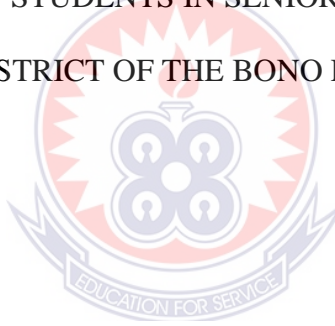


UNIVERSITY OF EDUCATION, WINNEBA

INFLUENCE OF TEACHERS' PROFESSIONALISM ON ACADEMIC
PERFORMANCE OF STUDENTS IN SENIOR HIGH SCHOOLS IN PRU EAST
DISTRICT OF THE BONO EAST REGION



THOMAS ANING NSENYIRE

2021

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THOMAS ANING NSENYIRE

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

AUGUST, 2021

DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE:.....

DATE:.....



SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: PROF. ALEXANDER EDWARDS

SIGNATURE:.....

DATE:.....

DEDICATION

I dedicate this thesis to my wife, Vivian Ayeremah Orpigyi and my children. Queenstar Agyememorse Aning, Princess Okomokwe Aning, Royalnah Agyeabe Aning, Prince Wureboarechor Aning, and Empress Okeanese Aning.



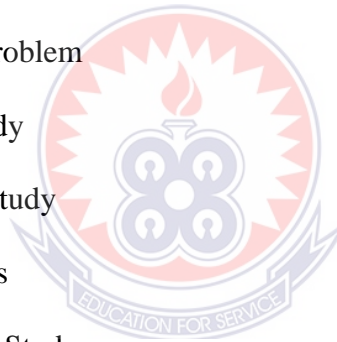
ACKNOWLEDGEMENTS

I would like to acknowledge the good work of the God Almighty in my life. He has become my shield and my salvation. He has seen me through it all. I would also like to appreciate my wife and family for their unflinching support thus far. I am also grateful to my friends and classmates for their wonderful companionship. I am thankful to all Heads of schools and departments and the teachers in the Pru East District in the Bon East region of Ghana who took time off their busy schedules to respond to my questionnaires and interviews.



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ABSTRACT

Several authors have researched teacher professionalism. They have made various findings which are part of literature. However, these studies have failed to address teacher professionalism from a broad range of factors, including pedagogical and classroom management skills of teachers, and their engagement in teacher professional development activities and the related challenges. Thus, the study seeks to investigate how these factors influence teacher professionalism and its impact on the academic performance of students. The study used questionnaire and interview schedules to collect data from the respondents. The respondents consisted of teachers and heads of senior high schools in the Pru East District of the Bono East region of Ghana. They were selected using the simple random and purposive sampling methods. Data collected was analysed using descriptive statistics such as frequency and percentages. The Spearman Correlation Coefficient was used to check the effect of the variables on the academic performance of students. The study revealed that the pedagogical skills of the teachers did not have any positive impact on the academic performance of the students. Also, it showed that there was no significant correlation between classroom management skills of teachers and academic performance of students. Further, it established that the professional development activities of teachers did not have any significant relationship with the academic performance of students. Finally, it showed that some barriers to the teacher's participation in continuous professional development included substance abuse by teachers, lack of commitment and training programmes for teachers, stress caused by heavy workloads and financial constraints. The researcher recommends among others that teachers should explore several mechanisms such as collaboration with their colleagues to enhance their pedagogical skills.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Teaching and learning makes the school come alive and every school is measured by the quality of this activity. The school thus cannot function without its core members who are students, teachers, and other supporting staff (Ingersoll & Perda, 2008). These members play their respective roles to make the school successful. For example, the school principals ensure that there are laid down policies in place to ensure the optimum functioning of the school (Smith & Squires, 2016). They motivate the staff so that they can work hard to promote effective teaching and learning in the school (Onjoro et al., 2015). The teacher is bounded by the principle and practices of the education system to act in a more responsible and ethical manner to bring effective changes in the lives of the students. The behaviour of the teacher or instructor should synchronize with the acceptable norms of the teaching profession to garner higher performance in students (Day, Gu & Sammons, 2016). Hence, efficient teachers support their students and treat them equally and fairly. The academic performance of students is related to the behaviour of teachers in and outside the classroom. The demeanour of the teacher contributes to the efficiency of the student. For instance, when the teacher displays high moral standards that set him apart from other professionals in the society, he/she is held in high esteem (Kapur, 2018; Stebbins, 2017). The community, according to Murrell (2000) makes use of the service of teachers in several aspects from being the secretary to the towns folk development association to the interpreter/translator used at official state or local events (where English is the official medium of communication). In the district local assembly elections, a

higher number of the elected members are teachers or retired educationists who serve their various communities as development partners, disseminating national policies to the electorate and presenting their interests to the assemblies (Akotey, 2014; Fiankor & Akussah, 2012). In the same way, teachers display great efforts in helping children to become good citizens and problem solvers (Hanin & Van Nieuwenhoven, 2020). Teachers help mould the characters of their pupils so that that they become useful members of the society (Aggarwal & Jca, 2010).

