastically affect their performance. Informal interview with some JHS Headteachers in the District confirmed the report. Also, studies conducted in Ghana are based on practices, challenges of CPD, among others. Unfortunately, little work has been done specifically related to CPD of JHS Headteachers participation in Tempene District. This study, therefore, sought to fill this gap by investigating JHS Headteachers participation in continuous professional development (CPD).

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

The purpose of the study was to examine the participation of JHS headteachers in continuous professional development programmes in the Tempene District of Ghana.

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

The study specifically sought to:

1. explore Headteachers' preference in participation in continuous professional development in the Tempene District of Ghana.
2. explore how continuous professional development programmes are organised for Junior High Schools headteachers in the Tempene District of Ghana.
3. investigate the role of continuous professional development programmes in meeting the professional practices of headteachers in the Tempene District of Ghana.
4. examine the importance of continuous professional development programmes on the professional practices of Junior High School headteachers of Tempene District of Ghana.

#### **1.5 Research Questions**

The following research questions were raised to guide the study:

1. What are the preferences of Headteachers' in participation in continuous professional development programmes in the Tempene District of Ghana?
2. How are continuous professional development programmes organized for Junior High Schools Headteachers in the Tempene District of Ghana?
3. What role does continuous professional development programmes play in meeting the professional practices of Headteachers in the Tempene District of Ghana?
4. What is the importance of continuous professional development programmes on the professional practices of Junior High School Headteachers of Tempene District of Ghana?

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

In the first place, the findings of this study would revealed the preference of headteachers in participation in continuous professional development programmes that would informed Education Directorate in Tempene in CPDs organizations.

Secondly, the findings from the study would help the Tempene education directorate to make inputs and adjustments on how to improve CPDs programmes organizes in the district.

Thirdly, it will also serve as a reference material for other students who would like to embark on similar or further research.

Fourthly, the findings of this study would inform Educations institutions in the district to realizes the importance of CPDs programmes and use it as a bases of improve headteachers general performance

Finally, it is a contribution to the literature relating to Junior high schools headteachers participation in CPDs and its influence on student's academic achievement.

### **1.7 Delimitation of the Study**

The study was delimited to examine junior high school headteacher participation in continuous professional development programmes in the Tempene District. The study was done in the Tempene District because the problem of participation in continuous professional development programmes were observe in the headteachers of junior high schools in the district.

Also, the study was restricted to only junior high schools headteacher of the district comprising 72 headteachers and not all public basic schools in the district, hence the finding of this study may not therefore be generalized to other districts.

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

Limitations are challenges anticipated or faced by the researcher (Kombo & Tromp, 2006). The researcher encountered several problems in the process of conducting this study. Some respondents were not willing to provide the needed information for the study hence delayed in filling the questionnaire.

Some of the headteacher said the administration of the questionnaire was time consuming and demanded for some token before responding to the questionnaire hence the delay.

Another challenge was, because of the disperse nature of the schools in the district the researcher spends a lot of money in buying fuel in both the distribution and the collection of the questionnaires.

These challenges did not however affect the quality of the data elicited from the participants.

### **1.9. Definition of Terms**

**Headteacher:** is the staff member of a school with the greatest responsibility for the management of the school.

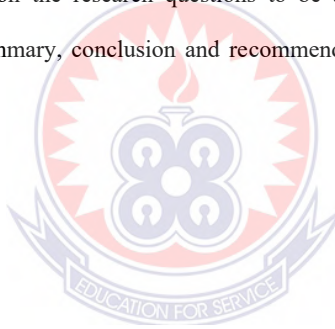
**Continuous Professional Development** is the ongoing process of developing, maintaining and documenting your professional skills. These skills may be gained formally, through courses or training, or informally, on the job or by watching others.

**Performance:** is how effective something or someone is at doing a good job

**Professional Practice:** refers to the conduct and work of someone from a particular profession.

### **1.10 Organization of the Study**

This study was organized into five major chapters. The first chapter deals with the background to the study, statement of the problem, objectives for the study, the research questions, significance of the study, delimitation, limitation of the study, the definition of terms and the organization of the study. The second chapter reviewed literature relevant to supporting the study; while the third chapter dealt with the research methodology. Chapter Four consists of the analysis and discussion of the results obtained from the study based on the research questions to be answered. Finally, Chapter Five deals with the summary, conclusion and recommendations of the study.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The review was focused on the themes of the study which covers; Theoretical, Conceptual framework, Empirical framework and Summary of Literature Review

#### **2.2 Theoretical Framework**

##### **2.2.1 Constructivist theory**

This study is underpinning by constructivist theory which is propounded by Jean Piaget Constructivism is ‘an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner’ (Elliott et al., 2000, p. 256). In elaborating constructivists’ ideas Arends (1998) states that constructivism believes in personal construction of meaning by the learner through experience, and that meaning is influenced by the interaction of prior knowledge and new events.

Constructivism's central idea is that human learning is constructed, that learners build new knowledge upon the foundation of previous learning. This prior knowledge influences what new or modified knowledge an individual will construct from new learning experiences (Phillips, 1995). Constructivism is an important learning theory that educators use to help their students learn. Constructivism is based on the idea that people actively construct or make their own knowledge, and that reality is determined by your experiences as a learner. Basically, learners use their previous knowledge as a foundation and build on it with new things that they learn. So, everyone's individual experiences make their learning unique to them.

Constructivism is crucial to understand as an educator because it influences the way all of your students learn. Teachers and instructors that understand the constructivist learning theory understand that their students bring their own unique experiences to the classroom every day. Their background and previous knowledge impacts how they are able to learn. Educators are able to use constructivist learning theory to help their students understand their previous knowledge. The second notion is that learning is an active rather than a passive process. The passive view of teaching views the learner as 'an empty vessel' to be filled with knowledge, whereas constructivism states that learners construct meaning only through active engagement with the world (such as experiments or real-world problem solving).

Information may be passively received, but understanding cannot be, for it must come from making meaningful connections between prior knowledge, new knowledge, and the processes involved in learning. Learning is a social activity - it is something we do together, in interaction with each other, rather than an abstract concept (Dewey, 1938).

For example, Vygotsky (1978), believed that community plays a central role in the process of "making meaning." For Vygotsky, the environment in which children grow up will influence how they think and what they think about. Thus, all teaching and learning is a matter of sharing and negotiating socially constituted knowledge. For example, Vygotsky (1978) states cognitive development stems from social interactions from guided learning within the zone of proximal development as children and their partner's co-construct knowledge. Each individual learner has a distinctive point of view, based on existing knowledge and values. This means that same lesson, teaching or activity may result in different learning by each pupil, as



their subjective interpretations differ. This principle appears to contradict the view the knowledge is socially constructed.

Fox (2001, p. 30) argues (a) that although individuals have their own personal history of learning, nevertheless they can share in common knowledge, and (b) that although education is a social process, powerfully influenced by cultural factors, nevertheless cultures are made up of sub- cultures, even to the point of being composed of sub-cultures of one. Cultures and their knowledge-base are constantly in a process of change and the knowledge stored by individuals is not a rigid copy of some socially constructed template. In learning a culture, each child changes that culture. The constructivist theory posits that knowledge can only exist within the human mind, and that it does not have to match any real-world reality (Driscoll, 2000). Learners will be constantly trying to develop their own individual mental model of the real world from their perceptions of that world.

As they perceive each new experience, learners will continually update their own mental models to reflect the new information, and will, therefore, construct their own interpretation of reality. There are many specific elements and principles of constructivism that shape the way the theory works and applies to students. Learn about the different principles of constructivism and how they make up the whole theory. Knowledge is constructed. This is the basic principle, meaning that knowledge is built upon other knowledge. Students take pieces and put them together in their own unique way, building something different than what another student will build. The student's previous knowledge, experiences, beliefs, and insights are all important foundations for their continued learning.

People learn to learn, as they learn. Learning involves constructing meaning and systems of meaning. For example, if a student is learning the chronology of dates for a series of historical events, at the same time they are learning the meaning of chronology. If a student is writing a paper about history, they are also learning principles of grammar and writing as well. Each thing we learn gives us a better understanding of other things in the future. Learning is an active process. Learning involves sensory input to construct meaning. The learner needs to do something in order to learn, it's not a passive activity. Learners need to engage in the world so they are actively involved in their own learning and development. You can't just sit and expect to be told things and learn, you need to engage in discussions, reading, and activities.

Learning is a social activity. Learning is directly associated to our connection with other people. Our teachers, our family, or peers, and our acquaintances impact our learning. Educators are more likely to be successful as they understand that peer involvement is key in learning. Isolating learnings isn't the best way to help students learn and grow together. Progressive education recognizes that social interaction is key to learning and they use conversation, interaction, and group applications to help students retain their knowledge. Learning is contextual. Students don't learn isolated facts and theories separate from the rest of our lives. we learn in ways connected to things we already know, what we believe, and more. The things we learn and the points we tend to remember are connected to the things going on around us. Knowledge is personal. Because constructivism is based on your own experiences and beliefs, knowledge becomes a personal affair. Each person will have their own prior knowledge and experiences to bring to the table. So the way and things people learn and gain from education will all be very different.

Learning exists in the mind. Hands-on experiences and physical actions are necessary for learning, but those elements aren't enough. Engaging the mind is key to successful learning. Learning needs to involve activities for the minds, not just our hands. Mental experiences are needed for retaining knowledge. Motivation is key to learning. Students are unable to learn if they are unmotivated. Educators need to have ways to engage and motivate learners to activate their minds and help them be excited about education. Without motivation, it's difficult for learners to reach into their past experience and make connections for new learning.

Typically, this continuum is divided into three broad categories: Cognitive constructivism based on the work of Jean Piaget, social constructivism based on the work of Lev Vygotsky, and radical constructivism. According to the GSI Teaching and Resource Center (2015, p.5): Cognitive constructivism states knowledge is something that is actively constructed by learners based on their existing cognitive structures. Therefore, learning is relative to their stage of cognitive development. Cognitivist teaching methods aim to assist students in assimilating new information to existing knowledge, and enabling them to make the appropriate modifications to their existing intellectual framework to accommodate that information.

According to social constructivism learning is a collaborative process, and knowledge develops from individuals' interactions with their culture and society. Social constructivism was developed by Lev Vygotsky (1978, p. 57) who suggested that, every function in the child's cultural development appears twice: first, on the social level and, later on, on the individual level; first, between people (interpsychological) and then inside the child (intrapyschological). The notion of radical constructivism was developed by Ernst von Glasersfeld (1974) and states that all knowledge is

constructed rather than perceived through senses. Learners construct new knowledge on the foundations of their existing knowledge. However, radical constructivism states that the knowledge individuals create tells us nothing about reality, and only helps us to function in your environment. Thus, knowledge is invented not discovered. The humanly constructed reality is all the time being modified and interacting to fit ontological reality, although it can never give a 'true picture' of it (Ernest, 1994, p. 8).

Constructivist learning theory underpins a variety of student-centred teaching methods and techniques which contrast with traditional education, whereby knowledge is simply passively transmitted by teachers to students. The primary responsibility of the teacher is to create a collaborative problem-solving environment where students become active participants in their own learning. From this perspective, a teacher acts as a facilitator of learning rather than an instructor. The teacher makes sure he/she understands the students' pre-existing conceptions, and guides the activity to address them and then build on them (Oliver, 2000). Scaffolding is a key feature of effective teaching, where the adult continually adjusts the level of his or her help in response to the learner's level of performance. In the classroom, scaffolding can include modelling a skill, providing hints or cues, and adapting material or activity (Cople & Bredekamp, 2009).

Continuous professional development programmes for headteachers as adult learners is in line with the constructivist theory where learners/headteachers need learning that aim to assist them to assimilate new information to existing knowledge and enable them to make the appropriate modifications to their existing intellectual framework to accommodate that information

### 2.2.2 Andragogy

The theory highlights that adults should be taught differently than children because the learning processes are considerably diverse (Birzer, 2004). The theory raises five critical assumptions that need to be considered in the CPD of teachers. The assumptions are that adult learners are: self-directed and autonomous; have an accumulation of life experience; are goal-oriented; are relevancy-oriented; and are problem centered in their learning. Although the theory is old it is still applicable to today's modern practices of teaching and learning. In other words, adult learners want to see the connection between what they are learning and what they accomplish in their day-to-day activities. Teachers being adults will commit to CPD programmes that touch base with what they do in the classroom, and also if what they learn have prospects for immediate application in the classroom. There are challenges which teachers encounter in school. These include student's indiscipline, lack of resources, overcrowded classrooms, and high teaching load.

Therefore, CPD programmes that do not seem to help teachers to address these problems attract teachers' minimum interest. This critical assumption challenges education managers to come up with teacher development programmes that are realistic, that is programmes that offer solutions to practical challenges teachers encounter in classrooms. Secondly, adults have a deep need to be self-directing or self-concept. Adults want to take more responsibility for their learning and the direction it takes. This assumption of the adult learning theory challenges education managers to desist from imposing programmes which they think will aid teachers to grow professionally without their input. The self-directing assumption signals to education managers that teachers are adults they are in the know of what CPD programmes will best enhance their professional development.

The role of education managers is to facilitate the process of CPD activities. Thirdly, adult learners have an accumulation of life experience which is a resource for learning. When teachers are teaching, they accumulate knowledge through experience. The knowledge which they gather through experience provides a base that can be used in CPD programmes. Teachers want this knowledge utilized. Therefore, those charged with the responsibility of facilitating CPD programmes should recognize teacher's experiential knowledge.

Education managers should avail opportunities for teachers to share their experiences such as challenges they face and success when teaching their lessons. Another critical assumption of andragogy theory is that adult learners are problem-centred in their orientation to the learning process, not subject-centred. Adult learners are more interested in knowing how what they are learning will impact or apply in their life. Similarly, teachers as adults want to know the applicability of the CPD activity in their classrooms. Adults learn to be able to better perform a task, solve a problem, or live in a more satisfying way (Harrison, 2011). The assumptions challenge educational authorities to provide programmes intended for the professional growth of teachers that are realistic to enhance their knowledge and skills. In essence, CPD programmes demand Headteachers be effective and efficient in their delivery of service and therefore, it is important to design CPD programmes that can help them achieve the ever-demanding school environments.

## **2.3 Conceptual Framework**

### **2.3.1 What is meant by CPD?**

The definition of CPD is rather confusing and complicated. There is no unique definition of CPD and its definition is varied from different educational traditions and

contexts. Continuing Professional Development (**CPD**) takes a multi-dimensional approach to long-term career development. Any learning activities undertaken by professionals for the purpose of developing new skills and enhancing their current capabilities represent elements of CPD. However, Day (1999) gives a more useful definition about professional development, stating that: 'professional development consists of all-natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute to the quality of education in the classroom' (p.4).

Day's definition is more holistic in the way that professional development covers all kinds of learning experiences, both planned and unplanned, from individuals to institutions levels to achieve the core aim of education. Goodall et al. (2005:26) further elaborate that: 'The concept [of CPD] is often left ill-defined being in many cases conflated with the related concepts of in-service training and on the job learning. Both are more limited than CPD, as CPD can encompass a wide variety of approaches and teaching and learning styles in a professional development were regarded as rooted in the needs of the institution. The further professional study referred to being orientated to the needs of individual teachers.

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Goodall et al. (2005:26) further elaborate that: ‘The concept [of CPD] is often left ill-defined being in many cases conflated with the related concepts of in-service training and on the job learning. Both are more limited than CPD, as CPD can encompass a wide variety of approaches and teaching and learning styles in a variety of settings (inside or outside of the workplace). It is distinguishable from the broader concept of lifelong learning, which can include all sorts of learning. It is seen primarily as being related to people’s professional identities and roles and the goals of the organization they are working for (Galloway, 2004).

Interestingly, the term continuing professional development (CPD) is more commonly found in the recent literature after 2000. It has been widely used for ongoing education and training for the professions (Earley & Bubbs, 2004). Waters (1998) further explains CPD as ‘the development that can occur when Headteachers are construed first and foremost as people and are predicted on the premise that people are always much more than the roles they play’ (p.30). Similar to Day’s definition, Headteachers’ CPD is generally described as a process embracing all activities that enhance professional career growth or as formal and informal experiences throughout the teaching career (Hargreaves & Fullan, 1992). The term ‘continuing’ has been used to highlight the professional development as being ongoing, lifelong oriented in the process of ‘ongoing’ change process (Curtis & Cheng, 2001).

Most of the literature claims that the pace of social, economic and technological change is the source of change in which all of the people must now become lifelong learners because initial training for Headteachers is not sufficient enough for them to deal with a lifetime of practice in times of dynamic change (DfEE, 1998) and Headteachers as professionals must engage in CPD across different phases of



professional lives to fulfil different needs and goals in their careers (Harrison, 2003; Day, et al., 2007). Three principles of professional development can be summarized in the previous literature. They include (1) learning is fundamentally situated in the context of authentic experiences (2) the personal history, beliefs and dispositions of each person bring to the action learning influences professional development (Hoban & Erickson, 2004) (3) the realization that an individual's learning almost always has an important sociocultural aspect and it is necessary to identify and recognize the nature of these social influences on the design of learning environments in professional contexts. What are the functions of Headteachers' CPD? Improvement of learning and teaching and their professional practices.

Bolam (1993) defines CPD as 'any professional development activities engaged in by teachers which enhance their knowledge and skills and enable them to consider their attitudes and approaches to the education of children, to improve the quality of the teaching and learning process'. Gordon (2004) has similar views about the functions of CPD. He also outlines three core functions of CPD, which are:

1. Improvement of teaching and learning, in terms of curriculum development, restructuring and instructional development
2. Improvement of student assessment; and
3. Improvement of school-parent collaboration.

Despite the literature that does 'reveal several nuances and slight differences for the different concepts used' in defining CPD (Earley & Bubb, 2004: 4), CPD can have a positive impact on curriculum, pedagogy, as well as Headteachers' sense of commitment and their relationships with teachers and students (Talbert and McLaughlin, 1994, cited in Goodall et al., 2005: 24). Catering for the needs of

Headteachers and schools CPD serves for the personal needs of individual Headteachers and institutional needs of the school where CPD activities can be content-driven and skills-based. CPD is essential to help teachers acquire and update knowledge and skills to deal with educational change (Anderson, 2001: 1).

CPD is supposed to develop professional attitudes towards education and it is intended to enhance the betterment of the quality of education (Day & Sachs, 2004). CPD activities are planned to give support to Headteachers by equipping them with suitable knowledge and teaching methodology regarding the identified needs and context. It is claimed that CPD activities can be successful in obtaining the best results when they are structurally and formally planned and conducted with the enhancement of personal and professional growth by broadening knowledge, skills and positive attitudes and reflections (Collinson, 2000; Anderson, 2011) and developing personal and professional effectiveness and increasing job satisfaction (Madden & Mitchell, 2018; Gordon, 2018).

Adapting to educational change in response to globalization, as well as higher accountability demands, there have been changing expectations upon Headteachers' roles from the public. Higher demands on CPD are due to changing trends and roles of Headteachers as a result of changing requirements and expectations from the communities. Much literature claimed that successful implementation of new educational policies, reforms or innovations depends on whether Headteachers are adequately prepared and equipped utilizing initial retraining and if they realize the importance of improving their practice using CPD (Coetzer, 2003:89; Earley & Bubb, 2007).

### 2.3.2 Professional development

Recognizing the importance of Headteachers professional development, multiple studies were conducted to explore this complex phenomenon. Thus, researchers examined professional development goals (Marshall et al., 2001, Assor & Oplatka, 2003, Cardno & Fitzgerald, 2005), professional development models (Hopkins-Thompson 2000, Fenwick & Pierce 2002, Daresh, 2004, Browne-Ferrigno & Muth 2004, Petzko 2004, Hoffmann and Johnston 2005) and the continuous nature of effective professional development (Fenwick & Pierce 2002, Cardno & Fitzgerald, 2005). Furthermore, leadership aspects of adult learning for teachers, principals and superintendents with an emphasis on constructive developmental theory were explored by Drago-Severson (2009).