However, an interesting observation is that some teachers often serve as poor role models to their junior colleagues (Meador, 2020). One sad observation is that teachers do things to bring the name of the profession into disrepute. They do exhibit poor behaviours that other junior teachers emulate. The lower rank teachers imitate these negative practices especially when the senior teachers are not punished for the bad conduct. These negative manners can impact the quality of teachers in the schools. It is expected that teachers collaborate to develop their skills and knowledge and enhance their professional growth. It is understandable that teacher quality is consequential to raising the competencies of students. It stands to reason that a well-endowed school with good teachers who have bad behaviours risk producing weak students (Maulana, Opdenakker & Bosker, 2016). It is in this regard that Jimerson and Haddock (2015) argue that teachers are significant in the success of any educational effort. They are the mainstay of any change in the education system. Any educational policy to shape the lives of students has considered the teaching methods, workloads and level of competencies of teachers. These have an impact on the etiquettes of teachers. Students can imitate the behaviour of their teachers (Cheung, 2020; Hutchings et al., 2008; Mensah et al., 2013). For example, a conscientious teacher who exhibits

good attitudes can get his/her students showing such good behaviour in their lives. On the other hand, a teacher who is not punctual can transmit this undesirable habit to the pupils under their care. Similarly, in official matters, the professional code of conduct regulates the behaviour of the teachers (Al-Rfou, 2021; Mwelwa & Mulenga-Hagane, 2020; Oke & Ogundele, 2017; Van Nuland & Poisson, 2009; Zame et al., 2008). It shows the dos and don'ts of teachers and prescribes the sanctions. Most teachers have reneged on the code of conduct. They have breached one or all of the rules that are stipulated. Indiscipline teachers cannot cover the syllabus (Ramatlapana & Makonye, 2012). This, in the long run can affect the performance of students. It has been established that leadership practices of school principals are pivotal to great achievement of pupils and teachers (Hancock & Müller, 2009; Huber & Muijs, 2010). They provide the materials needed for learning and take active interest in the psychological well-being of their subordinates (Chan et al., 2003; Dowd, 2018). The head is the first point of contact when anything that affects the school is in contention. All the rules, policies, and procedures are routed through the head for implementation in the school. For example, the protocols for the re-opening of schools in 2020 for final year students were being implemented by the heads of the school. The heads work in consultation with the teachers to ensure the success of the school pupils. They are expected to display certain acts that are consistent with the teaching profession.

Continuous professional development has become a focus on schooling in most countries worldwide. It is generally regarded as the most successful method for educating teachers professionally and enhancing their teaching and intervention method when they join the workforce.

Teacher professionalism come about as a result of continuous professional development which refers to all practices that teachers participate in during their careers are intended to improve their work. Those practices are expected to result in the continuing learning of students, a mechanism through which students' progress towards competence and improved academic achievement (Guskey, 2000). Guskey (2000) defined professional development as the organized attempt to bring about change in the educational activities of the students, their behavior and values and the learning results.

Teachers wield expert knowledge to inspire the mental and creative skills of their students. They should take the initiative to appreciate and work with their students. Moreover, they should respect their students and relate well with them. They should uphold the code of ethics to help them conduct their daily activities. It is therefore expected of the teacher to be conscious of the things they do either in public or in private. The attributes habits, and skills measure the professional trait of the teacher which are achieved through teacher professionalism (professional development). These are checked against the expected standards of the teaching profession which in Ghana is regulated by the Ghana Education Service. According to Guskey (2000), teacher professionalism has a significant effect on students' academic achievement. Consequently, this study investigates the influence of teacher professionalism on the academic performance of students in the senior high schools in the Pru East District of Ghana.