To support and retain Headteachers, system leaders should provide meaningful and timely professional development that, 'needs to be based on a sound grasp of theories associated with leadership, management and change as well as repertoire of skills acquired from school-based experiences' (Stewart, 1998, p. 129). Effective leader professional growth is characterized by the Headteachers' ability to develop and implement vision and use knowledge and skills (Assor& Oplatka, 2003). Effective professional development enhances career development (Dempster & Berry, 2003) and focuses on instructional leadership, capacity-building and personal renewal (Houle, 2006). One of the most common forms of Headteachers professional development is mentoring (Lashway, 2003). Mentoring is valuable for all Headteachers, but is especially useful for novices (Young et al., 2005). Mentoring is frequently coupled with the portfolio as an alternative growth and assessment tool (Lashway, 2003; Mestry & Schmidt, 2010).

Dietz (2001, p. 1) emphasized the effectiveness of portfolios – or the ‘compilation of recorded goals and action plans, artifacts and evidence, and reflections on leadership’ – in improving the school leader’s performance. Peer sharing and peer support (Browne-Ferrigno & Muth, 2004, Hoffmann & Johnston, 2005; Drago-Severson, 2009) and professional learning communities (Hipp & Weber, 2008) were described as effective practices in principal professional development. Researchers promoted holistic approaches to Headteachers professional development with a focus on appraisal of performance, effective leadership and strategic management (Cardno, 2005); and promoted reflective inquiry and craft models of principal professional development (Fenwick & Pierce 2002, Drago-Severson, 2009). The processes supporting principal professional development include job embedded learning (Marshall et al., 2001, Haar, 2004, Hoffmann & Johnston, 2005, Ross, 2011), career-stage considerations (Peterson 2002) and coaching (HopkinsThompson, 2000, Kostin & Haeger, 2006).

In the era of technology and ever-expanding use of the Internet, online Headteachers professional development has emerged as a viable alternative to traditional forms of learning. Ross (2011) promoted online professional development as a form of effective learning that involves defining the mission and vision, conducting gap analysis, creating content, reviewing technology options, developing or obtaining system components and evaluating effectiveness. Ng (2005) described the promises of 298 S.J. Zepeda (2011) interactive learning for developing educational leaders and proposed combining an intelligent tutoring system and computer simulations to provide principals with interactive learning. Overall, demands for increased accountability and the growing use of the Internet in education (Creighton, 2005) have greatly impacted Headteachers professional learning and should be considered

viable in planning and providing professional development. Predominantly, current professional development models are grounded in cognitive psychology (Dall’Alba & Sandberg, 2006). The effectiveness of professional development increases when it combines theory, practical application, feedback and cognitive peer coaching with follow-up (Joyce & Showers, 2002).

Research suggests the need to account for the aspiring Headteachers’ individual cognitive frameworks of school leadership and management in providing professional development (Reeves et al., 2005). Furthermore, when planning continuing professional development for Headteachers, it is necessary to consider social and cognitive processes surrounding the Headship (Reeves & Forde, 2004) and it is also necessary to consider the needs of the system while simultaneously considering the individual and developmental needs of the principal. Given the structures of school systems, professional development for Headteachers often falls into the one-sized approach associated with teacher professional development, ameliorating the individual—both cognitive and developmental—needs of principals (Zepeda, 2011). Effective professional development was also described as a type of ongoing adult learning. The continuous nature of Headteachers professional development was emphasized as a necessary extension of school leader preparation and induction (Cardno & Fitzgerald, 2005). This continuous process frequently included components of adult learning theory – action learning, experiential learning and self-directed and project-based learning (Conlan et al., 2003). However, no study was found that explicitly analyzed principal professional development practices as a type of adult learning. To enrich the body of knowledge about principal learning, this study analyzed existing Headteachers professional development practices in four school systems by applying adult learning principles.

### **2.3.3 Professional development as adult learning**

Another theoretical foundation of this study was drawn from the field of adult learning theory because professional development is a form of adult learning that supports administrator, teacher and student learning (Zepeda, 2011). Pioneered by Knowles (1973), the theory of adult learning continues to develop. In his seminal work, Knowles (1973) reported that adult learners have nine major characteristics: control of their learning; immediate utility; focus on issues that concern them; test their learning as they go; anticipate how they will use their learning; expect performance improvement; maximize available resources; require collaborative, respectful, mutual and informal climate; and rely on information that is appropriate and developmentally placed.

Other classical works on adult learning included Knupp's (1981) phases of adult learners and an overview by Zemke and Zemke (1995) that emphasized three areas key to adult learning – motivation to learn, curriculum design and classroom instructional design. Adult learning theory integrates action learning, experiential learning, self-directed learning and project-based learning (Conlan et al., 2003). To be effective, Professional Development in Education 299 adult learning should be built on ownership, appropriateness, structure, collaboration, internalization, reflection and motivation (Langer & Applebee 1986).

Knowles (1980, 1992) asserted that adults are autonomous learners that are goal oriented and relevancy oriented and are practical people who have gained knowledge through their past experiences. Success, volition, value and enjoyment are major motivating factors for adults (Knowles et al., 2005). Illeris (2004) believed that adult learning is selective and self-directed and differs considerably from child learning

because adults are more willing to engage in learning that they selected themselves. Illeris (2004) summarized that, 'adults best learn what they find subjectively meaningful, either because it is something they want to learn or because it is something they experience as important or necessary for them to learn' (p. 227). Merriam (2001) asserted that no single adult learning theory explained how adults learn and emphasized andragogy and self-directed learning as two pillars of adult learning theory. Pioneered by Knowles, andragogy (a theory of adult learning) asserts that an adult:

1. has an independent self-concept and can direct his or her own learning,?
2. has accumulated a reservoir of life experiences that is a rich resource for learning,
3. has learning needs closely related to changing social roles,
4. is problem-centred and interested in immediate application of knowledge, and
5. is motivated to learn by internal rather than external factors (Merriam 2001, p. 5).

Five major assumptions of andragogy include: adults' increasing self-directedness; using previous experience as a rich resource for learning; assuming developmental tasks and social roles; attempting to immediately apply what was learned; and being problem centered (Isenberg, 2007). Educators' professional development is a type of adult learning that occurs either on the job or during professional learning initiatives, seminars or trainings. Fogarty and Pete (2004, p. 63) suggested five critical qualities of rigorous professional development: (1) Sustained: training is implemented over time. (2) Job-embedded: training occurs and/or continues at the work site. (3) Interactive: training invites, involves and engages participants. (4) Collegial: training builds and supports a community of learners. (5) Integrated: training that is eclectic (web-based, online, text, face to face). Based on the examination of how principals learn, Donaldson (2008) asserted that effective principal professional development

begins with a question that is important for the learner and is self-directed and reflective. Donaldson also emphasized the importance of incorporating adult learning theory in planning principal professional development to, 'help them both understand how to make sense of their own past experience and to structure better their future reflection' (2008, p. 115).

Although these theories of adult learning have distinct characteristics that set them apart, they also have some common qualities. Based on the overview of these theories, five major characteristics of adult learning emerged. Adult learning is self-directed, motivational for the learner, problem centered, relevancy oriented and goal oriented. Regarding principal professional development as a type of adult learning, this study analyzed current principal professional development practices to examine whether they possess these characteristics of adult learning.

#### **2.3.4 What constitutes professional development**

Professional development is generally described as undertaking formal practices such as training programmes, conferences, seminars/workshops, collaborative learning in networks/teams or training courses at a college or university; however, it is important to note that people also learn informally through debates and discussions among colleagues, independent reading, research, or peer learning (Mizell, 2010). Day and Sachs (2004) argued that "... all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school..." also form part of professional development. According to a synthesis of international research conducted by Dempster, Lovett and Flückiger (2014), high quality leadership learning programmes should be philosophically and



theoretically attuned to individual and system needs in leadership and professional learning; goal-oriented; informed by the weight of research evidence; time-rich; practice-centred; purpose-designed for specific career stages; peer-supported within or beyond the school; context-sensitive; partnership-powered; and committed to evaluating the effects on leaders as well as on school practices to which their learning applies (p.2).

Evidence collected by Mentz et al. (2010) reveals that Headteachers identified five valuable aspects of training programmes: experiencing relationships with students, parents, colleagues and administrators; mentor–mentee meetings; conflict resolution skills; connection with parents and the community; value-laden leadership and formal training programmes. Lingam and Lingam (2014) research on school leaders' perceptions of the leadership and management programme in Fiji recommends four areas to highlight in future management training programs: financial management, context-specific training, various strategies for programme delivery and field-based training.

Davies (2006) identified the significance of formal organizational networks and personal professional networks as good sources of professional learning for Headteachers, and notes that such support networks also help in developing strategic capacity for school leadership. Professionally developed school Headteachers will be ideally suited to equip their teachers in times of change. Present day leaders live in a time where even the most scrupulous ones would lean toward creating more leaders. As Barber, Whelan and Clark (2010) articulate, good educational systems find leaders for today, whereas the best systems grow them for tomorrow; they foresee the future needs of school organization and consequently develop not only themselves, but also

other school teachers to accomplish school goals. Therefore, Headteachers can function as an innovative and puissant force for effective functioning of secondary schools. To equip Headteachers with the skills and competences required to perform multiple roles, it is necessary to provide high quality initial training at the start of their job and then consistent plan for their continuous professional development to keep them up to date.

### **2.3.5 Concept of Continuous Professional Development (CPD)**

Continuing Professional Development (CPD) has become an area of growing interest internationally and there is an increasing body of research focused on various aspects of teachers and headteachers' professional development (Avalos, 2011; Kennedy, 2005). One of the hallmarks of being identified as a professional is a commitment towards self-improvement or development throughout ones' career (Bubb & Earley, 2007). Having established that Headteachers are professionals, it is expected that they engage in various forms of professional development activities to improve their skills and knowledge and remain competent in their practice. CPD has become a widely used phrase for ongoing education and it builds upon initial training of professionals. Various terminologies and interpretations are being used in different contexts to describe CPD, for example; capacity building, staff development, professional learning, continuing education and In-service training.

However, CPD encompasses all formal and informal learning that enables individuals to improve their practice (Bubb & Early, 2007). Oduaran (2012) understands continuing professional development to mean all lifelong learning career development programmes designed to help different professionals acquire relevant skills and knowledge for the development of their performance. From the above definitions, one

can conclude that continuing professional development is an ongoing process that leads to improved work satisfaction, the accomplishment of professional goals, positive development of individual knowledge and competence and keeping up to date with developments within the area.

According to Mekonnen (2014), the concepts of continuous professional development originated from the belief that self-reflection and collaboration are critical ingredients essential for improving teacher competence. Although CPD has been defined differently by various scholars, they express the same idea. In support, Gray (2005) opines that CPD embraces the idea that individuals aim for continuous improvement in their professional skills and knowledge beyond the basic training initially required to carry out the job. In essence, CPD can improve the activities of the organization, as well as the professional qualification and professional practices of Headteachers.

Richardson (2003) published a list of characteristics associated with effective professional development stating that such programmes would optimally be: “statewide, long term with follow-up; encourage collegiality; foster agreement among participants on goals and visions; have a supportive administration; have access to adequate funds for materials, outside speakers, and so on: encourage and develop agreement among participants; acknowledge participants existing beliefs and practices, and make use of outside facilitators/staff development. In essence, professional development programmes are formal and informal activities undertaken by Headteachers to enhance their professional practices.

### **2.3.6 Types of Continuous Professional Development (CPD) Activities**

There are three main steps, of CPD that Headteachers can engage in. A lot of CPD involves Headteacher being proactive and taking steps to equip himself with the relevant knowledge that the administration requires.

#### **a. Reflective/Passive CPD**

Learning CPD in this format doesn't require any sort of participation and is a much more one-directional method of learning CPD. This could involve reading relevant CPD articles, engaging in podcasts, and keeping up to date with educational/administrative news.

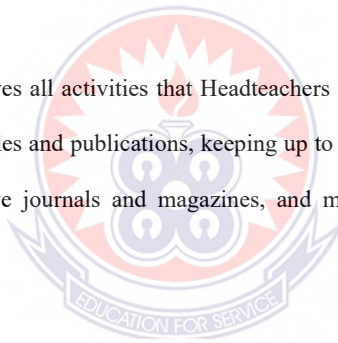
#### **b. Unstructured/self-directed CPD**

Unstructured or self-directed CPD involves all activities that Headteachers would do on your own. These include reading articles and publications, keeping up to date with Educational/leadership and administrative journals and magazines, and monitoring work by leading experts in your field.

#### **c. Structured/Active CPD**

This form of CPD learning involves interactive study, along with participation, and is usually very proactive. Learning CPD in this format could involve attending training courses, conferences, workshops and seminars, or even taking part in an online course to help you focus on the essential skills for your career development.

Different types of CPD tend to incorporate a combination of dialogues, conversations and interactions concepts (Avalos, 2011). CPD activities can be structured and organised in different ways for different reasons and in different contexts. Eurat (2002) argues that the context through which professional development is acquired is important and helps one to understand the nature of the knowledge being acquired.



Contexts considered in this study include; the Headteachers professional practices (e.g. workshops, seminars, mentoring, research and collaborative activities), academic institution (higher education courses or programmes) and other sources outside school (workshops, conferences).

Within the different contexts, CPD activities can be award bearing which is often long programs leading to an award by an institution or non-award bearing, often activities organised within or outside the school to improve and develop teachers' knowledge and skills (Garuba, 2007). The types of CPD activities considered in this study include; Workshops –these are non-award bearing interactive practical activities in small or large groups where participants are involved in the learning process. Workshops are coordinated by resource persons from within or outside the school and are aimed at refreshing teachers' knowledge, skills and innovations in teaching (Garuba, 2007; Villegas–Remiers, 2003).

According to Bush and Middlewood (2005), mentoring produces significant benefits for mentees, mentors and the school system. For the mentees it enables them to gain confidence and learn about their new role, whereas for the mentors it encourages reflection and learning partnership and for the school, it ensures a culture of collegiality. Garuba (2007) asserts that through mentoring knowledge is shared between mentee and, mentor which promotes effectiveness in teaching and learning. Collaborative activities involve promoting interaction amongst teachers and other related professionals for professional development which yields positive outcomes. Examples include; school partnerships, teacher to teacher collaboration, and coaching, joint preparation of materials, lesson planning and team building. In England, this is recognised as an important type of professional development in schools. One of the

former TDA's priorities for professional development was to increase coherence and collaboration among schools.

School partnerships can facilitate sharing of innovative practice and provision of professional support within a self-sustaining system, which would lead to the development of more strategic approaches to professional development planning and opportunities. Action Research is a process of investigation, reflection and action which deliberately aims to improve or make an impact on the quality of the real situation which forms the focus of the investigation. It involves critical awareness and contributes to the existing knowledge of the educational community and it leads to deliberate and planned actions to improve conditions of teaching and learning (Villegas-Remiers, 2003).

Action research is gaining acceptance in classrooms in many developed countries and is now perceived as a model for Headteachers professional development (Cordingley et al., 2003; Parke, 1997; Elliot, 1993). Headteachers who are involved in research are concerned with ways to improve practice by investigating their worlds, and understanding their practices within the larger society which leads to improvement of teaching and learning (Villegas-Remiers, 2003; Hollingsworth, 1997; Elliot, 1993). Conferences are forums for presenting research findings and exchanging ideas and debating issues amongst academics and practitioners. They are mostly organised externally in a different venue from the school. It involves a discussion of works of researchers which provide a channel for discussion. They are a means of disseminating and generating ideas and developments which will enhance professional practice and for networking (Goodall et al., 2005; Garuba, 2002).

Higher education courses/programs-An important form of CPD which requires the development of skills and knowledge in a higher education institution. This could be graduate or postgraduate programmes during the process of upgrading or often award bearing. It may also include opportunities for assuming other forms of managerial pastoral or leadership roles for career development and pursuit of diverse professional roles (Bolam, 1993). Examples include; PGDE, MTL (Masters in Teaching and Learning) in England, CPD leadership training, mentors training or career trajectory into management positions i.e; NPQH (National Professional Qualification for Headship) for aspiring headteachers. The sources of the above CPD activities include; within the school, external sources and school networks. Individual self-development is Other External Sources also considered as a source of professional development.

### **2.3.7 Workshops**

"The Headteachers to be able live up to task and abreast with the currently trends changes education and enhance and keeping maintain knowledge and skills to function effectively by performing their professional practice then, they must go beyond the textbook and workshops. To do this, he or she must continue their education. There are conferences, workshops, and other forms of continuing education that could give the Headteachers that extra help in knowledge, skills and technology for their students. Today, in addition to onsite workshops, there are online workshops that teachers could attend to improve their effectiveness and professionalism (Hill, 2012). In general, a workshop is a single, short (although short may mean anything from 45 minutes to two full days) educational programme designed to teach or introduce to participant's practical skills, techniques, or ideas which they can then use in their work or their daily lives (Community Tool Box, 2016). Most workshops have several features in common:

- i. They are generally small, usually from 6 to 15 participants, allowing everyone some personal attention and the chance to be heard. Where there are a large number of participants, they are often split into smaller groups to facilitate effective discussions.
- ii. They are often designed for people who are working together, or working in the same field.
- iii. They are conducted by people who have real experience in the subject under discussion (Community Tool Box, 2016).

### **2.3.8 In-service training**

In-service training is a planned process whereby the effectiveness of Headteachers collectively or individually is enhanced in response to new knowledge, new ideas and changing circumstances to improve, directly or indirectly the quality of pupils' education (Shanmugavelu, 2020). It promotes the professional growth of individuals through a process of staff development to improve the performance of an incumbent holding a position with assigned job responsibilities (Halim & Ali, 1988). In-service training is a problem-centred, learner-oriented, and time-bound series of activities that provide the opportunity to develop a sense of purpose, broaden the perception of the clientele, and increase capacity to gain knowledge and mastery of techniques (Olujide, 2017). The need for in-service training in schools is getting more attention for teachers to equip with new knowledge and skills for them to face new challenges and reformation in education (Omar, 2014).

Developing teacher qualifications and giving them a professional identity can not only be through a pre-service teacher education programme but also through the integration of the pre-service teacher education and in-service training programme



(Saban, 2000). “In-service training can enhance the professionalism of Headteachers who can contribute to the organization to achieve its goals. In-service training is a professional and personal educational activity for Headteachers to improve their efficiency, ability, knowledge and motivation in their professional work. In-service training offers one of the most promising roads to the improvement of instruction. It includes goal and content, the training process and the context” (Omar, 2014; p. 2). Ombati and Okibo (2015) note that in-service training is the totality of educational and personal experiences that contribute toward an individual being more competent and satisfied in an assigned professional role.

The primary purpose of in-service training is to enable Headteachers to acquire new understanding and instructional skills. In this aspect, in-service training for Headteachers is the driving force behind much change that has occurred in the area of teaching and learning. Headteachers must keep up to date on the most current concepts, thinking and research in their field and also promote professional growth among teachers to promote excellent and effective teaching and learning environment for students. In-service training is a fundamental aspect for the enhancement of Headteacher’s professionalism related to the Headteachers’ vision to improve the quality of their work. Through in-service training, Headteachers can identify and evaluate critically the culture of the school which can bring changes to the working culture (Omar, 2014) method and evaluation.

Besides, in-service training also provides Headteachers with ample opportunities to learn new concepts, methods and approaches through professional development. In-service training is a deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering their job

satisfaction and career prospects and of the institution for supporting its academic work and plans, and the implementation of programmes of staff activities designed for the harmonious satisfaction of these needs (Omar, 2014). In-service training can also change the attitude and skills of Headteachers and further increase the performance of students. It also can help to change the procedures, approaches and practices, the way students learn and would also help to create an excellent school culture in schools (Omar, 2014).

According to Frederick and Stephen (2010), during the in-service training, Headteachers will learn school management skills, evaluation techniques and master wider content areas of their subjects. For this reason, Headteachers and educational experts should increase their effort in fostering and implementing in-service training in schools to improve the effectiveness of development in schools. In-service training has undergone considerable change in recent years. As a practice, “result-driven in-service training is concerned with changing behaviour and/or attitudes of teachers, administrators and staff members rather than being concerned with the number of participants in such programmes”, (Ronald, 2004:169). It is impossible today for any individual to take on a job or enter a profession and remain in it without any changes.