1.2 Statement of the Problem

Statistics from the education directorate education in the Pru East District indicated that the results of SHS students in senior high schools in internal and

external examinations revealed that the students obtained low marks in all the subjects they write (Statistics from Pru East District, 2020). The figures showed that about 80% of the students have challenges with reading, solving mathematical problems, and discussing issues (Statistics from Pru East District, 2020). This has negatively affected their performance in several subjects at senior high schools in the district. For example, at Yeji Senior High School, out of 338 candidates registered for the 2017 WASSCE, only 96 representing 28.5% passed in all the eight subjects (Statistics from Pru East District, 2020). No one had an A1 in all the core subjects including English language, Social Studies, and Core Mathematics. Only one candidate had A1 in Integrated Science. According to Gibson (2009), when teachers are unprofessional in their job functions, it affects the output of students in a bad taste. Teacher professional development promotes teacher competencies in the teaching and learning process. Unfortunately, teachers seem to pay less attention to this important programme as students in the study area record low performance in examinations. Literature searched revealed that there is a relationship between teacher professional development, competencies and student's academic performance (Gibson, 2009). Continuous professional development has significant influence on teacher competencies.

The question one may ask is; what is the effect of professional development activities on the academic performance of students? this question needs to be answered. This study would therefore investigate the influence of teacher professionalism on the academic performance of students in the Pru East District in the Bono East Region of Ghana.

1.3 Purpose of the Study

The purpose of the study was to explore the influence of teachers' professionalism on students' academic performance in the Pru East District of Bono East Region in Ghana.

1.4 Objectives of the Study

The following are the objectives of the study. This study seeks to:

1. Investigate the impact of pedagogical skills of teachers on academic achievement of students
2. Find out the influence of teachers' classroom management skills on the performance of students
3. Establish the effect of the professional development activities on the academic performance of students
4. Explore the challenges to the professionalism of teachers

1.5 Research questions

The following research questions were formulated to guide the study to achieve the set objectives:

1. What is the impact of pedagogical skills of teachers on academic achievement of students?
2. What is the influence of teachers' classroom management skills on the performance of students?
3. How do the professional development activities affect the academic performance of students?
4. What are the challenges to the professionalism of teachers?

1.6 Significance of the Study

The study would contribute to the existing knowledge on teacher professionalism as the study would help the Ministry of Education (MOE) to strategize and formulate policies to govern teacher professional development to improve the teachers' job responsibilities. Also, the study will inform the Ghana Education Service (GES) on the need to engage teachers in more continuous professional development programmes to help them develop their knowledge and skills on current issues in the teaching field.

The teachers would be enlightened on the different acts that impinge their profession. The school heads can collaborate with their teachers to eliminate some of the issues that affect the professionalism of teachers in the schools. Other researchers researching on a similar topic in the future would use it as a source of reference.

1.7 Limitations of the Study

The study was limited only to selected teachers and heads of senior high schools in the Pru East District in the Bono East Region of Ghana as result of time constraints. Some of the respondents were reluctant to take part in the study for fear that their views may be published. This may affect the result of the study.

1.8 Delimitations of the Study

The study was delimited to teachers teaching in senior high schools in the Pru East District in the Bono East Region of Ghana as at the 2017/2018 academic year. Areas such as impact of pedagogical skills of teachers, influence of teachers' classroom management skills, effect of the professional development activities on

the academic performance of students and challenges to the professionalism of teachers were covered.

1.9 Organisation of the Study

The study is organised in five chapters. The first chapter which is the introduction covers the background to the study, the statement of the problem, objectives, questions, significance, limitations, delimitations and organisation of the study. Chapter two is literature review. Literature has been reviewed according to the research questions. The theoretical framework is also highlighted. The conceptual framework for the study was outlined. Chapter three contains methodology which involves the research design, sources of data, research population, sample size and sampling technique, data collection instruments, validity and reliability, the ethical considerations, data analysis techniques and organisational profile of the district in which the schools and teachers were located. The results and its discussion are presented in chapter four. Chapter five is the summary, conclusion and recommendation. The suggestion for further research is also given in chapter five.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter is the review of related literature. Literature for the study was organised on the following themes.

- i. Overview of Teacher Professionalism
- ii. Dominant Issues in Teacher Professionalism
- iii. Pedagogical Skills of Teachers
- iv. Classroom Management Skills
- v. Professionalism Development Activities
- vi. Challenges to the Professionalism of Teachers
- vii. Theoretical Framework
- viii. Conceptual Framework

2.1 Concept of Continuous Professional Development

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 basically express the same idea. In the words of Day (2009), the term continuing professional development refers to all the activities in which teachers hold during the course of a career which are designed to enhance their work. Thus, continuous professional developments are developmental activities that one undertakes with the view of enhancing their knowledge and skills with the view of improving their classroom activities.

Bubb and Early (2007) posit that CPD is an ongoing process that builds on the initial teacher training and induction programmes throughout one's career. 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 of teachers. 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 or staff development.”

According to Adagiri (2014), there are six types of CPD activities. These are workshops, mentoring, collaborative activities, action research, conferences and higher education courses/programs. In essence, professional development programmes are formal and informal activities undertaken by teachers to enhance their classroom activities.

Professional Development is a means of supporting people in the workplace to understand more about the environment in which they work, the job they do and how to do it better (Kumar, 2015). It is an ongoing process throughout our working lives and is the advancement of skills or expertise to succeed in a particular profession, especially through continued education (Information Resources

Management Association (IRMA, 2014). It encompasses all types of facilitated learning opportunities including credentials such as academic degrees to formal coursework, conferences and informal learning opportunities situated in practice (NAIFA, 2016).

Professional development usually means a formal process such as a conference, seminar, or workshop; collaborative learning among members of a work team; or a course at a college or university. However, professional development can also occur in informal contexts such as discussions among work colleagues, independent reading and research, observations of a colleague's work, or other learning from a peer (Mizzel, 2010).

Teachers' Professional Development is the "activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher" (OECD, 2009, p. 49). It is also viewed as a comprehensive, sustained, intensive and collaborative approach to improving teachers' and principals' effectiveness in raising student achievement (Slabine, 2011). It is a "work-related learning opportunity for practicing teachers" (Grant & Pomson, 2003 p.4). The term possesses dual connotations. It refers to the actual learning opportunity in which teachers engage (the content and context, pedagogy and purpose of specific activities); and the learning that may occur when teachers participate in these activities (the transformations in their knowledge, understandings, skills and commitments).

The form and content of professional development is predicated on a vision of teaching. In other words, what and how we want teachers to teach determine what and how we expect teachers to learn (Grant & Pomson, 2003). All effective teaching is the result of study, reflection, practice, and hard work. A teacher can

never know enough about how a student learns, what impedes the student's learning, and how the teacher's instruction can increase the student's learning. Professional development is the only means for teachers to gain such knowledge. Whether students are high, low, or average achievers, they learn more if teachers regularly engage in high-quality professional development" (Brown & Ayedeniz, 2017; Mizell, 2010, p.18).

In education, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help 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 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: 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); 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 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.

2.1.1 Definition of Professionalism

Professionalism is not an easier term to define (Brehm, Breen, Brown, Long, Smith, Wall & Warren, 2006). According to the authors, professionalism falls under professional parameters, professional behaviours, and professional responsibilities. The professional parameters include the laws and ethics that govern the acts and deeds of teachers in their local and national jurisdictions. For example, the Ghana Education Service has the code of ethics that guide teachers in their work. Meanwhile, professional behaviours are the characteristic attitudes teachers show as they relate with pupils, parents, colleagues and co-workers. They exhibit the right behaviours towards their internal and external customers. Professional responsibilities define the duties and job functions of the individual teachers. They include the membership of professional associations, volunteerism of community work or attendance at school events. According to Brown and Ferrill (2009), the factors that define profession are not the same in all contexts.

Certain attributes are characteristic of professions which help to differentiate between them (Gewirtz, Manony, Hextall & Cribb, 2012). True professionals monopolise their work. They have control over their work (Snoek et al., 2009). In addition, they have the authority to pass judgment over their peers. They can dismiss members who flout the ethics of their work. They exhibit competent knowledge of their field (Abbott, 1988; Goodson & Hargreaves, 2016). They are licensed as professionals by government institutions.

In contrast, the classical school of thought argue that teaching is not a definition as per the features they have outlined. They claim the teachers are employed by the government or the schools. They do not control their establishment warrants or points of entry. They are highly dependent in their work. They are restricted in their initiatives they undertake (Amoako, 2014). However, in this paper, professionalism refers to the conduct, demeanour, conduct and attitudes that guide the work of teachers (Evetts, 2009; Goodson & Hargreaves, 2016 as cited in Snoek, 2010).

Teachers are considered the most important in-school impact factor on the quality of student achievement (Barber & Mourshed, 2011). Hattie (2009) confirms that among the following factors, teacher quality of teachers, curriculum quality, the teaching methods, the school building or the parent's role it is the teacher quality that has the highest impact. Therefore, the European Council and the European Commission are calling for improvements in the training of teachers. They want nations to pay more attention to teachers (European Commission, 2005, 2007; European Council, 2007, 2009).

2.1.2 Overview of Teacher Professionalism

Bair (2016) says advanced training, formal credentials, self-governance, and specialised services are the characteristics of a profession. Workers can study on the job, engage with others, and use laid-down rules to progress in their work. Tschannen-Moran (2009) extols the virtues of professionals. They do not judge in isolation. They consider several options before they make a verdict. She further describes professional teachers as those who possess certificates or licenses and independently undertake their job responsibilities.