Therefore “in-service training is not only desirable but also an activity to which each school system must commit human and fiscal resources if it is to maintain a skilled and knowledgeable staff” (Ronald, 2004:170). “The importance of in-service training should be looked at in various perspectives. It promotes a very flexible environment and allows Headteachers to adapt to the working situation and it is also one form of motivation for employees or employers and it will continue to increase creativity in the teaching and learning process. It also enables Headteachers to acquire new

understanding and instructional skills to develop their effectiveness in the classroom”, (Omar, 2014; p.3).

### **2.3.9 Distance education/learning**

In recent years, it has been recognized that for teacher training to become more effective in producing real changes in classroom practices, it ought to promote continuous, professional development opportunities that are cumulative and sustained over the career of a teacher (Joubert & Surtherland, 2009 in Meletiou-Mavrotheris & Paparistodemou, 2010). The financial and logistic difficulties of engaging teachers in face-to-face professional development opportunities, as well as the need for professional development which can fit with teachers’ busy schedules and can draw on powerful resources often not available locally, have encouraged the creation of distance teacher professional development programmes (Dede et al., 2006 in Meletiou-Mavrotheris & Paparistodemou, 2010). UNESCO (2008) cited in Muffer (2013) estimated that some 10 million teachers must be recruited and trained in less than a decade to achieve universal primary education in Sub-Saharan Africa. This figure is alarming so much that if nothing is done urgently, many countries will continue to face teacher training and qualification problems.

Looking at the precarious situation from a keener point of view, Danaher and Umar (2010) think that because of the colossal number of teachers, even if various countries succeed in recruiting, it will certainly not be possible to train them using the traditional methods of institutional pre-service education. Open and distance learning must be harnessed to the task since several research reports have indicated that it offers training of consistent quality to large numbers at a low cost (Danaher & Umar, 2010). “Distance learning is a contributing force to social and economic development.

It is fast becoming an essential part of the mainstream educational systems in both developed and developing countries. The globalization of distance learning provides many opportunities for countries the realization of their education system-wide goals. The growing needs for continual skills upgrading and retraining and technological advances have led to an explosion of interest in distance learning”, (Bušelić, 2012; p. 25). Distance learning is a field of education that focuses on teaching methods and technology to deliver teaching, often on an individual basis, to students who are not physically present in a traditional educational setting such as a classroom (Bušelić, 2012). It has been described as a process to create and provide access to learning when the source of information and the learners are separated by time and distance, or both. The basic definition of distance learning considers that the teacher and the students are separate in the spatial dimension and that this distance is filled by using technological resources (Casarotti et al., 2002).

Distance learning can be summarized as teaching and learning involving the implementation of various technological applications. This term also reflects the fact that all or most of the teaching is conducted by someone removed in time and space from the learner (Buselic, 2012). Currently, the literature available on distance education seems to centre around information technology and it could give the impression that if one is engaged with distance education, then you must be enthusiastic about intricate technological hardware and software or conversely, if one is not engaged with the emerging technologies then one must be doing something that is not authentic or worthy of recognition and certainly obsolete. This begs the question - what is distance education about? Is it about:

- a. distance - geographical, conceptual cultural, virtual;
- b. education (curriculum and pedagogy);

- c. knowledge;
- d. technological advances;
- e. business strategy; or
- f. a combination of all or some of the above (Prummer, 2005).

The term "distance education" really originated with the Germans and their words "fernstudium" and 'fernunterricht' which translate into the English words 'distance education' and 'distance teaching' respectively (Amstrong, 2000). It was only after 1983 when the work of German Scholars like Otto Peters had been published in English and through the efforts of authors such as Desmond Keegan (1986) cited in Armstrong 2002) (2003) that the term became widespread and popularized. 'Distance learning is the preferred choice of individuals who are either working or cannot be physically present to attend classes. Education is offered here on a virtual basis, where time and distance do not matter and the learner can access information at his/her convenience.

Various modes are covered under distance education such as evening classes provided by the universities or correspondence education where attending classes is not compulsory. Online classes via the Internet, educational DVDs and study material, including books and other reference material, also form a part of the educational content. This flexible system of education is considered to be less expensive, yet effective, and without any geographical constraints. Students still have access to their mentors/ teachers in some or another way. For example, they have different forums for their questions, feedback or suggestions. They might also have teacher-student interaction periodically in certain correspondence classes. At times, the interaction can also be had on emails. Distance learning was first introduced in London in 1858

and the University of London was the first provider of external education. The degrees given were based on the same model. Today, distance learning is considered to be as good as regular education and it has spread globally with a large number of institutions in various countries.

Many institutes in India and abroad are imparting education to students via distance mode and a large number of industry professionals are enhancing their qualifications through correspondence. Distance education has many benefits. The primary benefit is that students can work and study at the same time and their own pace and convenience. Students who opt for this mode of learning is assessed utilizing online or offline examinations.

Distance learning is not just about studying part-time at one's convenience. Any distance education programme must cultivate in teachers the skills, knowledge, and dispositions necessary to succeed in a world that increasingly demands creative workers, collaborative problem solvers and critical thinkers. Without this understanding, and without professional learning opportunities and instruction that are grounded in best practices associated with high-quality professional development, distance learning programmes and distance learners themselves risk failure (Commonwealth of Learning, 2008; National Staff Development Council, 2007; Dede et al., 2005a; Sparks, 2002 in Meletiou-Mavrotheris & Paparistodemou, 2010). After years of research (National Staff Development Council, 2007; Kleiman, 2004; Sparks, 2002 in Meletiou-Mavrotheris & Paparistodemou, 2010) to identify its characteristics, we now know a lot about what constitutes high-quality professional development. Professional development should:

- i. Be competency-based—focused on helping teachers develop the knowledge, skills, attitudes, and dispositions that are demonstrably shown to improve teaching
- ii. Be based on an understanding of teachers’ needs and of their work environments. Focus on deepening teachers’ content knowledge and pedagogical skills
- iii. Model the exact behaviours teachers are supposed to employ in their classrooms
- iv. Include opportunities for practice, research, and reflection
- v. Use information related to student learning for teacher development
- vi. Be embedded in educators’ workplaces and take place during the school day
- vii. Be sustained over time
- viii. Be grounded in a sense of collegiality and collaboration among teachers and between teachers and principals to solve important problems related to teaching and learning
- ix. Build professional learning communities (technical and social support provided by professional learning communities helps to overcome the inertia of the status quo and helps teachers make complex changes)
- x. Build teacher leadership and distributed leadership
- xi. Focus on a small number of student learning goals
- xii. Match adult learning processes to intended outcomes

The number of higher education institutions around the world offering distance education programmes has increased significantly in the last two decades, and most countries have seen a growth in distance education enrolments. The literature reviewing distance education trends, the evolving methods of delivery, and emerging

distance technologies are extensive. Even still, the rapid growth of technology in this field of education has outpaced research on practice, design, and models (Hanover Research, 2011). One established distance education researcher noted that “Because technologies as delivery systems have been so crucial to the growth of distance education, research has reflected rather than driven practice” (Gunawardena & McIsaac, 2004. p.2). She goes on to explain that this form of teaching has evolved from a specialized form of education to “an important concept in mainstream education” (Gunawardena & McIsaac, 2004. p.2).

One of the reasons that distance education has become and remained so prevalent, in particular for higher education, is that various studies have validated its practice – revealing no significant differences in learning outcomes between traditional and distance students. A recent study, published in 2005, found this to be the case when comparing students who were delivered the same content via one of three setups: in a traditional classroom, via online course management software, and through a CD-ROM, respectively. The authors measured no significant change in overall student satisfaction between the three groups (Skylar et al., 2005). A twenty-year meta-analysis, released in 2009 went so far as to argue that in 70 percent of cases students taking courses by distance education outperformed their student counterparts in traditionally instructed courses (Shacar & Nuemann, 2010). Distance education is here to stay as a form of instruction and its proliferation continues to change the landscape of higher education.

### **2.3.10 Mentoring**

According to Bladford (2000), mentoring can be defined as a process (assistance) offered by experienced staff to another practitioner who needs to acquire the



professional skill. The experienced practitioner is appointed as a mentor to assist beginning or inexperienced teacher to adapt to the demands of a complex job of teaching. Mentoring recognizes that growth in teaching is a process that takes time. A mentor focuses on learning rather than teaching and engages in co enquiry to encourage reflection on teaching as a process. A mentor provides a newcomer with support, problem-solving, guidance and a network of staff who shares resources, insight, practices and materials. For mentoring to be successful, it should be free from compulsion and external pressures. Mentees are free to choose their mentors. Mentoring activities are fruitful if they help newly qualified teachers to develop; if relationships are cohesive and efforts are collaborative. Group achievements are celebrated more than individual efforts.

### **2.3.11 Induction**

Research indicates that induction is a critical skill that assists newly appointed head teachers to adapt to their new environment of managing schools as organisations (Oburu et al., 2014). The term induction as defined by Redman and Wilkinson (2002) is derived from a Latin word 'induct us' which means 'led in', guide, especially into something demanding. Induction may also mean introduction, orientation, initiation, training and support (Gorton, 1983). In any organisation, induction is a key factor for workers in different occupational fields and professions because it assists newly appointed employees to adapt quickly to their new environments. Oburu et al. (2014) concur that induction is a process designed to acquaint newly employed individuals with the knowledge and skills necessary to adapt and to become successful in carrying out the assigned tasks. Induction is a process that is comprehensive, coherent, and sustained professional development. This approach has been usually organized by a

school district in the United Kingdom (UK) to train, support, and retains new teachers (Wong, 2005).

The definitions above suggest that the induction activities are designed to promote the Headteachers' professional growth and integrate them more effectively into the schools. Similarly, the new head teachers also need to be integrated more effectively in their new environments to adjust with less disruption. Although various definitions of induction have been given, what is common in all the definitions is that induction aims to develop amongst new head teachers' knowledge, skills, attitudes and values essential in fulfilling their roles effectively. Bloom (2000) corroborates this. Dube (2008) contends that the best way of developing new head teachers is to have a clear understanding of their problems and then adopt a constructive induction programme that contains and sustain them in their roles.

Bush and Oduro (2006) agree that new headteachers too need well-structured induction strategies that will make them effective and efficient educational managers. The above arguments show that there is an increasing recognition among re-searchers and scholars in the field of educational management and leadership that to be appointed to the headship one requires both knowledge and skills. Then these school leaders can become effective if they have been trained and inducted (Aldaihani, 2017). The argument is that if both knowledge and skills are absent new headteachers will experience frustration and professional isolation due to incompetency in managerial skills.

Studies from some developed countries revealed that induction of newly appointed head teachers has been made compulsory because it grounds new head teachers in practical skills in management (Weindling & Dimmock, 2006). Lovely (2004) argues

that new school leaders need both internal and external structural support. Aldaihaini (2017) posit that school leaders are usually expected to provide structural support to students and teachers but headteachers too need to be provided with structural support such as being visited by their supervisors from the Ministry to give them advice. Ibrahim (2011) agrees that through the induction programme, aspiring school leaders would be prepared for school leadership before the appointment and they should be continuously developed after appointment to enhance the performance of their duties. Scheckel (2014) concludes that induction is very important for all employees in all organisations at all levels even though it is not given priority by some organisations and inductees.

Furthermore, Shields' (2008) study revealed that newly appointed headteachers face problems in establishing conducive working relationships with their teachers. Based on the findings of this study it is assumed that head teachers who are not inducted might suffer from isolation during such a time. These realities show that during training and practical teaching experiences, new head teachers had developed psychological and emotional intelligence on how to supervise different students with different intelligent quotient (IQ) including their different patterns of behaviour. But their elevation to the supervision of adults unnerved them because they were not psychologically and emotionally prepared for such a task. This is corroborated by Bloom (2000) who asserted that new head teachers need to develop appropriate skills attitudes and values that will assist them to be grounded in relating and supervising adults. The other issue that new head teachers deal with is budgeting and monitoring of money allocated to schools. Njeru's (2004) findings show that managing school finances and making financial decisions are difficult for most headteachers because they lack sufficient financial management skills. These findings further show that if

the head teachers have these skills, they will have the capacity to budget and supervise their deputy heads who deal with PTA funds. This is consistent with Mwinjuma and Baki's (2012) study who recommended that to have effective head teachers with financial management skills they need to be effectively trained in this area.

Tyler (2016) points out that indeed effective communication with all stakeholders is important as it might have a positive impact on students' outcomes. This is necessary for headteachers to use good acceptable words which would encourage teachers, students and parents to do as requested. These findings mean that good interpersonal skills could be used as a strategy by new head teachers to solicit teachers' support. This is in line with Zachariah (2013) that teachers regard a head teacher with good communication skill to be an effective leader. On the other hand, Tumwebaze (2016) cited Nkurunziza who emphasized that in addition to the above, seminars are important to engage learners and school leaders to promote critical thinking which will encourage all stakeholders to be creative. Most research advocates for the school leaders to provide guidance and support to teachers and students (Aldaihaini, 2017). But this finding differs from most in that it showed that school leaders need structural support from their supervisors. Further, the findings showed that such support was not available hence new head teachers have no strong base. This is in line with Lovely (2004) who argued that structural support was paramount.

In Botswana since independence in 1966, education has been given the highest priority in public policy under the mandate of nation-building, improving productivity and global competitiveness (Eacott & Asuga 2014). Most importantly, one needs to understand that head teachers in Botswana used to be appointed based on their

teaching experience and leadership at deputy- headship level (Shields 2008). Pheko (2008) then noted that the practice seems not to take into consideration that the head teachers' role has changed from instructional leader to include leadership and management tasks.

According to the Ministry of Education and Skills Development (2014) recruitment requirements of head teachers have the following criteria: a bachelor's degree in primary education or its equivalent, a minimum of ten years' experience of which two years must have been served as deputy- school head. This criterion does not indicate that induction is important for someone to assume the role of school leadership. Though the significance of effective leadership and management for successful schools and students' outcome is being recognized globally, Botswana seems to be lagging in the development and induction of school leaders hence this study. Therefore, to find out if induction is necessary to reduce the number of challenges new head teachers might face, this study included some of the new head teachers who were appointed based on the above criteria. The aim was, to gain their actual experiences of leading school without induction.

### **2.3.12 Informing practice through action learning**

Another function of CPD is to keep the practice informed by the use of evidence and so look for better learning and teaching methods or improve the academic achievements and so on. Headteachers learn new knowledge and skills from their working context, and they are expected to participate in on-the-job activities, for example, leading curriculum change, establishing and participating in professional networks, and have reflection through their actions (Cranston, 2000). CPD and in-service education. The concept of CPD is always confused with in-service education

or training. Both of them carry the meaning of life-long learning. In-service education has a narrower view about the career development of individuals. CPD is an extensive concept. It carries the meaning of life-long learning. It covers all kinds of systematic and non-systematic activities that lead to the personal and professional growth of individuals.

Chan and Lee (2008) thoroughly discussed the differences between CPD and in-service education. Table 2.1.3 summarizes the differences between CPD and in-service education in terms of their nature, mode and aims. It is worthwhile to note that CPD covers a holistic view of development as engaging in CPD activities addresses both personal and organizational needs. However, in-service education is only limited to job-related development that mainly fulfils organizational needs rather than personal needs and it is 'normally implemented about job requirements and nature' (Chan & Lee, 2008:74).

### **2.3.13 Peer coaching**

Coaching is a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research, or solve problems in the workplace. The main purpose of coaching is to improve practical skills. It takes place at the workplace when workers seek advice, explanations or demonstrations. Major coaching opportunities are research, participation in study groups, problem-solving teams, observation on performance of their colleagues, writing journals, participating in improvement endeavours. In class, coaching may take different forms depending on the purposes and goals for coaching, i.e. technical coaching –involves the transfer of teaching methods, introduced in workshops, to the classroom (Moon et al. 2001).

The expert coach utilizes specially trained Headteachers with expertise using particular methods. They observe, support, and provide feedback to the other Headteachers. In general, coaching requires human interpersonal relationships, a collegial atmosphere, and collaboration. Skillful, knowledgeable, and committed teachers are required to play a coaching role. Selecting appropriate coaching is essential. If this process is successfully implemented in schools, the education system will benefit a lot.

#### **2.3.14 Action research**

One of the major CPD activities for Headteachers is action research. It is an important practice in developing the educational profession in the educational system. To appreciate its importance, we have to answer these questions: What is action research? How is it useful for the development of the teaching profession and the educational system? Different scholars viewed action research from different perspectives.

According to Gay and Airasian (2000), action research is a form of collective self-reflective enquiry undertaken by participants in social situations to improve the rationality and justice of their own social or educational practices as well as their understanding of the practices and the situations in which the practices are carried out in a small-scale intervention in the function of the real world and close examination of the effects of such intervention. This entails that it is the process by which the researcher involves in the function of the real world to understand the function of the real world. What makes action research different from pure research is that the former is directed to increase the quality of the practical application. It is International and practical. It follows phases of problem identification, systematic data collection,

reflection, analysis, data-driven action and problem redefinition. It is then improving action through systematic studies (Gay & Airasian, 2000).

According to McBride (1996), there are three basic reasons why action research is good for headteachers' professional development as it is enquiry based and allows teachers to investigate their own words; it is aimed at the improvement of teaching and learning in schools, it leads to deliberate and planned action to improve conditions for teaching and learning. Research is then useful to generate knowledge, disseminate it, improve practice and win public esteem to Headteachers and their profession. That is why school Headteachers and concerned educational authorities have to undertake exemplary action research, allocate fund, furnish libraries with current education journals and related materials in research activities to improve their professional practices.

#### **2.4 Appointment and Training of Heads of Schools**

Different criteria are used for recruiting and selecting head teachers in different countries. Research has consistently shown that having a structured approach to the appointment of head teachers has the tendency to increase the validity of recruitment and selection of school leaders (Middlewood, 1997). RPCRERG (2002) notes that the authority for appointing head teachers is vested with the Directors of Education (DoE) of various districts, although they manage education with the support of the Assistant Directors in charge of specific schedules and the regional managers of education units of religious organizations. The governing bodies have no role in the appointment of head teachers. Bush and Suaka and Kuranchie 23 Oduro (2006) indicated that in Ghana two approaches are used by GES to appoint head teachers. The first is the appointment through direct posting, which involves appointing newly-trained teachers



to lead schools, especially in the rural areas. The unattractiveness of rural life appears to have made working in rural schools non-competitive among teachers, who might otherwise have had aspirations to be appointed as head teachers. The second strategy is appointment through selection interviews, which is largely associated with the appointment of head teachers in urban schools. In this situation, candidates for interviews are selected through recommendations by senior officers (Bush and Oduro, 2006). Some developing countries also appoint head teachers on the basis of experience, in addition to some other criteria.

Lahui-Ako (2001) indicates that in Papua New Guinea, inspection reports form the basis of promoting experienced teachers into headship positions, but this procedure is characterized by favouritism. A similar situation prevails in some other African countries where the appointment is done without recourse to relevant training. In those countries, no formal training or qualification is considered for headship post but rather long-serving and experienced teachers are normally appointed to such positions (Oduro, 2003; Bush & Oduro, 2006). Essentially, aspiring head teachers' knowledge in administration, management and leadership, financial issues, among others, is not a prerequisite in the appointment of heads in those jurisdictions. Meanwhile, evidence from different countries and sources indicate that school leaders need specific training in order to perform their various responsibilities well (Pont et al., 2008).

However, in the United Kingdom, the National Professional Qualification for Head teachers (NPQH) course has been introduced for aspiring head teachers. In that country, candidates for headship position are also selected by the governing bodies in a competitive manner. The preparation of aspiring head teachers is highly recognized in most advanced countries because of the importance of headship in school improvement

and effectiveness (Bush, 1998). Also, some developing countries such as Hong Kong and some South East Asian countries such as Malaysia and Singapore have PRESET for head teachers (Bush & Jackson, 2003; Wong, 2005). Middlewood (1997) indicates that in Canada principals are required to undergo appropriate training to obtain relevant qualification and be allocated to schools or colleges for a specific period before being reposted to different schools to head. These countries recognize the need for aspiring and practicing head teachers to be equipped with the knowledge, skills and values required to perform their professional and administrative functions. This underscores the need for induction and in-service training for head teachers (Kuranchie, 2015).