Similarly, Coleman et al. (2012) mention that teaching is full of complexities. Therefore, teachers should reflect on their job functions and improve upon them. They can partner with other teachers to lead their students. Most teachers need other people to help them undertake some activities. This strategy can help them succeed. Even though it is complicated to measure teacher professionalism, several authors have attempted to describe the concept. Thus, Tichenor and Tichenor (2005) assert teacher professionalism is limited to the demeanour of teachers. It reflects the poise of teachers and how creative and dedicated they are in their work. It also shows in their dressing and respect for their pupils. Teachers should conduct themselves appropriately because society expects a lot from them.

In another breath, Tichenor and Tichenor (2005) declare the teacher's comprehension of the subject and delivery of lessons as well as the way they engage themselves in professional activities and collaborate with their fellow workers, determine teacher professionalism. However, Hildebrandt and Eom (2011) argue teachers are quasi-professionals. Larson (2014) confirms teaching does not fully qualify as a professional activity. A major contributory factor to the

teacher professionalism debate is its complicated nature. Communication is exclusively a top-down approach. Teachers may not be innovative. The lines of authority are rigid. The rules are uncompromising, and there is absolute obedience to the ways activities are undertaken (Nicolaidou, 2010).

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2.1.3 Teacher Professionalism

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2.2 Nature of continuous professional development

In terms of ways of career growth, TALIS (2013) included nine different options in its survey: training/workshops, conferences or lectures, certification programs, trips to other institutions to observe, engagement in a teachers' network, individual or joint study on a subject, and coaching and mentoring. Brown, Edmonds and Lee (2001) found that career learning takes place through one-off courses, conferences and conferences, unaccredited academia and professional activities, in-structure instruction, intervention studies, attended other classes, network platforms, in-class supporting colleges, and evaluation, in-service (INSET) and in-service analysis in the UK. Although the production of CPD is successful with and from each other and proof of best practice, some teachers view CPD as an on-the-job occurrence or brief courses that are not always school-relevant but are of varying standard and interest from a variety of external suppliers (Sweeney, 2005).

Pursuance to Continuous Professional Development (CPD) project in the Addis Ababa City Authority, Desta, et al (2013) explore possibilities and threats

among primary school educators in Ethiopia. This study shows that teachers invest in self-reflection (for tracking and assessing their own work outside the collection of portfolios), intervention research (for the career advancement of educators), mentorship, seminars at schools in-house, and counseling from school leaders, peers, and orders. Kokebe (2013) also assessed in Ethiopia activities and difficulties in the Metekel district, Benishangul-Gumuz Region, of the ongoing career advancement of college teachers in primary schools. Both primary and secondary data techniques were used for analysis methods. Teachers, department heads, heads of government, facilitators of CPD schools, vice-directors, surveillance specialists, and experts in the areas were students. A simple random and purposeful sampling procedure is used to pick the participants. Questionnaires focus forums, and interviews as well as the study of records were selection instruments. Descriptive figures and narratives were used to interpret the data collected. The study showed that teachers were very interested in CPD practice, such as the mentoring, creation of portfolios, the execution of action testing, and the fostering of group conversations and peer insights.

In Ethiopia, Mekonnen (2014) assessed the tradition and difficulties of the continued professional growth of school-based teachers at Kemashi District, Benishangul-Gumuz Regional State High Schools were investigated in Ethiopia. The study showed that teachers engaged marginally in CPD activities, such as mentoring, portfolio development, action testing, community discussion, and peer review practices, as well as evaluation of overall accomplishments and execution shortcomings.

Alnuaimi, Mohaidat Yang and al- Rashedi (2016) examined the needs, consequences of professional advancement, and the challenges faced by the

secondary education teachers through Teaching and Learning International Survey analysis. The report shows that teachers have a good involvement in preparation and workshop (83.6%), mentorship and coaching (63.0%), instruction or workshops (51.6%), and personal or joint testing (50.8%), as well as a weak presence in certification (16.6%) and observational trips to other schools (29.9%). They have also been active in student-related CPD activities, including assessment and evaluation of teachers (84.5%), educational experience in the area (79.9%) and student conduct and school administration (78.1%). Fresew (2016) analyzed the role of government secondary schools and the opportunities for continuing professional growth in Oromia, a town in Jimma using a qualitative approach. The study found that current CPD activities were seminars, instruction, and engagement in creative class management methods, exchange of insights, and the provision of additional instructional resources to students. In this sense, they are informally and sporadically active.

Lusaka's instructor viewpoint for Continuous Professional Development (CPD) has been studied recently in Zambia (Kabila et al, 2018). This research comprised all four High Schools in the central Lusaka region, all secondary school teachers and administrators, and the Education Standards Officer of the District (DECO). The aim was to pick a sample of 20 professionals and 1 school administrator and the DECO with a total of 84 respondents. Data gathered by supervisors and teachers were used for interviews and focus group discussions (FGD). Via inductive data analysis and interviews on popular topics, responses from (FDGs) were recorded. Participants and facilitators were students, though both teachers were not interested in CPD activities.

Similarly, the tradition and difficulties of continuing professional growth of school-based teachers in the Arbaminch City administration government secondary schools in the Gamo Gofa district are evaluated by Berehe, Legesse, and Tadesse (2018). The research was both descriptive and explanatory. Purposeful random sampling approaches for educators, heads of schools, city training offices, and cluster administrators were employed. In order to obtain data from the respondents, questionnaires, interviews, and documentation were used. The data were analyzed using descriptive and narrative statistics. The study shows that teachers were lowly engaged in CPD behaviour, such as action research, classroom management, mentoring, counseling, and portfolio development. The study suggested that the city education office partner closely with educators, provide the necessary preparation funds, empower teachers to accept more roles in the CPD phase, and appoint well-trained CPD facilitators to reduce the effects of the CPD implementation challenges.

Abreh (2018) researched teacher engagement in ongoing professional development activities and their effect on science and mathematics teaching in Ghanaian High Schools. The research design for exploratory surveys was used in this analysis. The research population was composed of heads of Mathematics and Science in Senior High in Ghana. A questionnaire was used to collect information from department heads. The study found that both Science and Mathematics teachers participated in several CPD activities such as workshops on capacity building and the Secondary Education Improvement Project (SEIP) workshops. SEIP is a World Bank/Ghana Government intervention to support secondary education to improve learning outcomes; Mathematical Association of Ghana

(MAG) conferences; entrepreneurial skills training workshop; ICT training workshops, peer training workshop.

Equally, in Ghana, Dampson and Mensah (2018) explored the professional development needs of teachers, headteachers, and School Improvement Support Officers (SISOs) in the Basic Schools in the Central Region of Ghana. The study employed a descriptive survey design. The study found that teachers, headmasters, and SISOs in both regional areas engage in staff learning activities such as courses/workshops on good practice in schools and facilities for new education curricula/school administration and leadership, graduate courses/certificates, instructional studies, and teaching and teaching workshops. In urban schools, though, respondents are more interested than their counterparts in rural-urban schools.

In Ethiopia, Tulu (2019) explored activities and problems in Hawassa City Administration secondary schools for the continued career growth of school-based teachers. The research used both a quantitative and a qualitative method of descriptive survey design. For chosen teachers' department heads, directors, and CPD facilitators, simple random and convenience sampling was used. Questionnaires, interviews, and analysis of records were used to collect data. The data obtained were analyzed using descriptive statistics and narration. In the report, respondents were not properly engaged in CPD work, such as mentoring, creation of portfolios, action analysis, group dialogue, peer-reviewing, and the overall achievements and shortcomings of the systems.

2.2.1 Practices and Purposes of Professional Development

In recent years, as conceptions of teaching and learning have moved away from a view of 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: Deepening and extending teachers' subject matter knowledge for teaching; Extending and refining teachers' repertoires so that they can connect ever more effectively with students' needs and interests; Strengthening the dispositions and skills of teachers to study (and improve) their own teaching; and Expanding responsibilities for leadership development so that teachers can participate (as leaders) in the larger life of schools and the profession.

2.3 Pedagogical Skills of Teachers

Pedagogical competence is the educational and teaching qualifications that teachers use to instruct and cause changes in learners (Apelgren & Geertz, 2010). The approach teachers used in teaching their students can be used to gauge the academic performance of their students. In this regard, teachers who possess sound pedagogical skills can involve their students in lessons. They can use variety of teaching strategies to help their students participate actively in class. Efficacious teachers can help students to become successful in their schoolwork (Guo et al., 2010).

Studies have shown there is a pedagogical relationship between students, teachers and the content (Estrella et al., 2015; Olfos et al., 2014). Kathirveloo et al. (2014) have found the subject matter is the focal point in the teaching and learning dyad. It shows the experiences of the teacher in the delivery and comprehension of the content. The level of competencies of the teacher in a subject area shows the way and manner they deliver instructions to students. When a teacher has the

confidence to handle the subject they teach, it gives them control over the class (Murphy et al., 2007). They are bold to allow students to participate in their lessons (Aziz & Kazi, 2019). For example, they give students the opportunity to ask or respond to questions during the delivery of lessons or at the end of the lessons.