#### **2.4.1 Role of headteachers**

Schools, like all other organizations, are steered by leaders. School leaders perform pivotal roles in making schools very effective (Townsend, 2007). According to Atta et al. cited in Esia-Donkoh (2014) and Ojo and Olaniyan (2008), the duties of school heads include planning, staff personnel services, pupils' personnel services, curriculum and instructional development, improvement and appraisal, financial and business management, maintenance of school-community relationship and general tasks. Head teachers are expected to manage and control schools. As lower level managers of the education service, they plan some activities mostly with their staff for the progress of the schools.

Planning is very essential as it aids to find the philosophy, policies, programmes, procedures, practices and challenges of institutions (Ojo & Olanyan, 2008). As a saying goes, if one fails to plan, he/she plans to fail. Head teachers, therefore, need good knowledge and skills in planning to effectively lead their schools. Staff personnel services involve identifying staff needs of the school and attracting

competent ones to fill the vacancies. The head teacher is also supposed to create good conditions for teachers to work and also ensure their professional growth and development (Esia-Dinkoh, 2014). Head teachers need to work with others to improve on the professional competence of teachers. As part of their duties, head teachers in collaboration with education officers and other experts organize in-service training (INSET) and other programmes to upgrade and update the knowledge and skills of teachers in both methodology and subject matter contents. They perform this function to build the capacities of teachers to enable them to be alive with their responsibilities. Staff personnel function also entails assigning duties to teachers, supervising, motivating, supporting and rewarding them as well as sanctioning recalcitrant teachers. They also monitor and evaluate the quality of instructions in the schools. They create a positive and caring ethos for effective teaching and learning to take place. They also involve teachers in decision making as well as delegating responsibilities to their subordinates. Head teachers also supply information on new policies, guidelines and programmes from authorities to enable teachers to perform their jobs.

Pupils personnel services concern admitting and managing pupils in the school. The heads of schools select and place pupils in appropriate classes and also offer guidance and counselling services to learners (Ojo & Olanyan, 2008). Heads of schools also owe it a duty to provide an effective, safe and secured learning environment and conditions for the pupils entrusted in their care. The head teachers need to ensure that pupils' physical and health needs are met. In boarding schools, they organize house staff to ensure the welfare of the pupils. Furthermore, the heads are obligated to maintain discipline in schools. They are also expected to promote extra-curricular activities in the schools to contribute to the total development of pupils. Head teachers

also play roles in curriculum and instructional development, improvement and appraisal services. This role concerns planning, implementing, supervising and evaluating what pupils are to learn (Esia-Donkoh, 2014). This role of the head is very essential as the school exists to ensure good pupils' learning outcomes. Dipaola and Hoy (2008) contend that supervision is very vital to improving students' academic achievement. A study also found that effective supervision of teaching and learning enhances students' performance (Too et al., 2012). So the head teacher has the crucial responsibility to ensure effective working of the school (Birgen, 2007). To achieve this, head teachers are obliged to supervise the supply of instructional materials for teachers and pupils' use in their schools. Heads of schools also perform financial and business management functions.

According to Van and Wachowisz (2005), financial management is concerned with the acquisition, financing and management of assets to achieve the overall goals in mind. There are public sector financial laws and regulations on the financial administration of educational institutions in Ghana. The laws and regulatory framework include the 1992 Constitution of the Republic of Ghana, Article 187 (2, 3, 4 and 5) and the Financial Administration Act (2003), Act 654 (FAA). Heads of schools are to plan and use funds prudently to engender efficient running of the institutions. With the introduction of capitation grant, heads of schools are obliged to keep records of receipts and payments to be reviewed by the School Management Committee (SMC), the District Education Office and the District Auditor. Again, monthly, quarterly and annual financial reports are prepared on fund use and monitoring functions are performed by various regional and district officials as well as half-yearly audits (Public Procurement Act-Act 663 of 2003, Ampratwum and Armah-Attoh, 2010). GES entrusts head teachers with these responsibilities yet the

heads are not trained for that task (Dadey, 1990 cited in Harber and Davies, 2002; Oduro and MacBeath, 2006). Head teachers are also supposed to help create and maintain a school-community relationship. Esia-Donkoh (2014) contends that schools succeed when there is a good relationship within them and their relevant publics. Therefore, schools need to have a good rapport with the communities where they are located as well as their agencies.

To Fullan (2001), school leaders play a vital role in strengthening the link between schools and communities and their agencies. Besides the above functions, head teachers perform some general functions for effective running of their schools. The functions include attending meetings, handling interpersonal situations, handling correspondence and attending school functions. While some of the duties performed by head teachers directly impact on pupils' academic achievement, others indirectly affect learning outcomes. In an apparent support of this view, Cheng (2002) postulates that although it is the teachers' output that directly impacts on students' learning outcomes the quality of leadership cannot be discounted in influencing teacher motivation and quality of teaching which takes place in schools.

## **2.5 Headteachers' Preference in Participation in Continuous Professional Development**

Continuing professional development is a continuous process, it primarily includes, training, practice and feedback, and provides adequate time and development support. Efficacious programmes relating to continuing professional development involve teachers in learning activities that are similar to the ones, they will make use of with their students, and inspire the development of their learning communities. There is an increasing interest in developing schools as learning organisations, and in ways for

the Headteachers to share their proficiency, knowledge and experience in a systematic manner of development. Education systems have the main objective of providing teachers with the opportunities for in-service professional development to maintain high level of teaching and to retain a high-quality teacher workforce with professional skills and abilities. Participation of Headteachers in continuing professional development is important to perform their job duties in an adequate manner.

In recent years, as conceptions of teaching and learning have moved away from a view of Headteachers/teachers transmitting information and children listening and remembering, a consensus has emerged as to the purposes and practices of the professional development needed if teachers are to teach in new and more effective ways (Feinman-Nemser, 2001). In this regard, she identifies four central tasks or purposes of professional development:

1. Deepening and extending teachers' subject matter knowledge for teaching.
2. Extending and refining teachers' repertoires so that they can connect ever more effectively with students' needs and interests.
3. Strengthening the dispositions and skills of teachers to study (and improve) their teaching.
4. Expanding responsibilities for leadership development so that teachers can participate (as leaders) in the larger life of schools and the profession

Teaching is a learning profession and like any other professionals, teachers are expected to be lifelong learners. This expectation is not matched by a widespread professional learning culture in the teaching profession. An important reason for this is the lack of recognition of CPD, in its own right as a lifelong, continuous and voluntary process, and there is consequent paucity of support to sustain this process.

CPD comprehensively signifies the process of continuing growth of a professional after joining that profession. In education, CPD is the imparting and acquiring of some precise sets of skills and knowledge to deal with new requirements. The comprehensive view considers CPD as a much deeper, wider and long term process, in which professionals continuously improve not only their knowledge and skills, but also their thinking, understanding and maturity. They grow not only as professionals, but also as persons, their development is not limited to the work duties, but may also extend to new roles and responsibilities. CPD is a planned, continuous and a lifelong process, whereby, teachers try to develop their personal and professional potentials, and to improve their knowledge, skills and practice, leading to their empowerment, the improvement of their activity and the development of the organizations and pupils (Padwad, & Dixit, 2011).

## **2.6 How is Continuous Professional Development programmes organizes for headteachers**

In order to ascertain what effective Headteachers CPD looks like, perhaps the best place to start is to look at the evidence relating to the desired outcome of this, great teaching. What makes great teaching?’ review (Coe et al., 2014) identifies the following two factors that have the strongest evidence of improving student attainment:

- a. Teacher’s subject knowledge (including their ability to understand how students think about a subject and identify common misconceptions)
- b. Quality of instruction (including strategies like effective questioning and the use of assessment the paper ‘Expert teaching: What is it, and how might we develop it unpicks the common behaviours of expert teaching that have great impact, and links these to the development of mental models in four domains:

- c. Knowledge of the pathway towards mastery of a curriculum
- d. Knowledge of what students know and don't know
- e. Knowledge of how learning works and how to catalyse it
- f. Knowledge of how to analyse, evaluate and iterate their own knowledge

Both sources allude to the importance of subject specific knowledge and pedagogy in teacher development. The 'What makes great teaching?' report is a systematic review of over 200 pieces of research and analyses several different methods of evaluating teaching. It also clearly states the quality of the evidence linked to each teacher practice. It does however highlight the difficulties in measuring teacher effectiveness where evidence is combined from several different evaluation approaches. The 'Expert teaching: What is it, and how might we develop it' report is a summary of evidence by one person and so is more limited in terms of the volume of evidence analysed and indeed any evidence that might not have been included. So, having a clearer understanding of what great teaching involves, what does the evidence suggest in order to support teachers and leaders in achieving this? Below are the common features of effective CPD that are concluded in several reports:

1. Generic vs subject specific: CPD should include subject specific training relating to both subject knowledge and pedagogy
2. Duration: Prolonged CPD programmes have a greater impact than shorter CPD
3. Challenge: External input by experts is important to challenge current thinking

One key factor is the importance of subject specific CPD. This is indeed a shift from the more common generic pedagogical focused approach more prevalent in UK schools compared to schools in the most high-performing countries (Cordingley et al., 2018). This certainly supports the argument that teacher expertise is highly domain



specific (McCrea, 2018). The ‘Effective teacher professional development’ (Darling-Hammond et al., 2017) and ‘Developing great teaching’ (Cordingley et al., 2015) reports both provide substantial evidence that a generic approach to CPD is insufficient and that the most effective CPD programmes include a focus on subject knowledge and subject specific pedagogy. However, evidence of this was more limited to the core subjects of Maths, English and Science. The former report is a systematic review of 35 studies over the last 30 years that provide evidence of improved student outcomes and changes to teacher practice. It emphasises the difficulty of drawing conclusions about the efficacy of individual CPD components due to the complex nature of PD, and the inability to comment on the elements of PD models that did not have a positive impact on student outcomes. It also puts its findings into the context of the American education system.

However, it does review a vast amount of evidence and identify the most recent evidence published. A more recent report ‘Developing great subject teaching’ (Cordingley et al., 2018) supports the importance of subject specific CPD even further. This rapid evidence review of subject specific CPD in the UK concludes that schools that are struggling appear less likely to prioritise subject specific CPD over generic approaches. It also refers to evidence that demonstrates the importance of generic aspects of pedagogy, but stresses the need to contextualise these generic aspects in CPD so that teachers can indeed relate to it and understand what effective pedagogy looks like in their subject. This report again refers to a large evidence base and is useful in that it summarises the current situation in the UK, identifies the potential reasons for the disparity in subject specific CPD, as well as making comparisons to other countries.

Another key feature of effective CPD is the sustained duration of a specific programme to provide teachers with adequate time to learn, practice, implement and reflect upon new strategies (Darling-Hammond et al., 2017), and as Dylan Wiliam puts it, to allow them the time to get into 'new habits' (Wiliam, 2016). In order for this to occur, the recommendation is that a specific programme / focus should last at least two terms (Cordingley et al., 2015). There is however evidence that one-day training focused on a single aspect can also have a sustained impact on teaching and learning. If time is an important aspect of effective CPD, can providing teachers as professionals more time and resources alone be enough to improve student outcomes? There is little evidence to support this approach (Timperley et al., 2007).

So, if there is a lack of evidence to support teachers driving their own CPD, should a more prescriptive approach be used? Indeed, CPD that provides external challenge via external expertise leads to successful outcomes (Cordingley et al., 2015). When reading this I automatically questioned whether or not the external challenge needs to come from an outside person coming into schools, or having research leads within a school engaging with professional reading to challenge current thinking would have the same impact.

A recent EEF pilot programme 'Research into practice' showed how teachers that received half termly training sessions with a research lead had statistically significant increases in their attitudes towards academic research. However, this is a pilot study which is designed only to test an idea and whether or not it could be trialled successfully on a larger scale. It also provides no evidence of impacting student outcomes. In terms of a wider, more secure evidence base, the 'Developing great teaching' report concludes that in terms of external input, the most successful

outcomes came in the form of coaching and facilitating, rather than prescribing. This is indeed supported by the 'Headteachers professional learning and development' systematic review (Timperley et al., 2007) which concludes that prescriptive CPD can be effective in changing teaching practices, but has limited longevity and / or impact on student.

Professional development is the only means for Headteachers to gain such knowledge. Whether students are high, low, or average achievers, they will learn more if their teachers regularly engage in high-quality professional development" (Brown & Ayedeniz, 2017; Mizell, 2010. p.18). In education, the term professional development may be used about a wide variety of (Galloway, 2000). administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness (Hidden Curriculum, 2014). When the term is used in education contexts without qualification, specific examples, or additional explanation, however, it may be difficult to determine precisely what professional development is referring to.

"In practice, professional development for educators encompasses an extremely broad range of topics and formats. For example, professional development experiences may be funded by the district, school, or state budgets and programmes, or they may be supported by a foundation grant or other private funding source. They may range from a one-day conference to a two-week workshop to a multi-year advanced-degree programme. They may be delivered in person or online, during the school day or outside of normal school hours, and through one-on-one interactions or in group situations. And they may be led and facilitated by educators within a school or provided by outside consultants or organizations hired by a school or district" (Khy,

2017 p.1). In short, the term “professional development” for teachers means a comprehensive, sustained and intensive approach to improving teachers’ and headteachers’ effectiveness in raising student achievement (National Staff Development Council, 2009).

The NPDCI (2008) defines teacher professional development for early childhood education as facilitated teaching and learning experiences that are transactional and designed to support the acquisition of professional knowledge, skills, and dispositions as well as the application of this knowledge in practice. The key components of teachers’ professional development include: (a) the characteristics and contexts of the learners (that is, the “who” of professional development, including the characteristics and contexts of the learners and the children and families they serve); (b) content (that is, the “what” of professional development; what professionals should know and be able to do; generally defined by professional competencies, standards, and credentials); and (c) the organization and facilitation of learning experiences (that is, the “how” of professional development; the approaches, models, or methods used to support self-directed, experientially-oriented learning that is highly relevant to practice). Professional development refers to the development of a person in his or her professional role; and professional workshops and other formally related meetings are a part of the professional development experience (Ganzer, 2000). This perspective, in a way, is new to teaching in that professional development and in-service training simply consisted of workshops or short-term courses that offered teachers new information on specific aspects of their work (Brookfield, 2005).

Champion (2003) posited that regular opportunities and experiences for professional development over the past few years had yielded systematic growth and development in the teaching profession. Cochran-Smith and Lytle, (2001); and Walling and Lewis, (2000) have referred to this dramatic shift as a new image or a new module of teacher education for professional development. In the past 15 years, there have been standards-based movements for reform (Hord, 2004; Kedzior & Fifield, 2004; Sparks, 2002). The key component of this reform effort has been that effective professional development has created a knowledge base that has helped to transform and restructure quality schools (Willis, 2000). Marzano, (2003) cited in Quattlebaum, (2012) states that much of the available research on teachers' professional development involves its relationship to student achievement.

### **2.7 Motivation towards Professional Development**

Availability of CPD opportunities is a necessary condition, however, it is not sufficient as teachers' willingness and interest in participation are essential. According to Bennell (2004), motivation to work refers to the psychological processes that influence individual behaviour concerning the attainment of workplace goals and task. He argues that environmental and organisational conditions may affect teachers' motivation and commitment to both works and towards participation in professional development activities. Commitment and interest are important points to consider in staff motivation. It is widely asserted that low teacher motivation is reflected in low standards of professional conduct, especially in developing countries. Poor working conditions invariably affect their enthusiasm towards professional development (Bennell & Akyeampong, 2007; Bennell, 2004).

Research suggests that many low-income African countries face a crisis of teacher motivation (Mkposakosa & Ndarahutse, 2008; Bennell, 2004; Johnson et al, 2000; Jessop & Penny, 1998). Several studies provide insights into what motivates teachers to participate in CPD. Brown et al (2001) suggest that ethos and a culture of professional development in schools are critical to encouraging participation in CPD activities. A study of early career teachers in Scotland found that school cultures and management support are an important source of motivation towards CPD (Kennedy & McKay, 2011).

### **2.8 The Role of Continuous Professional Development in meeting Headteacher's Professional Practices**

Continuous professional development (CPD) is a term employed to explain all the interventions in which Headteachers involve themselves during the course of their careers. CPD includes all practices which are needed to impact the classroom and their professional practices. The purpose of CPD is to enhance the work performance of educators in their professional practices and increase learners' academic achievement. There is a rising trend in considering schools as learning organizations, which help Headteachers share their academic skills and professional practices in an organized fashion. The notion that Headteachers play key role in the implementation of any educational reform is not a controversial issue anymore. Headteachers always undertake an important mission for bringing about change to education systems, since they are the ones who will decide whether or not accept the change.

According to many scholars hence, Headteachers and their continuous professional development (CPD) are crucial in determining the success of any educational reform directly and the future of society indirectly. In the light of the scholarly literature,

Headteachers are charge of the day-to- day activities of the school. In particular, the chief responsibility is to creating an enabling atmosphere for learning, teaching, and optimizing of all the resources. The processes that create the conversion activities to professionalism are embedded in the management principles of planning, organizing, directing, supervising, communicating, budgeting and evaluating. Each process must be followed diligently in accordance with the procedure provided by the ministry of education. Since the school curriculum is set centrally, the head teacher role effectively becomes that of the implementer.

Head teacher purposes are to achieve the schools' aims and objectives and strive to develop basic skills that are technical, human and conceptual. The first consideration should not therefore be academic performance, but the student and how connected they are to their environment. As stipulated by the motivation theories of Maslow and Herzberg, it is prudent to balance the environmental factors with the motivation variables in order to achieve an environment conducive to learning. While considering the students, the teachers and the support staff must not be left behind. Motivating and working at meeting the human resource at their point of need should be one of the primary strategies of management. Without this resource the use of the other resources may not amount to much. It clear that headteachers has to live up to task in preforming their professional duties and management dues hence, the need to participate in continuous professional development.

The head teacher's role is informed and enriched by knowledge from different fields, such as psychology, sociology, anthropology and economics. A well-read head teacher who consults widely and collaborates with relevant sectors enhances productivity as the chief executive of the school. In addition, the head teacher

interacts with various members of the community, the parents, the business sector and the religious leaders among others and therefore he or she needs to possess a wide worldview. The head teacher from this perspective provides a window into the school for all the stakeholders. The school management informed from many fields is therefore said to be an eclectic field of study.

### **2.8.1 Functions of headteacher**

Specifically, the head teacher carries the following responsibilities:

- i. Management School Facilities
- ii. Personnel Management (staff)
- iii. Collective Bargaining
- iv. School Laws
- v. Instructional Services
- vi. Public Relations
- vii. Pupil Personnel Services
- viii. Discipline
- ix. Health Programmes
- x. Educational Management Information System (EMIS)



#### **a. Management school facilities**

School facilities represent huge investments and symbolize the community's beliefs and values with regard to education. In other words, the kinds of structures, plans for buildings, the money spent and the total ambiance created, all contribute to form the communities value system. It is believed that a crowded compound, caged up dormitories that are poorly ventilated and congested, dirty classrooms are among, coupled with poor or no staff rooms just exacerbate the image of the school and its



products. On the other hand, the aesthetics or care with the school is designed and facilities provided for all the school programmes is testimony of the values of the community. Such values translate in the conduct of the pupils and staff that manifest either in good or bad conduct. In this area, therefore, the administration must plan and manage. Planning is a critical aspect, as it must comply with the needs of the school and fiscal capacity of the patrons. Often times projects seem to be planned without concern for how the funds will be acquired other than parent levies. This sometimes leads to expensive projects that are not relevant to the curriculum specifically, and sometimes they never get completed. The parents in this case cannot source enough money to complete the projects. Those projects that meet the needs of the curriculum must however be adequately managed. This means that repairs must be carried out as soon as they are required. Proper painting and general aesthetics should be maintained. Fences, roofs, gutters, drainage walls, over grown trees etc must be regularly maintained, repaired, removed or replaced so as not to cause unnecessary expensive repairs.