Teachers who possess ample knowledge of the content subject matter instruct their students competently so that they understand the lessons. They help them relate well with the concepts so that they can use them for further learning or in the lives. However, teachers who are incompetent use intimidating tactics to scare their students during instruction (Barrett & Scott, 2018; Seabrook, 2004). The worrying situation is some teachers even absent themselves because they are afraid their students will expose their weakness (Tao, 2013). A significant number of these teachers often engage in issues that are not academic in nature when they meet their students in the classroom. They talk to students about entertainment, politics, and social issues instead of teaching them the contents they require (Gibson, 2009).

Furthermore, there are teachers who do not care about whether students understood their lessons or not. They do not offer any feedback on lessons to students to help them correct any errors on tasks. Feedback should be immediate to elicit the needed impact on students' comprehension of an activity (Chappuis, 2012; Greenstein, 2010; Hattie, 2009; McFadzien, 2015).

Feedback is an interactive process that involves a teacher and the students where the teacher helps learners ponder the content they have been introduced to. It enhances their performance (Ford-Commers et al., 2016). Several confirmatory studies have shown that feedback helps students to perform well in their tests, exercises or project work (Timperley et. al, 2007; Schütze, Rakoczy, Klieme,

Besser & Leiss, 2017). Teachers should not downplay the effect of feedback on the pupil's understanding. They should pay significant attention to the concept of feedback. The main concern of teachers is to help pupils show better comprehension of the topics they are taught and achieve good grades (Coll, Rochera & de Gispert, 2014).

However, Labuhn et al. (2010) claims that feedback did not have any significant impact on student's performance. Specifically, McGrath et al. (2011) found that students did not perform well in their writing exercise even though their teachers gave them feedback. They however found that the teacher's feedback was fair and helpful.

Another good observation is when teachers adjust their syllabus to cater for the needs of every student in their classrooms; it makes the students develop interest in the lessons (Gentry et al., 2013). They can recognise the weakness of their students and design their lessons to help them benefit. This approach makes the students become happy with school work. They are enthusiastic to attend school. They do not want to miss school because their teachers cater for their learning needs. Also, the lack of teaching-learning materials (TLMs) can affect student's cognition of lesson (Akuoko et al., 2012; Kapur, 2019). When teachers do not often use TLMs in their lessons, it affects students understanding of the lessons. They will find it difficult to perform the assigned activities when the teachers present theoretical lessons to them. However, when teachers employ TLMs in the course of teaching it makes the lesson real and interesting (Obodo et al., 2020).

Besides, the hallmark of good professional teachers is they develop well-defined learning expectations for their students (Munna & Kalam, 2021; Rubie-

Davies, 2010). They set specific, measurable, achievable, reliable and time-bound lesson objectives for their students (Noto et al., 2018). The ultimate aim of the teachers is they expect an observable change in the way their students think and undertake activities before they joined their classes. They develop the knowledge and strengthen the capacity of the students. It is evident that the teachers want to see the students display a level of mastery of the concepts they introduced to them after lessons (Coştu et al., 2012; Saxe et al., 2001). They therefore apply effective strategies when they are teaching. However, the strategies may fail to achieve its target because of several factors. Chief among them is the attitude of students. When the students are not serious with their studies, they lose interest in the lessons (Cicekci et al., 2019). They are inattentive in class and fail to perform class exercises, quizzes, and project works. Teaching and learning suffers when there is indiscipline. It does not help teachers and students to complete the syllabus. When this happens, students score low marks or even leave the school. Thus, parents and government lose the monies and the time they have devoted to the education of learners (Mariene, 2012; Munyasya, 2008; Onyango, 2008; Kabiru, 2007).

Moreover, the teachers should link their lesson to relevant backgrounds and experiences of students. Teachers can deploy the relevant previous knowledge of the students to the new topic or lesson (Hailikari et al., 2008; Shilo & Kramarski, 2019). They use the known and unknown principle to help students understand the content or information they present to them. Teachers can utilise the experiences of their students in the course of their teaching to help them comprehend the lessons. When teachers connect the relevant previous knowledge of students to the topic or lesson under consideration, it makes the students appreciate that their contribution is significant.

Teachers can adapt their lesson plans to their student's level. When they evaluate their student's previous knowledge, it helps them to become aware of the knowledge and experiences they possess before they are introduced to the new lesson. It helps them to know the gaps in the lessons and the strategies they can deploy to fill them. This helps them to achieve success in their lesson. They know the areas students need further assistance and the approaches they can use to help the students. It also helps students connect their old and new knowledge to understand the topics. Effective teachers are knowledgeable and are conditioned for their work and supervise teaching and learning well. They guide their pupils to be responsible for their own studies. This assertion is substantiated by Fuhrman et al (2010) that teachers who achieve success in their students are those who are intelligent and possess several instructional approaches to handle them.