Other school facilities are vehicles, land and learning resource, for proper utilization, the vehicles must be regularly inspected and adequately insured. The land title must be secured and fenced to protect it from marauders. Books are another expensive resource that is substantive to the business of the school. They need proper cataloguing, and storage. A spacious and adequately furnished library would encourage students to respect and use the books properly. Reading should be encouraged as an activity that is not only necessary to pass exams, but as life skill.

### **b. School Laws and Regulations**

The schools are subject to a myriad of laws and regulations. New laws are enacted and others adjusted continuously. It is prudent therefore for the head teacher to keep abreast within all the laws and regulations governing them. Such knowledge would provide stability and confidence with the head teacher and their institution. Such policies as those related to gender, Education for All, and Cost Sharing impact on service delivery. Further ramifications are seen in the kind of facilities, human and fiscal resources the school can acquire in order to meet the school needs. In-service programmes provide competencies in areas that the head teacher feels deficient in. Such competencies in areas such as school laws are often provided by periodical seminars.

### **c. Instructional Leadership**

Facets of instructional leadership are:

Improvement of teachers and learning by providing in-service on a continued basis. This exercise will provide a forum for teachers to share their successes, and their failures. This is an opportunity too for teachers to get affirmation and gain more competencies. This exercise will also help teachers feeling challenged on the job or those experiencing burnout.

New teachers need to be oriented to their new schools and environment. Head teachers can use school's best teachers as mentors for the new teachers. A mentor would be someone who would work with a novice teacher as a colleague and not as a junior who does not know anything. It is not the time to show off, but a time for colleague support. A mentor is objective in a professional way. A mentor is also

someone comfortable with himself or herself. The success of this kind of programme can fully come from maintaining a professional approach.

**d. Developing supervisory strategies**

Supervisory strategies that integrate collaborative style of leadership will succeed and bring people together. The best recipe is one that views supervisor as someone with super vision. This means someone with expertise more superior than the teacher being supervised. This superiority should not be confused with haughtiness and coerciveness and provide. Rather it should be guided by the desire by the supervisor to be professional, principled, collaborative, enhancing, collegial and actualizing super vision should be simply that, better vision.

**e. Maintaining School System**

Such strategies as maintenance of school programmes as laid out in the timetable are absolutely essential. The timetable is an instrument that reflects a carefully thought out curriculum. When the timetable is strictly adhered by the teacher coming to class on time, well prepared and staying through the duration of the Chapter, students will surely learn. Timetabling also is a device for aims and objectives of education programmes.

**f. Improving curriculum and library material**

This aspect entails a sufficient collection and varied textbooks. Professional reference material and current journals will enhance teacher preparation. A good library would be stocked with relevant books that both provide interest with variety and accommodative vocabulary.

**g. Evaluation of students**

Progressive CATS, and examinations should reflect real time and learning by students. Continuous assessment tests should be just that, to determine the student's progress and help develop that student. External examinations and tests should only be used sparingly as this will not measure actual interaction between teaching and pupils.

**h. Role Model**

A head teacher is a role model and so therefore their professional and academic integrity should appeal to teachers, parents and pupils. Communication occurs at many, levels, such as in dress, activities, language and behaviour. Wrong messages can be inadvertently conveyed easily. Headteachers therefore must demonstrate the kinds of values they profess to hold. As the public, donors and government is spending a lot of money in schools, the head teacher must cultivate a winning image for the school.

**i. Recruitment of staff and pupils through Ghana Education service annual returns**

These returns are absolutely imperative as they have implications to the school plan. The element of returns implies auditing of the past school years' education programme. It is a process that entails evaluation of programmes to the degree to which schools' set goals were achieved. The degree to which the staff resources facilitated and if there was a shortage or over supply of teachers. The teacher pupil ratio, another factor pertinent to the exercise will be used by the GES to determine the deployment of teachers and other resource persons as may be required. This is again

an activity that requires the head teacher to work closely with the teaching staff to evaluate needs as they relate to staff resources.

**j. Public Relations (PR)**

Public relations are about creating a relationship between the public and the school. It is a strategy taken by school administration with the help of the staff to create and meet the expectations of the public. The public through the taxes paid which constitute a majority of the fund that supports schools expects the school to be accountable. The school on the other hand through public relations creates an image of itself as well as publicize its educational programmes. This also serves to sell their programmes for purposes of soliciting more support financially from both public and private philanthropists. Another very important role of public relations is the integration of the family and the community to the school programmes. This will further enhance the schools image and build confidence among the major stakeholders, the parents and the pupils.

A public relation however is built on a proper plan that entails priorities of activities, the target groups as well as timeliness of release of information to the media. This is a first line of interaction between the school and the community/public at large. It must therefore be skilfully and professionally managed. The head teacher is the head of the school's Public Relations team and must lead through action. The stature, mannerism and structures of communication reflect the management style of the head teacher. The head teacher is a member of a teaching body of a school and therefore needs to work as a member of a team and not a lone ranger. PR is about human relations. Knowing about human relations and what makes them relate to their environment is one of the guiding tenets of human relations (PR). Proper management of school is

dependent on the formula that balances the internal with the external environments of the school.

**k. Management of school finances**

The head teacher is the schools accounting officer. The management of the school finances entails skills that the head teacher must take time to acquire. As much as most schools have accounting officers and clerks, the head teacher must understand process of financial management. Once again financial management like other functions of the head teacher is based on properly audited school programmes and resources of the previous year. Finances are a critical interactive component in the school programmes. A healthy account does not make effective school programmes but the conversion of the funds into resources such as staff, teaching aid and classrooms. School financial management will be covered in more detail in the last topic of this series.

**l. Conflict Management**

Institutional violence is threatening the very purposes and essence of education and schooling in Kenya today. Going by the current reports in the media on the level and intensity of violence in high schools, this topic is seen as imperative and a must for all school managers. It is important for school administrators to be trained in the principles of management and resolutions of conflict in order to safe our schools and life from further deterioration. A critical component of conflict that is in the vocabulary of most school stakeholders is discipline.

**m. Personnel services**

The staff, both teaching and non-teaching are an important resource. This is a resource that must be managed and developed for the good of the school. The head

teacher is the chief personnel officer in a school responsible for all aspects relating to staff. Specific functions of the personnel officer according to Whitehead p.279 is as follows:

The recruitment of staff – this will be determined by the returns given to the TSC as this will reflect the status of staff in relation to school programmes. The strength and weaknesses of the teaching staff in particular will be relayed in the staff returns. The non-teaching staff will be conveyed in the report of returns to the BOG as employers of this category of staff. The training and development again as above a frequent audit and evaluation of all school programmes reveal the areas of need. Staff development enhances professional as well as personal competencies of the staff. This is a planned item within school programmes. The description of jobs, and the devising of methods of payment and promotion from grade to grade. The teaching staff is often paid by the TSC in public schools. However, it is relevant to heads of private schools.

Job description on the other hand is a basic element to all positions in the school. Such would provide a basis for agreement between the staff and the school management. It would also provide a basis for job evaluation that is understood by both parties. Upon satisfactory performance, a basis for promotion can be determined. The provision of welfare facilities and the devising of pension schemes. Beyond the basic salary fringe benefits are a motivational factor that makes a difference to workers. The preparation of contracts of employment and the drawing up of redundancy schemes where appropriate at one time or another the head teacher is involved in the preparation of contracts of employees.

**n. Educational Management Information System (EMIS)**

This is an area that is neither understood nor used well in our schools. Schools generate a lot of data regarding student bio-data, their performance, staff records, property and events at the school. But few schools would access such information at a moments notice because there is no proper record keeping system that would catalogue, serialize and store them safely. A systems clerk should be employed or a teacher trained to carry out this important exercise. A good history of the school could be an asset that rallies old students around the school for purposes of development among other interest. Proper record keeping would also provide a basis upon which good auditing can be carried out, that would then provide background for improvement.

Current teacher and student records however should be kept under lock and key and ensured by the head teacher of their safety. Records of school ownership, log books, insurance certificates and payment of bills should also be the key responsibilities of Headteachers. CPD will equip them with the requisites knowledge and skills to perform these their professional roles and functions effectively. In addition, CPDs are importance to Headteachers in the implementation of educational reforms and scrutinize one of the most cited factors, school culture, in influencing CPD of Headteachers to become constant, Headteachers will need not only to 'restructure' current school schedules and curriculum, but also 'reculture' their school to create and foster purposeful learning communities.

During the Continuing Professional Development (CPD) process, Headteachers gain a new understanding of teaching and learning, professional development, new beliefs, new teaching methods and new materials for student learning, as well as the ability to



develop not only professionally, but also socially and personally. As is the case with most Headteachers, they also encounter many of the blockages they face before achieving successful professional development

## **2.9 Importance of Professional Development Programmes on the Professional**

### **Practices of Headteachers**

The importance of CPDs to Headteachers cannot be overemphasized. Headteacher to be able to perform their professional duties and abreast themselves, maintain their knowledge and skills in their field of work must heavily rely on the continuous professional development. In the context of Tanzania, the Ministry of Education and Vocational Training is responsible for providing policy and financial support for Headteachers Professional Development. Universities and Teacher Education colleges are responsible for providing training, conducting policy-oriented research and providing relevant literature and materials to support the schools. Educational management on its part is supposed to provide support daily through advice, supervision, monitoring and evaluation of the teaching and learning activities. CPDs are important to Headteacher in the following ways;

#### **2.9.1 It makes headteachers stay up to date with changing trends**

The world of work is constantly changing. Especially in the last 18 months, with the events of 2020, working from home has become the norm, and various pieces of software and technology have had to be embraced to adjust to this unprecedented change. Keeping up to date with trends has never been more important, and by failing to do so, your skills could become outdated.

### **2.9.2 It makes headteachers to become more effective in the workplace**

Owing to your increased knowledge, you can become much more effective in the workplace, which will open doors to career progression. Plus, you can use your increased knowledge to demonstrate your leadership skills by sharing your knowledge with others.

### **2.9.3 Maintain and enhance headteachers knowledge to supply a better service**

Refreshing your knowledge and understanding of certain skill-specific topics can make you stand out from the crowd, and can also help dust off any skills that you may have let fall down by the wayside. As such, you're well-placed to provide a better service.

### **2.9.4 Advance the body of knowledge within headteachers profession**

By taking part in CPD, you can stay up to speed with all the different changes involving technology and everything else in your industry. For instance, in continually being introduced, changed, and created, to improve people's health. Having a knowledge of these pieces of technology will keep you and your employer a step ahead of the competition.

### **2.9.5 Increase interested headteacher profession/professional practices**

Everyone can end up jaded in their professions – but by engaging in CPD, you can open yourself up to new skill areas and fresh knowledge, encouraging you to stay engaged and interested in your role. This refreshed interest and intrigue regarding your role will make you more effective and engaged, leading to higher rates of productivity and efficiency. School management capacity is the ability of the leadership/Headteachers to perform its duties including supporting Teacher Professional Development at the school. This ability depends on the way it has been

empowered by the Educational system and supervisors; human and physical resources available; managerial knowledge, skills of the teacher and the school culture. The school head is the key player or backbone of a school and the main executive of School Management. The overall effectiveness of the school is directly influenced by the Head Teacher. Her/his roles include facilitating, broker, provide resources, encourage, command, question, coach, and cheerleading (Dillon-Peterson, 1986). She/he is like the spring to the watch and an engine to the ship. She/he is the heart of school and School Management. The Head Teacher should be well knowledgeable and skilled on management issues. She has to attend various seminars, workshops, meetings, and courses on management and administration.

Rowland and Adams (1999) suggest that the Head Teacher should be committed to develop teachers and therefore be able to design professional development activities. She/he has to be a model. Her/his work of teaching must be exemplary and has to make sure that she/he inspects teachers to know their teaching abilities and provide clinical supervision.

Education managers are very important in capacitating the school management. They have to interpret and monitor the implementation of educational policies at their levels of administration (URT 1995). They have to plan and develop teachers and to guide, direct and advise the School Management on Teacher Professional Development. Planning has to be based on teachers' needs, examination evaluations, inspectorate and monitoring reports. Educational system with motivation would encourages Headteachers to engage in professional development programmes at the school or elsewhere. A motivated Headteacher learns from others and is more likely to attend various professional development activities. Motivation can be intrinsic or extrinsic

which drives the Headteacher towards self-improvement. Collegiality within the school is part of the school culture.

The role of School Management is to encourage this culture to prevail in the school and between the schools. This is one of the indicators of the presence of responsible School Management in the school. Planning, that is, the setting of goals and objectives with activities to be done at the specified time is one of the main roles of the School Management is to involve all teachers in the school during the planning processes which should be part of the school culture. Effective participation leads to a feeling of ownership and easy implementation (Galabawa 2001). Meaningful improvement in the education system requires pressure from below, support from above, and continuous negotiations among those at different levels of the system. The professional development issue, therefore, should be regularly discussed by teachers because they know what they need most. Administrators and supervisors should be guiding, supporting, monitoring the implementation, and evaluating the work done.

Professional development activities encompass all activities and experiences that support leaders to improve practice, enhance confidence and increase efficacy, as well as those that challenge existing beliefs, attitudes, and understandings (Sofa, 2012). They consist of both formal and informal activities planned and implemented to equip and improve the knowledge, skills, competencies and attitudes, of professionals after taking up their leadership roles. research suggests that formal leadership learning should be augmented by informal development provision in each school so that leadership is widely distributed and all staff have the opportunity to develop leadership skills and behaviours (Bolden, 2007; Bush & Glover, 2004) to provide an 'expansive' rather than a 'restrictive' form of workforce skill development

,nonetheless, much of the literature shows that the most common approach to leadership development is the formal classroom programme in which basic beliefs of leadership are presented, discussed, and reflected on (Fenwick and Pierce, 2002; Holton & Baldwin, 2003).

It is estimated that approximately 85 percent of organizations engaged in leadership development efforts use some version of classroom programmes (Day & Harrison, 2011). In an international review of school leaders across a range of high performing education systems, Barber, Whelan, and Clark (2010) reported that there was good evidence that leaders who engaged in formal leadership development programmes were more effective, particularly when the training they received was of high quality. Other studies, however, suggest that several formal classroom-based leadership development programmes are not contributing to sustainable leadership effectiveness in schools (Brundrett & Derring, 2006; Holton & Baldwin, 2003). Most formal professional development large amount of passive involvement (Fenwick & Pierce, 2002; Lawler, 2003) and appears to suffer from the transfer of learning problems (Blackman, 2010). Many organizations are therefore realizing that formal classroom programmes are valuable but not completely adequate for effective leadership development (Hernez-Broome & Hughes, 2004).

As a result, efforts are being directed at modifying the design of formal leadership development programmes across several countries with much of the development work incorporating work-based learning practices (Bush, Kiggundu, & Moorosi, 2011; Simkins, 2009). The emerging trend is that different educational systems are increasingly developing leaders through a range of action modes and support mechanisms, often customised to the specific needs of leaders. Mentoring, coaching,

networking, action learning, problem-based learning, and online learning are core components of these experiential learning approaches and have received much attention in the literature (Anderson & Cawsey, 2008; Bush, 2012; Daresh, 2004; Hernez-Broome & Hughes, 2004).

### **2.10 Effectiveness of continuous professional development**

Effectiveness is a term widely used in various contexts and judgments can vary amongst different individuals. It is a measure of achievement of purpose, outcome or impact and often refers to an ability to achieve a designated purpose. Effective CPD is determined if there is an impact or improvement in the quality of teaching and learning and CPD aims and objective. Measurement of effectiveness is variable as individuals may have different interpretations of what effectiveness means. Sammons et al. (1997), suggest three key questions should guide measurement of effectiveness in any system;

1. Effective for whom? This addresses the question of who is considered as the focus of the action, students, teachers or school
2. Effective for what kind of outcome? This refers to consistency It is important to define what the expected outcomes are to enable one to determine the effectiveness of the programme.
3. Effective over what period? This indicates improvement and is only measured considering trends in performance.
4. Determining CPD effectiveness may not be easy as it depends on the type of activity, the specific CPD need and its focus. Certain types of activities may be easy to access after a short period, while others may take longer. It may be difficult to determine because what a teacher considers as effective may differ.

According to guidelines set down by the former TDA, an effective CPD should have the following characteristics;

5. It is provided by people with the necessary experience, expertise and skills. It enables participants to develop skills knowledge and understanding which will be practical, relevant and applicable to their current role or career aspiration.
6. It promotes continuous enquiry and problem solving embedded in the schools. Its impact on teaching and learning is evaluated and the evaluation guides subsequent professional development activities.
7. It takes account of previous knowledge and practice (TDA, 2006). An effective CPD must be school-based; sustainable; cost-effective and affordable, and have good monitoring and implementation system. School-based CPD is the most realistic and allows for needs analysis of the teacher and learner to be incorporated into the programme since it is school-specific (Garuba, 2007). Garuba's perception of an effective CPD shows some parallel with and the TDA description of CPD effectiveness as they both emphasise practicability and applicability of CPD activities in schools. School-based CPD emphasises teachers' input and has a participant-driven approach to teacher development. Studies show the significance and relevance of evidence-based CPD in schools (Goodall, 2005; Cordingley et al., 2003; Brown et al., 2001; Ganser, 1999). Brown et al (2001) claim that effective CPD requires up to date content and must be relevant to classroom practice. According to Goodall et al. (2005), in the survey of teachers in England, INSET days, mentoring and collaborative activities are the most effective forms of CPD. Garuba (2007) suggests that proper evaluation and constant monitoring is important in determining the effectiveness of CPD.

## 2.11 Empirical Studies

The literature was reviewed under the following subheadings:

1. Headteachers' preference in participation in continuous professional development
2. Frequency of continuous professional development programmes organised headteachers
3. Role of continuous professional development programmes in meeting the professional needs of headteachers
4. Importance of continuous professional development programmes on the professional practices of Headteachers

In a study of school principals in Texas, Branch, Hanushek, and Rivkin (2009) found out that there was a larger variation in the effectiveness of principals in high poverty schools compared with others. They, therefore, concluded that principal ability was most important in those schools. Leithwood and Levin (2008) stated "arriving at a credible estimate of leadership development impacts, especially on students, is a very complex task. It [estimating leadership impact] is a cauldron of conceptual and methodological challenges". while policy makers and educators need to know if and how professional development can support principals in gaining the skills and knowledge necessary to effectively lead schools and ultimately improve student achievement, that knowledge is not readily available.

Nicholson, Harris-John and Schimmel (2005) found that professional development for principals was critical for leading schools to meet the demands for increased student achievement. They found also that most states had similar requirements for the amount of professional development required of principals: hours per year. Their



study further established that the content of professional development was primarily driven by requirements of the no child left behind act. Delivery of professional development was generally found to follow the traditional model of expert-led, centralized, short term, workshops.

According to Hattie (2009), out of the 150 factors which influence learning, CPD is ranked 19th. In principle, effective CPD leads to improved teaching and in turn, improving learning. Participation in professional development is believed to have some impact on the Headteachers' ability to acquire and critically develop the knowledge, skills and emotional intelligence essential to good professional thinking, and planning with their students and colleagues through every phase of their teaching lives (Buczynski & Hansen, 2010; Gabriel, Day and Allington, 2011). Engaging in CPD would help to equip Headteachers with relevant skills for instructional delivery, update their knowledge and expose them to new methods and materials to meet the dictate of modern realities of the job (Bubb & Earley, 2007; Garuba, 2007). Education systems seek to provide Headteachers with opportunities for in-service professional development to maintain a high standard of teaching (OECD, 2009).

According to Powell, Terrell, Furey and Scott-Evans (2003), Headteachers will experience immediate and long-term impacts of professional development. Their research on Headteachers' perceptions of the impact of continuous development reveals that most of the teachers identified the immediate impact of professional development as having the ability to reflect more deeply in teaching (Powell et al., 2003). It is believed that this ability to reflect has enabled the Headteachers to better evaluate the effectiveness of their teaching and professional practices. In the long-term, Headteachers also believe that their professional development experiences have

helped them developed greater confidence in their teaching (Buczynski & Hansen, 2010; Powell et al., 2003).

Most Headteachers prefer CPD that is relevant and applicable to their professional practice. Armour and Yelling (2004) support demonstrating that Headteachers' preference is for a practical, participatory, democratic and collaborative environment for professional development. Garuba (2002), shows that staff promotion and career advancement in Nigeria, are motivating factors in participation in professional development. Bennell and Akyeampong (2007) work on principals and teacher motivation and incentives in sub-Saharan Africa and South Asia, suggests that salary increase and promotion are good incentives to enhance " interest in professional development.

Studies in England (Kingston et al., 2003) and Israel (Nasser & Fresco, 2003) corroborate the above findings. This shows that Headteachers in different contexts tend to be motivated by similar factors. Motivation is driven by a range of intrinsic rewards including personal fulfilment, achievement, recognition and a personal interest towards development but also by external rewards like job security, salary, and status and work conditions. This echoes Herzberg's (1968) two-factor theory of motivation which states that; motivation factors help to keep individuals committed to the job whereas hygiene factors are needed to ensure that employees are not dissatisfied. Dissatisfaction results from the absence of the hygiene factors which are externally driven; therefore, job enrichment is needed for intrinsic motivation. A balanced mix of job satisfaction and hygiene factors can enhance Headteachers "motivation towards professional development.

### **2.12 Summary of Literature Review**

The project revealed that Junior High School headteachers participation in continuous professional development programmes has enhance the performance of their professional practices. The study seeks to explore Headteachers' preference in continuous professional development, investigate the role of continuous professional development programmes in meeting the professional needs of headteachers, examine how of continuous professional development programmes organised for Junior High Schools headteachers in the Tempene and the importance of continuous professional development programmes on the professional practices of Junior High School headteachers.

The effectiveness of the Headteacher depends on his/her competence (academically and pedagogically) and efficiency, (ability, workload, and commitment), teaching and learning resources and methods; support from education managers and supervisors. Headteachers face some challenges in performing their professional practices, this may be due to educational reforms, new educational policies and change in curriculum hence the need for continuous professional development. The study reviews however, tended to investigate Junior High School headteachers participation in the continuous professional development. As such Junior High School participation in continuous professional development has not been investigated in details. This study then intended to fill the gap by investigating Junior High School headteachers participation in continuous professional development. The above gives amply justification for the study. The next chapter will present essential research methods that will be used to carry out this research.

## CHAPTER THREE

### METHODOLOGY

#### 3.1 Introduction

This chapter describes the research methods and processes used and explored in this study. The discussion is focused mainly on the philosophical and theoretical underpinnings of the use of the quantitative approach, as followed by the description of research design and methods applied in the study. This chapter talks about the paradigm selected for the study, the study approach and design, population and sampling, the data collection method and the data analysis method used in the study.

#### 3.3 Research Paradigm

A research paradigm is a theoretical framework that guides how information is studied and understood. Lincoln (2000), define paradigms as human constructions, which deal with first principles or ultimate indicating where the researcher is coming from to construct meaning embedded in data. Paradigms are thus important because they provide beliefs and dictates, which, for scholars in a particular discipline, influence what should be studied, how it should be studied, and how the results of the study should be interpreted. The choice of paradigm is very important as it sets down the intent, and provides a theoretical framework for the methodologies employed in research (Mackenzie & Knipe, 2006). A paradigm can either be positivist, constructivist, interpretive, transformative or pragmatic.

This study is underpinned by the positivist paradigm which states that true knowledge is based on the experience of senses and can be obtained by observation and experiment. The term positivism refers to a branch of philosophy that rose to prominence during the early nineteenth century because of the works of the French

philosopher Auguste Comte (Richards, 2003, p. 37). The positivist assumption that applying scientific methods to social phenomena will lead to the discovery of laws that govern them has been deemed “naïve” by Richards (2003, p.37) who cites different researchers who go so far as to say that “Positivism is dead. By now, it has gone off and is beginning to smell” and “It has become little more than a term of abuse” (Richards, 2003, p.37). The purpose of the positivist paradigm approach to research is that the researcher can cover a wide range of situation in a short period. Therefore, this positivist paradigm approach helps researchers to focus on; the extent to which Continuous professional development programmes are offered to JHS on the performance of their Professional Practices, the factors that influence headteachers’ participation in CPD, and how Continuous professional development organized in the Tempane District meets the needs of headteachers hence, influence their performance.

### **3.4 Research Design**

The research design refers to the overall strategy that you choose to integrate the different components of the study coherently and logically, thereby, ensuring you will effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data. The research design is the plan of action that links the philosophical assumptions to specific methods (Creswell & Plano Clark, 2007). The study employed a descriptive survey. Amedahe (2002) maintains that in descriptive research, accurate description of activities, objects, processes and persons is the objective.

Creswell (2015) argued that descriptive research design is used to describe the nature of the existing conditions. Kelley et al. (2003) confirmed that the descriptive survey method of research is relevant to collect different types of data from a large sample

size to attain the aim of the study. The choice of survey research design was informed by the fact that the research has a wide scope and which allows a great deal of information to be obtained from a large population that is geographically dispersed since the study focused on examining the participation of junior high school headteachers in continuous professional development in Tempene District.

### **3.2 Study Area in the context of Tempene District**

The Tempene District is one of the 260 Metropolitan, Municipal, and District Assemblies (MMDAs) in Ghana, and forms part of the 15 Municipalities and Districts in the Upper East Region. The Tempene District Assembly is carved out of the Garu - Tempene District Assembly as one of the newly created and upgraded District Assemblies in 2018. The District was created by Legislative Instrument (LI) 2352 with the capital as Tempene. It was inaugurated on March 15, 2018, alongside 37 newly created districts. The District is located in the South-Eastern corner of the Upper East Region of the Republic of Ghana. It shares boundaries with, Pusiga to the North, Bawku to the North West, Togo to North East, to the South West, Garu to South East, Garu to the West and Togo to the East. It covers an area of 1230 Km<sup>2</sup>. It lies on approximately latitude 10° 38<sup>1</sup>N and 11° 0<sup>1</sup>N and longitude 0° 06<sup>1</sup> E and 0° 23<sup>1</sup> E.

The 2010 population and housing census gave a District Population of 87546. The predominant ethnic groups in the District are Kusasis, Busangas, Mosis, Bimobas and Mamprusis. Apart from that, there are quite many migrants from other parts of the country, especially the south, and neighbouring countries of Togo and Burkina Faso. Agriculture is the dominant occupation of the people of the District. Women and men play almost the same roles in farming activities in the District. The major crops grown are maize, millet, groundnuts, onions and watermelon. The dominant religions are

Islam, Christianity and Traditional African Religion. The District can boast of two Senior High School and seventy-two basic schools.

### 3.5 Population of the Study

According to Mugenda and Mugenda (2003), population refers to an entire group of individuals, events, or objects having common observable characteristics. The population considered is largely influenced by the research questions and available resources (Robson, 2002). The study population refers to the total collection of elements that one would like to study or make inferences about. According to Wiid and Diggines (2013), population refers to the total group of people or entities from whom information is required. The population of the study comprises all the headteachers of junior high Schools in the Tempane District as shown below.

**Table 1: Composition of Headteacher**

Circuit	Male	Female	Total
Tempane	19	1	20
Bugri	15	0	15
Tubong	11	0	11
Woriyanga	12	0	12
Basyonde	13	1	14
<b>Total</b>	<b>70</b>	<b>2</b>	<b>72</b>

Source: Basic statistics Tempane District (2021).

### 3.6 Sample and Sampling Techniques

Sample size determination is the act of choosing the number of observations or replicates to include in a statistical sample (Singh, 2008). According to Rick (2006), sampling is the process of selecting a group of subjects for a study in such a way that the individuals represent the larger group from which they were selected. Saunders, Lewis, Thornhill and Wilson (2009) state that research sampling saves time; it helps make data organisation and collection manageable and gives room for more detailed

information to be collected as a fewer number of participants are involved. Therefore, census sampling techniques were employed in the study to choose all the Seventy-two (72) headteachers in the Tempane District made up of 70 males and two (2) female.

### **3.7 Research Instrument**

To gather the required data from the sample respondents, closed-ended questionnaires were used. According to Mugenda and Mugenda (2003), the questionnaire is a written list of questions, the answers to each are recorded by the respondent. The questionnaires were preferred because it was assumed that all the respondents were literate and therefore were capable of responding to the items personally. Questionnaires have several advantages over other methods of data collection including wider coverage, offer a greater assurance of anonymity, produce quick responses consistently and are less expensive and quicker to administer compared to other methods (Bryman, 2008; Robson, 2002).

Therefore, the researcher used the questionnaire as the data collection tool because it is convenient to conduct a survey and acquire necessary information from a large number of study subject with a short period (Best & Kahn, 2003). Again, questionnaires are suitable since they can be used to reach a large sample that is within reach and can cooperate within a short time (Orodho, 2005). The questionnaire was designed with forty-three closed-ended type question items. Accordingly, 5-point Likert scale items were prepared for headteacher respondents. The questionnaire had two sections. The first section was on background information while the second item consisted of the related issue on junior high school headteachers participation in continuous professional development in Tempane District on the performance of their professional practices.



### **3.8 Validity and Reliability of the Instrument**

#### **3.8.1 Validity**

According to Macmillan and Schumacher (2001), validity refers to the degree to which the explanations of phenomena match the realities of the world. To ensure validity of the questionnaire, both face and content validity were adopted. With this, the questionnaire was first given to colleagues in the District Education Office, Tempane to cross check to see whether it actually measured the intended purpose of the study. I sought final approval of the questionnaire from the supervisor of the study before administering it. On the content validity, the items were designed and covered the key themes raised in the research questions.

#### **3.8.2 Reliability**

Merriam (2001) noted that reliability is the extent to which the findings can be replicated. To ensure reliability of the items in the questionnaire, the items adapted were modified through peer review. The comments and suggestions made were given for expert judgement involving the supervisor of the study. The corrections made were effected in the items. These were further given for pre-testing.

Inferences drawn from this study were consistent with the data collected by progressively building a clear and unambiguous trail of audit from the data collected to the conclusions I drew. This was achieved by keeping the original questionnaires to regularly check and refer to its content.

#### **3.8.3 Pre-testing**

The instrument was pre-tested on the headteachers of ten Junior High Schools in the Garu District. The choice of the schools was based on the fact that they share similar characteristics as the Tempane District. Because, they share one district Director of

Education, hence run the same administration with almost the same activities carried out. Again, Tempene district was carved out of the then Garu-Tempene District now the Garu district and so school improve support officer (SISOs), headteachers and teachers who were found within the new district remain there and also for its proximity, hence the reasons for using Garu district.

The purpose of the pre-test was to detect ambiguities, deficiencies and weakness in the instrument for correction and modification so as to improve the internal consistency of the instrument (Alumode, 2011; Vanderstoep & Johnston, 2009). The pre-testing revealed that some of the items in the Likert-type scales had the same meaning and understanding hence the affected items were merged or removed from the subscales. The pre-test also helped to modify the different subscales of the Likert-type scales for the study. For example, instead of “always, often, never, rarely and seldom”, “Strongly Disagree, Disagree, Somewhat Agree, Agree, Strongly Agree” were used. The result from the Cronbach’s Alpha co-efficient of the main sub-scales was between 0.70 and, 0.90 alpha. The reliability co-efficient of the forty –three questions was reliable. This is because scales with Cronbach’s alpha co-efficient of 0.70 or more considered to be reliable according to Pallant (2005).

### **3.9 Data Collection Procedure**

Data collection is a process of collecting information from all the relevant sources to find answers to the research problem, test the hypothesis, and evaluate the outcomes. Before the data collection, an introductory letter was obtained from the University of Education, Winneba which was sent to the District Director of Education of Tempene for permission. After that, a formal letter from the District Director, Tempene was given to the researcher to the headteachers which permitted him administered the

questionnaires personally to the respondents. The also organize a meeting with the six (6) school improvement support officers in the District to officially inform them and also seek their approval to enter into their various circuits for the administration of the questionnaires. The respondents were given one week for the completion and submission of the questionnaires. The reasons been that respondents can take their time to complete the questionnaires at their leisure time, this will facilitate them the will to offer answer more truefully. Again, it makes respondent to pay much attention to the questionnaire and respond to it in the true reflection of the situation on the ground. Before the questionnaire administration, the researcher assured respondents of the confidentiality of whatever information they provided.

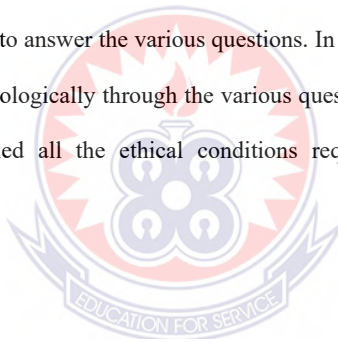
### **3.10 Data Analysis**

Data analysis is the process of arranging and fusing raw data in an attempt to reduce it into manageable units by searching for patterns, to ascertain important information to present (Patton, 2015). After collection, the researcher checked the questionnaires for completeness, accuracy and uniformity, of information obtained. The data were coded to enable the respondents to be grouped into a limited number of categories. The Statistical Package for Social Sciences (SPSS, Version 24) and Microsoft Excel were used to analyse the data. The data were analysed using descriptive statistical techniques such as frequency tables and as well as percentages.

### **3.11 Ethical Considerations**

The application of moral rules and professional codes of conduct to the collection, analysis, reporting, acceptance of subjects' right to privacy, confidentiality, and informed consent was adhered to. Ethical consideration is seen as an important issue to be followed in qualitative research. It is regarded as an essential step that

researchers must consider when dealing with human beings (Creswell, 2009). Likewise, the study suggests that headteachers' privacy must be considered to allow the researcher to get the required information needed to investigate a study. In light of the foregoing, in this study, the researcher sought the headteachers' consent, and the aim of the study was explained to them. The headteachers were assured of the confidentiality of the information to be gotten. In addition, the researcher gave the questionnaires to the supervisor to check the quality and relevance of the questions contained. The various ethical issues considered in the study were voluntary participation, harmless research methods and techniques, confidentiality and anonymity (Gomm, 2004). The participants involved in the study were mainly volunteers. No respondent was pressured to answer the various questions. In so doing, care was taken not to harm anyone psychologically through the various questions set. This implies that the researcher satisfied all the ethical conditions required by researchers.



## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.0 Introduction**

The study was conducted to investigate Junior High School headteachers participation in continuous professional development in Tempane District. The study objectives were explore Headteachers' preference in participation in continuous professional development, analyse the effectiveness and frequency of continuous professional development programmes organised for Junior High Schools headteachers in the Tempane District, investigate the role of continuous professional development programmes play in meeting the professional needs of headteachers and to examine the importance of continuous professional development programmes on professional practices of Headteachers.

The census sampling techniques were used to choose all the 72 headteachers of basic schools in the district. This chapter presented the results of the data analysed and made a discussion based on the research questions and objectives of the study. The response from the respondent's involved descriptive analyses and inferences made. The chapter has sections comprising of an introduction, biodata of respondents, presentation of results, discussion, and a summary of the chapter.

#### **4.1 Biodata of Respondents (Quantitative)**

The socio-demographic characteristics of the respondents were sought. These included their Gender, age distribution of respondents, highest educational qualifications, and teaching experience. The result was presented on four (4) tables using frequency, and percentages (Tables 3, 4, 5, and 6).

#### 4.1.1 Age of respondents

The age of respondents was sought to find out the differences in the respondent's age left for retirement and how they were able to develop themselves professionally. The results are indicated in Table 2 in this study.

**Table 2: Age of Respondents**

Age range	Frequency	Percentage
Less than 30 years	07	8%
31- 40	15	21%
41 -50	38	53%
51- 60	12	18
<b>Total</b>	<b>72</b>	<b>100</b>

Source: Field data, (2021)

Out of the total sample, 7 respondents representing 8% were below 30 years. About 15 respondents representing 21%, were between the ages of 31 – 40 years. Also, 38 respondents representing 53%, were between the ages of 41 – 50 years and 12 respondents representing 18% were found above to be between 51 – 60 years. The age distribution of the respondents indicates that the majority (53%) of the respondents were within the matured age brackets which are active in heading the schools.

#### 4.1.2 Highest academic qualification

The researcher wanted to know the highest educational qualification of the respondents taking part in the study. Educational qualifications in a study, in this case, was justified by the researchers' quest to ensure the reliability of the data to be supplied. Data on the highest educational qualifications are in Table 3.

**Table 3: Highest Academic Qualification**

<b>Variable</b>	<b>Frequency</b>	<b>Percentage</b>
Bachelor Degree	55	76
Master's Degree	10	14
Other(PHD,HND,Certificate)	7	10
<b>Total</b>	<b>72</b>	<b>100</b>

Source: Field data, (2021)

Data presented in Table 4 shows that 55 respondents forming 76% had a bachelor degree in their subject area. About 10 respondents representing 14% had a Master's degree, while 7 respondents representing 10% were found to have other unidentified qualifications. Educational qualification levels show the level of exposure of an individual and that directly influences their behaviour. The need for concentrating on this variable highlights the impact of higher academic achievements on teaching and learning activities.

#### 4.1.3 Years of experience as headteacher

The number of years in terms of experiences as a headteacher is crucial in the Ghana Education Service. Headteachers experiences have a direct impact on how they conduct their schools for effective teaching and learning to take place. The results obtained are indicated in Table 4.

**Table 4: Years of Experience as Headteacher**

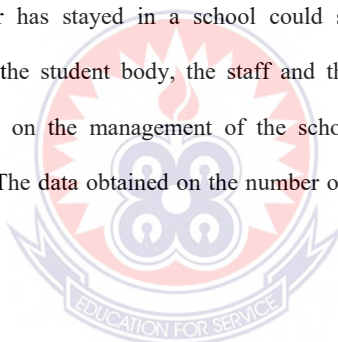
<b>Age range</b>	<b>Frequency</b>	<b>Percentage</b>
Less than 5 yrs.	9	13%
6 – 10 yrs.	22	31%
11 – 15 yrs.	19	26%
16 – 20 yrs.	14	19%
Over 20 yrs.	8	11%
<b>Total</b>	<b>72</b>	<b>100</b>

Source: Field data, (2021)

The data in Table 4 show that 9 respondents representing 13% had less than 5 years' experience as headteachers. Another 22 respondents forming 31% had about 6 – 10 years' experience. There are also 19 respondents, a percentage of 26 had been headteachers for 11 - 15 years. The data shows also that 14 respondents, a percentage of 19 had been headteachers for about 16 - 20 years. Finally, 8 respondents representing 11% had over 20 years' experience as headteachers. It thus explains that all the respondents have had enough years of experience as headteachers to justify their inclusion in the study.

#### 4.1.4 No of years in this school

The number of years as a headteacher has stayed in a school could show the relationship he/she has developed with the student body, the staff and the school community. This has a positive impact on the management of the school if the leadership style adopted is good for all. The data obtained on the number of years is shown in Table 5 of this study.



**Table 5: No of Years in this School**

Age range	Frequency	Percentage
Less than 3 yrs.	18	25%
4 – 6 yrs.	48	67%
7 – 9 yrs.	6	8%
Over 10 year	0	0
<b>Total</b>	<b>72</b>	<b>100</b>

Source: Field data, (2021)

Data available in Table 5 indicates that 18 respondents representing 25% had less than years' stay in the schools. About 48 respondents forming 67% had about 4–6 years in the school. There are 6 respondents, a percentage of 8 who have been in the school for 7-9 years. It thus explains that all the respondents have been familiar with the school environment and are therefore justified to participate in the study.



#### 4.2 Presentation of Main Data (Quantitative)

The main quantitative data of the study was presented according to the four research questions guiding the study and also in tables (table 6 - 12). Each table consists of statements and responses appropriately distributed with total frequency counts and percentages on each response given.

##### **Research Question One: What are the preferences of Headteachers' in participate in continuous professional development programmes in the Tempene District?**

The questions sought to elicit data on the degree of preference of Headteachers in continuous professional development programmes in the Tempene District was sought in the study to ascertain whether or not Headteachers' participation in CPD activities was of much interest to their personal development.

The data gathered is shown in Table 6.

**Table 6: Preference of CPD Activities**

Statement CPD Activities	Response								Total	
	Mp	%	P	%	Sp	%	Np	%	Freq.	%
1. Local conference, symposia, workshop, courses.	42	58	25	35	5	7	0	0	72	100
2. Higher academic studies.	45	63	24	33	3	4	0	0	72	100
3. Offshore study.	35	49	32	44	5	7	0	0	72	100
4. Formal learning/study circle among colleagues.	32	44	35	49	3	4	2	3	72	100
5. Visits other schools to share teaching experiences.	26	36	30	42	10	14	6	8	72	100
6. Services to education and community.	35	49	33	46	3	4	1	1	72	100

Source: Field data, (2021)

Key: Mp: Most preferred, P: Preferred, Sp: Slightly preferred, Np: Not preferred

The data in Table 6 as presented on local/overseas conference, symposia, workshop, and courses indicates that 42 respondents representing 58% were in the most preferred category, 25 representing 35% just preferred, the slightly preferred category were 7% of the total sample. The data available on the higher academic studies show that majority of 45 respondents forming 63% of the respondents' mostly preferred academic studies, 24 representing 33% preferred it, and only 4% slightly preferred it. Data available offshore studies shows that the majority of the respondents 35 respondents representing 49% mostly preferred it, 32 respondents representing 44% preferred it and only 7% indicated that they slightly preferred it.

On the formal learning/study circle among colleagues, the data shows that 32 representing 44% were those who mostly prefer, 35 respondents preferred it, 49% slightly preferred and only 3% did not prefer at all formal learning and study circles. Visits to other schools to share teaching experiences was requested for which data was made available in Table 6. The data shows that 36 respondents representing 36% mostly preferred it, 30 representing 42% preferred it, 10 representing 14% of the respondents and only 8% did not prefer it at all. Finally, in table 10, the researcher wanted to know the preference level of the respondents on their level of preference on CPD activities that are related to services to education and community. That data shows that 35 respondents representing 49% mostly prefer, 33 representing 46% preferred the involvement of CPD activities, however, 14% slightly preferred and 4% slightly preferred it and only 1% did not prefer it at all.

**Research Question Two: How are continuous professional development programmes organised for Junior High Schools headteachers in the Tempene District?**

The level of continuous professional development programmes organised for Junior High Schools headteachers in the Tempene District was an issue of concern to the researcher. Data was sought to that effect and presented in Table 7 for further discussion.

**Table 7: Frequency of CPD Activities**

Statement CPD Activities	Responses								Total	
	Always	%	often	%	seldom	%	Never	%	Freq.	%
1. Local conference, symposia, workshop, courses.	25	35	35	49	12	17	0	0	72	100
2. Offshore study visits.	32	44	30	42	8	11	2	3	72	100
3. Higher academic study.	30	42	35	49	7	10	0	0	72	100
4. Peer class observation, Collaboration teaching Mentoring.	28	39	32	44	7	10	5	7	72	100
5. Formal learning/study circle among colleagues.	34	47	30	42	4	6	4	6	72	100
6. Visits to other schools to share teaching experiences.	30	42	34	47	6	8	2	3	72	100
7. Action study, publications School-based projects.	27	38	30	42	12	17	3	4	72	100
8. Services to education and community.	31	43	32	44	8	11	1	1	72	100

Source: Field data, (2021)

The researcher wanted to know the number of hours in response to the local conference, symposia, workshop, and courses. The data shows that 25 representing 35% of the respondents said continuous professional development programmes are organized always, and above 150 hours another 35 showing a percentage of 49 responded that continuous professional development programmes are organized often, and had between 100 to 150 hours 12 respondents representing 17% only had less

than 50 hours of CPD. Data on offshore study visits shows that 32 respondents representing 44% had above 150 hours 30 respondents representing 42% had about had between 100 to 150 hours, of contact. About 8 respondents representing 11% had less than 50 hours of training and 3% had less than 50 hours. The data on higher academic study shows that 30 respondents representing 42% had training had above 150 hours. 35 representing 49% had between 100 to 150 hours, and 10% had less than 50 hours of CPD. The data considered on peer class observation, collaborative teaching and mentoring had 28 respondents representing 39% had above 150 hours of training. About 32 representing 44% of the respondents had between 100 to 150 hours. The respondents who had less than 50 hours were 10% and those who less than 50 hours were 7% of the total sample.

The data organised on formal learning/study circle among colleagues had 34 respondents forming 47% had above 150 hours. 30 representing 42% had between 100 to 150 hours, about 4 (6%) however had less than 50 hours and only 6 had less than 6% of the total sample. The researcher wanted to also find out whether the visits to other schools to share teaching experiences had much attention. The data shows that 30 respondents representing 42 had above 150 hours also, 34 respondents representing 47% had between 100 to 150 hours, of CPD. The data shows that about 8% had and 3% had between 100 to 150 hours, had less than 50 hours. It implies that the majority have had enough training.

Data on action study, publications and school-based projects were indicated in Table 12, it shows that about 27 respondents showing 38% had above 150 hours of training to that effect. About 30 representing 42% had between 100 to 150 hours, those who had 50 to 100 hours are 12 respondents representing 17% and 4% had less than 50

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hours. Table 12 finally presented data on the last item which is on the services to education and community. The data shows that 31 respondents representing 43 have had about 150 hours, 32 representing 44 had about 100 to 150 hours. Those with 50 to 100 hours are 11% and only one percent had less than 50 hours.

**Research Question Three: What role does continuous professional development programmes play in meeting the professional practices of headteachers in the Tempane District?**

The researcher wanted to find out the role of continuous professional development programmes play in meeting the professional needs of headteachers in the Tempane District? The data sought was presented in two separate tables. Data on staff professional domain in Table 8 and student development domain Table 9.

**Table 8: Headteachers Professional Domain**

Statement (Headteachers Professional Domain)	Responses								Total	
	SA	%	A	%	D	%	SD	%	F.	%
1. Knowledge and skills in planning and leadership skills.	42	58	24	33	6	8	0	0	72	100
2. Effective monitoring and supervision of teaching and learning and other administrative duties	35	49	31	43	5	7	1	1	72	100
3. Curriculum and instructional development	40	56	30	42	2	3	0	0	72	100
4. School financial management	40	56	26	36	4	6	2	3	72	100
5. Evaluation and review of teaching and learning programmes.	36	50	21	29	8	11	7	10	72	100

Source: Field data, (2021)

KEY – Sa: Strongly agree, A: Agree, D: Disagree, and Sd: Strongly disagree.

Continuous professional development is said to have a direct relationship with Headteachers Professional Domain. Data sought from respondents to this effect is indicated in Table 8. Data on knowledge and skills in planning and leadership skills

shows that 42 respondents representing 58% are very confident, 24 representing 33% of the respondents are confident, 6 respondents' representing 8% are slightly confident of the statement on knowledge and skills in planning and leadership skills. The data on effective monitoring and supervision of teaching and learning and other administrative duties shows that 35 representing 49% strongly agree, 31 respondents representing 43% agree, 7% disagree and 1% strongly disagree. Data on curriculum and instructional development indicate that 40 respondents representing 56% strongly agree, 30 representing 42% of the respondents agreed, 3% of the respondents disagreed therefore, the majority decision was upheld. The statement on the School financial management had 40 respondents representing 46% strongly agreed, 26 representing 36% agreed, however, 14 respondents representing 6% disagreed and 3% strongly disagreed. Finally, in Table 11, data on the evaluation and review of teaching and learning programmes related to the teaching and learning domain shows that 36 respondents representing 50% strongly agreed, 21 representing 29% agreed, 8 representing 11% disagreed and 7 respondents representing 10% strongly disagreed with evaluation and review of teaching and learning programmes.

**Table 9: Student Development Domain**

(Student Development Domain)	Responses								Total	
	Sa	%	A	%	D	%	SD	%	Freq.	%
1. Understanding students' diverse needs.	32	44	33	46	7	10	0	0	72	100
2. Collegial collaboration in identify teacher Y and supporting students' diverse needs.	30	42	28	39	9	13	0	0	67	93
3. Awareness of the importance of establishing rapport with students.	41	57	25	35	6	8	0	0	72	100
4. Building trust and rapport, providing pastoral for students.	32	44	30	42	10	14	0	0	72	100
5. Participation, planning, organization and implementation.	34	47	32	44	6	8	0	0	72	100

Source: Field data, (2021)

KEY – Sa: Strongly agree, A: Agree, D: Disagree, and SD: Strongly disagree

The role of continuous professional development programmes is said to influence the student development domain to which answers were solicited from respondents. On the understanding of students' diverse needs, the data in Table 9 shows that 32 respondents representing 44% strongly agreed, 33 representing 46% of the respondents agreed, 10% however disagreed. The statement on collegial collaboration in the identification of teachers supporting students' diverse needs had 30 respondents representing 42% strongly agreed, 28 representing 39% of the respondents agreed and 9 respondents representing 13 disagreed with the statement.

The statement on awareness of the importance of establishing rapport with students had 41 respondents forming the majority of the sample and representing 57% strongly agreed, 25 representing 35% agreed and only 8% disagreed with the statement. The statement on building trust and rapport, providing pastoral for students was given to 32 respondents representing 44% of the sample. Also, 30 respondents representing 42

agreed and 10 representing 14 disagreed. Finally, in table 12, the researcher wanted to know the level of participation, planning, organization and implementation of the student development domain and whether respondents gave their consent or not. The data shows that 34 respondents representing 47% strongly agreed, 32 representing 44 respondents agreed, 6 representing 8% of the respondents disagreed. The data points out clearly that the majority had the consenting opinion in the aforementioned statement.





**Research Question Four: What is the importance of continuous professional development programmes on the professional practices of Junior High School headteachers?**

The question sought to explore in three stages the importance attached to CPD programmes in terms of the teaching and learning domain, school development domain and the professional relationship and service domain **or** professional practices as engaged by headteachers of Junior High Schools. The results are presented in Table 10, 11 and 12.

**Table 10: Headteachers Professional Domain**

Statement Headteachers professional Domain	Response								Total	
	V	c	%	C	%	Sc	%	Nc	%	Freq
1. Maintain and enhance knowledge and skills to stay up-to –date with changing trends in Education	38	53	22	31	10	14	2	3	72	100
2. Professional standard and qualification are maintained	32	44	24	33	15	21	1	1	72	100
3. Confidence and credibility on the job are build and enhance/promotion and advancement in career progression	35	49	21	29	14	19	2	3	72	100
4. Effective communication and interpersonal skills at work	25	35	31	43	14	19	2	3	72	100

Source: Field data, (2021)

Key - Vc: Very confident, C: Confident, Sc: Slightly confident, Nc: Not confident

Data on the confidence level of Maintain and enhance knowledge and skills to stay up-to –date with changing trends in Education shows that 38 respondents representing 53% are very confident, 22 representing 31% of the respondents are confident, 10 respondents' representing 14% are slightly confident and 2 representing 3% of the

respondents are not confident. It implies majority have confidence that C PDs would maintain and enhance their knowledge and skills to stay up-to -date with changing trends in education. Data on equip headteachers with professional standard and qualification to cope positively in the profession indicate that 32 respondents representing 44% are very confident, 24 representing 33% of the respondents are confident, 15 respondents representing 21% are slightly confident, and 1% is not confident at all. The data shows majority approval of confidence.

On the D5.4 Provide essential skills to promote and advancement in career progression. Confidence and credibility on the job are build and enhance/promotion and advancement in career progression the data in Table 10 shows that 35 respondents representing 49% are very confident, 21 representing 29% are confident, however, 14 respondents representing 19% are slightly confident and 3% are not confident out of the total sample. Finally, in Table 10, data on effective communication and interpersonal skills at work as part of the headteachers professional domain shows that 25 respondents representing 35% are very confident, 31 representing 43% are confident, 14 representing 19% are slightly confident and 3% are not confident with evaluation and review of teaching and learning programmes.

**Table 11: School Development Domain**

Statement	Response								Total	
	Vc	%	C	%	Sc	%	Nc	%	Freq	%
1. Adaptation to the school vision and mission, culture and ethos.	34	47	28	39	10	14	0	0	72	100
2. Contribution to reviewing the school vision and mission, as well as promoting the school culture and school image.	38	53	26	36	7	10	1	1	72	100
3. Formulation of school policies, review of procedure and practices for continuous school development.	36	50	28	39	6	8	2	3	72	100
4. Responsiveness to social changes and issues related to social values.	33	46	31	43	4	6	4	6	72	100

Source: Field data, (2021)

Key - Vc: Very confident, C: Confident, Sc: Slightly confident, Nc: Not confident

Considering the school development domain of the importance of continuous professional development programmes the responses on the adaptation to the school vision and mission, culture and ethos had 34 respondents representing 47% being very confident, 28 representing 39% are confident, and 10 representing 14% are slightly confident. On the contribution to reviewing the school vision and mission, as well as promoting the school culture and school image, the data shows that 38 respondents representing 53% are very confident, 28 representing 36% are confident, 10% are slightly confident and 15 is not confident. The data shows a majority being very confident and confident. The formulation of school policies, review of procedure and practices for continuous school development on the school development domain had 36 representing 50% of the respondents being very confident, 39% are confident, 8% are slightly confident and 3% are not confident. Finally, in Table 8, data were sought

on the responsiveness to social changes and issues related to social values. It indicated that 33 representing 46% of the respondents were very confident, 31 representing 43% are confident, 6% are slightly confident and another 6% were not confident. The data presented show that majority are responsive to social change. Table 12 presents data on the professional relationship and service domain (profession practices) of the respondents in the study.

**Table 12: Professional relationship and service domain (profession practices)**

Statement Profession Practices	Response								Total	
	Vc	%	C	%	Sc	%	Nc	%	Freq.	%
1. Working relationship with individuals and groups.	32	44	25	35	12	17	3	4	72	100
2. Cordial working relationship with formal structures	35	49	31	43	6	8	0	0	72	100
3. Sharing knowledge and good practices among others	36	50	30	42	6	8	0	0	72	100
4. Participation in education-related community service and voluntary work.	30	42	32	44	7	10	3	4	72	100

Source: Field data, (2021)

Key - Vc: Very confident, C: Confident, Sc: Slightly confident, Nc: Not confident

The researcher presented data on the professional relationship and service domain in professional practices. The data shows that responses on working relationship with individuals and groups had 32 respondents representing 44% are very confident, 25 representing 35% are confident, 12 representing 17 are slightly confident and 4% are not confident. The data again showed in Table 12 on the cordial working relationship with formal structures contributions to Headteachers' professional development that 35 respondents representing 49 are very confident, 31 representing 43 are confident, and only 8% are slightly confident. The sharing knowledge and good practice among

others had 36 representing half or 50% of the respondents were very confident, 30 representing 42% were confident and about 8% were slightly confident. Finally, in table 9, the data points to 30 respondents representing 42% being very confident of participation in education-related community service and voluntary work. Out of the sample, 32 representing 44% are confident, 10% are slightly confident and 4% are not confident.

### **4.3 Discussion of Results**

The researcher discussed the results of the quantitative data by making concrete deductions based on the four research objectives sought to address.

#### **4.3.1 Bio-data of Respondents**

In social sciences and other related fields, respondents' bio-data has a crucial role in any study as it enables a researcher to make informed decisions based on the type of people involved in the study (Wood and Payne, 1998). The study considered the highest educational level and teaching experience of headteachers in terms of how long they have been posted to their current schools and the length of time they had been headteachers. These were considered to portray the characteristics of the respondents to consolidate the researcher's stance on the reliability of the data provided in the study. This shows the quantum of learning that has taken place in the life of the headteachers and how that helps to shape the academic discourse. The higher a head teacher's qualification, the better he/she is expected to perform. Hence, the highest academic qualification and teaching experience effective professional practices go hand in hand. It was indicated from the quantitative data that the respondents were selected on purpose since they form the categories of persons who are part of the decision making at the schools, hence, these characteristics were

important to this study as it shows the level of quality and experience in giving the needed responses to the research questions stated. Biodata is “factual kinds of questions about life and work experiences, as well as items involving opinions, values, beliefs, and attitudes that reflect a historical perspective” (Lautenschlager & Shaffer, 2001, pp. 18).

It is the view of the researcher in support of the opinion of Mumford, Costanza, Connelly and Johnson (1996) that biographical information is not expected to predict all future behaviours but it is useful in that it can give an indication of probable future behaviours based on an individual's work life and prior learning history that include Continuous professional development. For instance, the Number of Years working as headteacher portrays the characteristics of the respondents to have had enough experiences to make the right input into the current study and also in any future study as shown in the bio-data data. Appointments as headteachers require teachers who have long years of service experience and good work history. Biodata instruments according to Stricker and Roc (1998), measures facts about the person's life, not introspections and subjective judgments. The data shows that the respondents are highly qualified persons with a high sense of justice. It is based on these valid arguments that the researcher provided respondents biodata to support their findings.

#### **4.3.2 Research Objective One**

The first objective sought to explore preference of headteachers who participate in continuous professional development in the Tempane District. The level of preferences and participation was related to the variables that include Local conferences, symposia, workshop, courses, offshore study visits, higher academic study, peer class observation, collaboration teaching mentoring, formal learning/study

circle among colleagues, others are visits to other schools to share teaching experiences, action study, publications, school-based projects and services to education and community.

The data shows that respondents gave majority consent, therefore, upholding all the key variables their preferred modes as they pursue and participate in continuous professional development. The overwhelming endorsement is an indication that with the necessary arrangements and support, the headteachers will make use of the positions to ensure effective teaching and learning in the Tempene District. For instance, recording higher percentages of consent on local conference, symposia, workshop, and courses representing 58% and 35% in terms of most preferences is a greater indication of acceptance. On the formal learning/study circle among colleagues, the data shows that 32 representing 44% were those who mostly preferred, 35 respondents representing 49% preferred it. There is the need to constantly support Headteachers who preferred these methods of continuous professional development.

Professional development is an ongoing and long-term process (LoucksHorsley et al., 2010) providing teachers with collaborative opportunities to design, implement, share, discuss and reflect (Guskey, 2002; Putman & Borko, 2000) to bring about the desired changes in classroom practice. A CPD programme was designed with this end in mind – to provide a blended approach of off-the-job summer workshops and on-the-job meetings for secondary school teachers of mathematics to immerse themselves in and learn about inquiry. By drawing on seven case studies, this paper reports on two areas: teachers' motivations to participate and their understanding of 'effective' CPD. Literature shows that reasons, why teachers participate in professional learning, including the development of knowledge about teaching (Anderson, 2008), there 'will

to learn' (Van Eekelen, Vermunt & Boshuizen, 2006) and career-related purposes (Ng, 2010).

Headteachers' preference for a particular means of professional development could be attributed to the motivation that drives them towards it. Though motivational theories were not indicated in this study, it is important to note that humans are hesitant and require some external stimulus to venture on things; or they are internally stimulated (Bassett-Jones & Lloyd, 2005). The overwhelming endorsement of all the key variables could have a motivational background to elicit such preferences. This could usually be the case where GES could use methods such as study leave and long service to motivate teachers to embark on professional development. On the other hand, job satisfaction and the need for recognition may be considered as factors that motivate teachers to engage in CPD.

In this study, local conferences, symposia, workshop, courses, offshore study visits, higher academic study, peer class observation, collaboration teaching mentoring, formal learning/study circle among colleagues, others are visits to other schools to share teaching experiences, McMillan et al. (2014) found that teacher's preferences could be tied to motivational factors that fall under three categories: personal, school-related and system-wide. Headteachers' personal choice for engaging in CPD included personal interest, career advancement and a perceived need to improve their learners and school performance and their professional practice. School-related factors were also viewed by Headteachers as beneficial and motivating. School – related and system wide also motivated headteachers and teachers in general to partake in the CPDS programmes for example the new introduction of teacher licensing sought to compel Headteachers to embark on portfolio building which



requires continuous professional development. Therefore, aside from personal motivation, the new rules of engagement for promotion and other related issues will dwell on continuous professional development which has become mandatory.

#### **4.3.3 Research Objective Two**

The second objective sought to analyse frequency of continuous professional development programmes organised for Junior High Schools headteachers in the Tempane District. The frequency of participation in this study was measured in terms of contact hours where variables such as local conference, symposia, workshop, courses, offshore study visits, higher academic study and peer class observation were measured. Other variables were collaboration teaching, mentoring, formal learning/study circle among colleagues, visits to other schools to share teaching experiences, action study, and publications school-based projects and services to education and community. It implies that the frequency of participation in these programmes is key in fostering effectiveness. The data per these discussions projected a higher endorsement with the maximum endorsement of by respondents. In a situation where about 30 respondents representing 42% had training above 150 hours and 35 representing 49% had professional training on key aspects of their work is enough to make a judgement. For instance, a formal learning/study circle among colleagues had 34 respondents forming 47% had above 150 hours, 30 representing 42% of the respondents.

Professional development programme for Headteachers is underpinned by the epistemological role it plays in ensuring effective instructional approaches as well as grounded content and pedagogical content knowledge of teachers (Luneta, 2011). The purpose of professional development is to enhance the quality of students learning by

improving the quality of teaching through constant review and assessment of teachers' content knowledge, instructional approaches and professional knowledge, identifying the effective approaches and capitalizing on them for the benefit of the students (Kucan, 2007). Professional development programmes are intended not only to improve the quality of teaching but knowledge, skills and attitudes of teachers so that they can educate students more effectively (Luneta, 2006). Excellent teachers also have knowledge and understanding of how students learn as well as the theories related to effective learning, how the content is represented and modelled, the scope and sequence of the subject matter as well as the level and appropriateness of the language of instruction. To be effective, teachers must be grounded in and possess a deep understanding of the content they teach (Hill et al., 2008; Schoenfeld, 2002).

The study identified some of the reasons for professional development for teachers that include improving the job performance skills of an individual teacher or group of staff (Cobb, 1999) in a constructivist approach. Teachers are regarded and treated as active learners (McLaughlin & Zarrow, 2001) who are involved in concrete tasks of 'teaching, assessing, observing and reflecting' (Blazer, 2005; Veugeles & O'Hair, 2005). It also involves extending the job performance of an individual teacher for career development or promotion (Arends & Phurutse, 2009). There is also the ability to develop the professional knowledge and understanding of an individual teacher. Teachers are conceived as a reflective practitioner who enters the profession with knowledge but acquires new knowledge and experience based on that prior knowledge (Cochran-Smith & Lytle, 2001). It also indicated that teachers are enabled to participate and prepare for change.

Based on the overwhelming endorsement of the items presented by the objective, it is acknowledged that teachers learn over time and continuous professional development is perceived as a long-term process, thus a series of related experiences, rather than a once-off, is seen to be more effective as it allows teachers to relate prior knowledge to new experiences (Chismin & Crandall, 2007). The effectiveness of headteachers as indicated in this study requires regular follow-up support for teachers which is regarded as an 'indispensable catalyst of the change process' (Villegas-Reimers, 2003).

#### **4.3.4 Research Objective Three**

Research objective three aimed at investigating the role of continuous professional development programmes in meeting the professional needs of headteachers in the Tempane District. The discussion in this objective is centered on the role of continuous professional development programmes in meeting the professional needs of headteachers in the Tempane District? The data on this objective shows that respondents gave full consent to continuous professional development in terms of the Headteachers professional domain and student development domain as used in this study. The key indicators that include knowledge and skills in planning and leadership skills, effective monitoring and supervision of teaching and learning and other administrative duties. Curriculum and instructional development were given majority consent. Higher percentages of consent in most cases included 58, 49, 43, 56 and 46. Others that dwell on the management of school finances and review of teaching and learning programmes were overwhelmingly approved. The implications based on this endorsement is that continuous professional development is key in ensuring effective teaching and learning. Teachers do not only pursue professional development to acquire academic laurels only or recognition. The overall effect of a teacher's

professional development is to ensure effective teaching and learning in the school and to improve academic outcomes at all levels.

Considering the role of continuous professional development programmes in meeting the professional needs of headteachers, studies show that a good professional development programme must be designed from a needs-analysis obtained from the teachers and headteachers. A needs-analysis is used to obtain diagnostic data and enable educational needs to be defined and priorities and goals set (Blazer, 2005). In the ensuing discussion, it is apparent that respondents have endorsed the student development domain which includes an understanding of students' diverse needs, collegial collaboration in identifying teachers supporting students' diverse needs and the creation of awareness of the importance of establishing rapport with students. Others such as building trust and rapport, providing pastoral for students and participation, planning, organization and implementation of programmes to ensure student development were given majority consent and upheld.

The review revealed that one of the main causes of an unsuccessful professional development programme for teachers is the lack of a comprehensive needs assessment. The consequences of insufficient or lacks of a needs analysis are: A one size fits all approach (Blazer, 2005) where teachers with different instructional and content knowledge needs are pushed into one programme. This is uncharacteristic of the sample studied in this case. Teachers in the Tempane district who pursued further studies did so in their subject areas based on their motivation. However, there are training programmes that are organised at the district level that require the presence of every Headteacher. On that note, all must attend. Other researchers, on the contrary, cited a lack of connectivity between professional development programmes and

classroom instructions and practice (Archibald et al., 2011; Joyce & Shower, 2002). Per this stance, the objective of continuous professional development programmes may be defeated in skills that are mismatched when planning and implementation are top-down from district officials and universities to the teachers who have little input in the design and execution of the programme (Archibald et al., 2011; Peery, 2002). Every programme mounted to enable professional development must be done with the full consent of the participants otherwise the programmes could provide passive experiences, are fragmented and offer little opportunity for teachers to interact, exchange ideas and experiences (Croft et al. 2010).

#### **4.3.5 Research Objective Four**

The fourth objective sought to examine the importance of continuous professional development programmes on the professional practices of Junior High School headteachers. The objective explored in three stages of importance attached to CPD programmes in terms of Headteachers professional domain, school development domain and the professional relationship and service domain as engaged by headteachers of Junior High Schools. The available data shows that respondents unanimously consented to the three activities indicated under the CPD programmes that include the Headteachers professional domain, school development domain and the professional relationship and service domain. The implication is that respondents upheld the objective as the three activities contribute positively to continuous professional development in the Tempane District. To this effect, Headteachers maintaining and enhancing their knowledge and skills to stay up-to -date with changing trends in Education, equip with professional standard and qualification to cope positively in the profession, build their confidences and the credibility on the professional practices, provide essential skills to promote and advancement in career

progression and as well Equip them with effective communication and interpersonal skills at work.

In the school development domain, staff adapt to the school vision and mission, culture and ethos with a positive contribution to reviewing the school vision and mission, as well as promoting the school culture and school image. The study shows an active formulation of school policies, review of procedure and practices for continuous school development and accurate responsiveness to social changes and issues related to social values. The unanimous consent on professional relationship and service domain (profession practices) of staff points to the fact that there is a positive working relationship with individuals and groups who contributes effectively to teachers' professional development and policies related to education. It equally implies that the teachers' participation in the education-related community service and voluntary work is positive.

Continuous learning and review of both content and instruction is an essential component of the teaching profession (Barber & Mourshed, 2007). Research (Banegas, 2009; Hill, Schilling & Ball, 2004; Luneta, 2011) has revealed that professional development programmes for teachers should always revolve around these knowledge bases. The knowledge bases include content knowledge, pedagogical content knowledge (PCK) conceptual, and procedural knowledge. Shulman (1986) regarded content knowledge as the mother of all the knowledge bases that a teacher must possess to be effective.

Schneider and Stern (2010) define conceptual knowledge as 'one providing an abstract understanding of the principles and relations between pieces of knowledge in certain domains' and procedural knowledge as that which enables us to quickly and

efficiently solve the problem. Content knowledge is the knowledge of the subject matter, PCK and curricular knowledge (Shulman, 1986) and PCK are ‘the experiential knowledge and skills acquired through classroom experience’ (Lee & Luft, 2008). It includes knowledge of how learners learn specific content, the misconceptions and errors associated with certain concepts as well as the assessment tasks, remedial activities and enrichment tasks needed to stretch the learners. Pedagogical knowledge, which includes knowledge of teaching and learning, instructional approaches and curriculum, is more frequently found to influence teaching performance (Luneta, 2011) and ‘often exerts even stronger effects than subject- matter knowledge’ (Darling-Hammond, 2000). Pedagogical content knowledge is regarded as a stored set of propositional theories applied in practice (Luneta, 2011).

In summary, effective teaching is the appropriate way in which the teacher selects and integrates various strands from these three knowledge bases to create effective learning opportunities. Essentially, effective teaching is the presentation of content to learners in some context using an appropriate form of instruction (Hill et al., 2008; Guskey, 2003; Luneta, 2011). It implies that the Ghana Education Service acknowledges that conceptual and procedural knowledge, as well as content knowledge, are necessary for effective teaching and that Headteachers need to constantly reflect on these skills. It is also indicative that these skills come to the continuous professional development of teachers. The constant reflection on the skills that delineate effective teaching is a subordinate of professional development (Guskey, 2003).

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

The study objectives were to, explore Headteachers' preference in participation in continuous professional development, analyse the frequency of continuous professional development programmes organised for Junior High Schools headteachers in the Tempane District, investigate the role of continuous professional development programmes in meeting the professional needs of headteachers and examine the importance of continuous professional development programmes on professional practices. The census sampling techniques were used to sample all the 72 headteachers of basic schools in the district. This chapter presented a summary of findings, conclusions and recommendations based on the research questions and objectives of the study.

#### 5.1 Summary of Findings

##### 5.1.1 The preferences of continuous professional development programmes

The first objective sought to explore Headteachers' preference and participation in continuous professional development in the Tempane District. The level of preferences in participation CPDs programmes were related to variables that include Local conferences, symposia, workshop, courses, offshore study visits, higher academic study, peer class observation, collaboration teaching mentoring, formal learning/study circle among colleagues. Others were visits to other schools to share teaching experiences, action study, publications, School-based projects and services to education and community. The study found that higher percentages of consent on local/overseas conference, symposia, workshop, and courses representing 58% and 35% in terms of the most preferred mode of CPD was recorded. On the formal



learning/study circle among colleagues, the data shows that 32 representing 44% were those who mostly prefer, 35 respondents representing 49% were preferred on majority consent.

### **5.1.2 How continuous professional development programmes organized in the district**

Research question two was to solicit answers on how frequent continuous professional development programmes were organised for Junior High Schools headteachers in the Tempene District. The findings were that Headteachers had training above 150 hours and that they acquired professional training on key aspects of their work often on local conference, symposia, workshop, courses, offshore study visits, higher academic study and peer class observation were measured. Other areas were collaboration teaching, mentoring, formal learning/study circle among colleagues, visits to other schools to share teaching experiences, action study, and publications school-based projects and services to education and community.

### **5.1.3 Role continuous professional development programmes play in meeting the professional practices of headteachers**

The key findings were that continuous professional development programmes brought about knowledge and skill in planning and leadership, effective monitoring and supervision of teaching and learning, curriculum and instructional development and prudent management of school finances. Others were dwell on evaluation and review of teaching and learning programmes were overwhelmingly approved.

Continuous professional development was key in ensuring effective performance of headteachers professional practices and as well teaching and learning in general. Headteachers do not only pursue professional development to acquire academic

laurels only or recognition. The overall effect of a Head teacher's professional development is to be highly proficient in their professional practices and also to improve academic outcomes at all levels.

#### **5.1.4 Importance of continuous professional development programmes on the professional practices of Junior High School Headteachers**

The findings showed that continuous professional development programmes initiated were important to the professional practices of Junior High School headteachers as it improved their Headteachers professional domain, school development and the professional relationship and service areas. With the indicators being Headteachers maintaining and enhancing their knowledge and skills to stay up-to -date with changing trends in education, equip with professional standard and qualification to cope positively in the profession, build their confidences and the credibility on the professional practices, provide essential skills to promote and advancement in career progression and as well equip them with effective communication and interpersonal skills at work.

#### **5.2 Conclusions**

Based on the findings, the study made the following conclusions.

1. Headteachers' preferences for various continuous professional development programmes could improve their professional practices, school development issues and professional relationship and services.
2. Organization of continuous professional development programmes would expose Headteachers to current trends in educational management and thus keep them updated on practices that will improve on the services they offer to learners.

3. Knowledge obtained by Headteachers from the CPD could assist them to remain in control of their professional practices that would enhance their performance and as well meeting the professional aims and goals Application of new strategies and skills would enhance their leadership style for effective and efficient delivery of their cord mandate
4. CPD would help Headteachers in maintaining and enhancing their knowledge and skills to stay up-to –date with changing trends in education, equip them with professional standard and qualification to cope positively in the profession and as well build their confidences and the credibility on the professional performance.

### **5.3 Recommendations**

Based on the conclusions drawn from this study, the following recommendations were made by the researcher.

1. The Tempane District Educational Directorate should organize more local conference, workshop and as well permit more headteachers to go for further studies as prefer to enhance their professional practices
2. The District Directorate should organize effective Continuous professional development programmes intermittently with motivational packages such that headteachers can participate constantly to enhance their skills and knowledge in their professional practices.
3. Continuous professional development programmes must be designed by Ghana Education Service to meet the relevant domains of the teaching profession.

4. Based on the findings, it is recommended continuous professional development programmes organize in the District should be made mandatory for all headteachers to keep them up to speed with the current trends in education.

#### **5.4 Suggestion for Further Research**

1. Considering the limitations of the survey methodology adopted in the conduct of this study, it is suggested that further studies be conducted on Continuous professional development programmes using mixed methods to include teachers, headteachers and other educational officers since this study was limited to headteachers.
2. It is suggested that a case study is conducted on Teacher Participation in Continuing Professional Development: the role of teachers Motivating factors and programme effectiveness. It is to identify the key intrinsic motivational factors that could push teachers to seek professional development. It will also seek which aspects of knowledge teachers want to develop.

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## APPENDIX

### Questionnaire for Headteachers

UNIVERSITY OF EDUCATION, WINNEBA  
FACULTY OF EDUCATIONAL STUDIES  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND  
MANAGEMENT

#### INTRODUCTION:

This instrument is designed to solicit your views regarding the continuous professional development of Junior High School headteachers on the performance of their professional practices. Your cooperation and contribution are very vital to this study because it would help the researcher to identify firsthand information on the continuous professional development of Junior High School headteachers in the performance of their professional practices in the District. The information you provide will be used solely for research work and nothing else. Please, be guaranteed that whatever information is given is strictly for academic work and will be handled with the utmost confidentiality.

#### SECTION: PERSONAL INFORMATION

**1. Indicate your age in the appropriate box**

Less than 30 years  31- 40  41 -50  51 – 60

**2. What is your highest academic qualification?**

SSCE  Diploma  B.Ed.  Other (specify.....)

**3. How long have you been a headteacher?**

Less than 5 yrs.  6 – 10 yrs.  11 – 15 yrs.  16 – 20 yrs.   
Over 20 yrs.

**4. How long have you been in this school?**

Less than 3 yrs.  4 – 6 yrs.  7 – 9 yrs.  10- 12 yrs.   
Over 12 year

**PART A: preferences in participation in CPD activities**

Please circle your appropriate answers.

I think_ is .....				CPD activities		I have participated in_ ..... last year (04-05)			
Most preferred	Preferred	Slightly preferred	Not preferred			Most effective	Effective	Quite effective	Slightly or not effective
						4	3	2	1
4	3	2	1	A1	Local conference, symposia, workshop, courses	4	3	2	1
4	3	2	1	A2	Higher academic studied	4	3	2	1
4	3	2	1	A3	Offshore study	4	3	2	1
4	3	2	1	A4	Formal learning/study circle among colleagues	4	3	2	1
4	3	2	1	A5	In-service training	4	3	2	1
				A6	Mentoring/coaching				
4	3	2	1	A7	Services to education and community	4	3	2	1

**PART B: Frequency and Effectiveness of CPD Activities**

Please circle your appropriate answers.

My school ... provides_.				CPD activities		I think ... is/are for my CPD			
Always	Often	Seldom	never			>150 hrs	100-150hrs	51-100hrs	<50hrs
						4	3	2	1
4	3	2	1	B1	Local conference, symposia, workshop, courses	4	3	2	1
4	3	2	1	B2	Offshore study visits	4	3	2	1
4	3	2	1	B3	Higher academic study	4	3	2	1
4	3	2	1	B4	Peer class observation Collaboration teaching and Mentoring	4	3	2	1
4	3	2	1	B5	Formal learning/study circle among colleagues	4	3	2	1
4	3	2	1	B6	Visits to other schools to share teaching	4	3	2	1

					experiences				
4	3	2	1	B7	School- based projects and school based project	4	3	2	1
4	3	2	1	B8	Services to education and community	4	3	2	1

### **PART C: Headteachers Needs in CPD Provision**

**Please circle your appropriate answer.**

I feel that my school provision of ___ can satisfy my needs				1. Headteachers Professional Domain	My needs on ... are... in my job			
Strongly agree	Agree	Disagree	Strongly disagree		Very urgent	Urgent	Quite urgent	Little or no urgent all
4	3	2	1	D1.1 knowledge and skills in planning and leadership skills	4	3	2	1
4	3	2	1	D1.2 Effective monitoring and supervision of teaching and learning and other administrative duties	4	3	2	1
4	3	2	1	D1.3 Curriculum and instructional development	4	3	2	1
4	3	2	1	D2.1 School financial management	4	3	2	1
4	3	2	1	D2.2 School improvement and appraisal.	4	3	2	1
4	3	2	1	D4.3 evaluation and review of teaching and learning programmes	4	3	2	1

### **PART C: Needs of CPD Provision (cont'd)**

I feel that my school provision of ___ can satisfy my needs				2. Student Development Domain	My needs on ... are... in my job			
Strongly agree	Agree	Disagree	Strongly disagree		Very urgent	Urgent	Quite urgent	Little or not urgent all
4	3	2	1	D5.1 understanding students' diverse needs	4	3	2	1
4	3	2	1	D5.2 collegial collaboration in identify teacher Y and supporting students' diverse needs	4	3	2	1
4	3	2	1	D5.3 awareness of the importance of establishing rapport with students	4	3	2	1
4	3	2	1	D6.4 building trust, rapport and providing pastoral for students	4	3	2	1
4	3	2	1	D6.5 Participation, planning, organization and	4	3	2	1



				implementation of Teaching and Learning				
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#### **PART D: Importance of CPD Provision**

I feel that my school provision of ___ are important to me				2. Headteachers professional Development Domain	Importance in ... are... in my job			
Strongly agree	Agree	Disagree	Strongly disagree		Very urgent	Urgent	Quite urgent	Little or not urgent all
4	3	2	1	D5.1 Maintain and enhance knowledge and skills to stay up-to -date with changing trends in Education	4	3	2	1
4	3	2	1	D5.2 Equip with professional standard and qualification to cope positively	4	3	2	1
4	3	2	1	D5.3 Build confidences and the credibility on the professional practices.	4	3	2	1
4	3	2	1	D5.4 Provide essential skills to promote and advancement in career progression	4	3	2	1
4	3	2	1	D5.5 Effective communication and interpersonal skills at work	4	3	2	1

#### **PART D: Importance of CPD Provision (cont'd)**

I feel that my school provision of ___ are important to me				2. School Development Domain	Importance in ... are... in my job			
Strongly agree	Agree	Disagree	Strongly disagree		Very urgent	Urgent	Quite urgent	Little or not urgent all
4	3	2	1	D5.1 Adaptation to the school vision and mission, culture and Ethos	4	3	2	1
4	3	2	1	D5.2 contribution to reviewing the school vision and mission as well promoting the school culture and school image	4	3	2	1
4	3	2	1	D5.3 Formulation of school policies , review of procedure and practices for continuous school development	4	3	2	1
4	3	2	1	D6.4 Responsiveness to social change and issues	4	3	2	1

**PART D: Importance of CPD Provision (cont'd)**

I feel that my school provision of ____ are important to me				2. Professional relationship and service Development Domain	Importance in ... are... in my job			
Strongly agree	Agree	Disagree	Strongly disagree		Very urgen	Urgent	Quite urgent	Little or not urgent all
4	3	2	1	D5.1 Working relationship with individuals and groups	4	3	2	1
4	3	2	1	D5.2 Cordial working relationship with formal structure.	4	3	2	1
4	3	2	1	D5.3 Sharing knowledge and good practices among others	4	3	2	1
4	3	2	1	D6.4 participation in education related community service and voluntary work	4	3	2	1

**Thank you.**