The relevant previous knowledge helps to make the lesson understanding easy (Binder et al., 2019; Brod, 2021). However, it sometimes makes students feel they already know something about the topic (Alvermann et al., 1985 as cited in Brod, 2021). This suggests that it is sometimes not always necessary to devise this strategy in teaching.

2.4 Classroom Management Skills of Teachers

Dibapile (2012) asserts that it is not easy for teachers to manage the classroom. There are students who come from different backgrounds and orientations and therefore it is sometimes difficult to control them. Teachers have a challenge with students who are not regular in class or are rowdy. They have difficulty checking attendance, absenteeism and other disciplinary issues. When the teachers are able to manage their classroom efficiently, higher

learning is achieved. This statement is confirmed by Marzano (2011) who emphasised that teachers who experience greater learning in their students are those who are able to supervise them well. Students excel in their studies when their teachers can manage their classrooms effectively (Korpershoek et al., 2016 as cited in Nisar et al., 2019). Teachers can manage their students well when the student-teacher ratio is smaller. A smaller student-teacher ratio enables to engage their students on a closer level (Blatchford et al., 2011; Konstantopoulos & Chung, 2009). However, this is not easy to achieve as the student-teacher ratio in senior high schools in Ghana is high. For example, there are more students to a teacher in most senior high schools in Ghana. There are more than thirty students in a class. This large numbers of students can be attributed to the roll-out of the Free Senior High (SHS) in Ghana. Data revealed about 100,000 students could not attend school between the years, 2013 to 2016. However, more students were able to attend school when the Free SHS was implemented (Markort, 2017). The large class sizes, however, is not in line with the UNESCO approved size of thirty students to a teacher (Ajani & Akinyele, 2014; Diaz et al., 2003; Koc & Celik, 2015; Markort, 2017).

As a matter of fact, when teachers manage the classroom well, it promotes teaching and learning. Teachers and students can undertake activities in a sound atmosphere. They can work together harmoniously to achieve the objectives of the lessons. The outcome will reflect in academic success for students (Kor & Opare, 2017). It is more probable that effective teachers use teaching and learning materials to ensure order, discipline and student's success in their classroom (Asano et al., 2021; Mupa & Chinooneka, 2015). It is inevitable that effective teachers avoid engaging in poor classroom management practices (Brown, 2019;

Hughes, 2014; Sieberer-Nagler, 2016). For example, they should shun receiving or making private calls, texting, and interacting with social media: communicating with friends and relatives, reading e-mails and watching shows or movies during official contact time. It is tempting to make or receive calls during instructional periods. When teachers receive or make calls in the classroom, it affects the time they can use for instructional purposes (Hagerman, 2021). However, some teachers argue they use the phone in the classroom to access websites, educational learning apps and help with other classroom activities (Betts, n.d).

According to a finding by O'Bannon et al. (2017), eight in ten said they used the mobile phones to help them in lesson delivery. Similarly, Bautista (2013) also revealed that 73% of teachers use the mobile phones to help their students perform some activities. Another excuse some teachers give for using the mobile phone is they use it to receive calls during emergencies or use the school management system. Even though this behaviour is bad, they should be given the benefit of doubt. The trouble these calls caused are significant. Some teachers can receive bad news that can affect their psychological state. This reason explains why some people believe that teachers should not make or receive calls in the classroom under any circumstances. They can wait and connect with the people whose calls they could not answer at the end of their lessons. However, the calls may come from the office of the school principal or any other person in higher authority. Some heads have instituted punitive actions against teachers from abusing the mobile phones in the school environment. For example, they issue warning letters to defaulting teachers to stop them from engaging in the practice. Yet still, others report them to officers at the higher education directorate when the teachers are persistent defaulters.

Moreover, most teachers have a penchant to leave the classroom before the end of lessons (Saloviita, 2013). They fail to utilise the instructional time properly (Ayeni, 2020). This phenomenon can be caused by several reasons. Among them are lack of teaching and learning materials, lackadaisical attitude of teachers, and poor teaching skills (Dhakal, 2020). A high number of them rush through the lessons and do not take their time to peruse their lessons effectively. They do not check whether their students have understood the lesson or can apply the concept they have taught them. It is sad to see teachers fail to remain in the classrooms until the end of the lessons. When this situation happens, it is the students who are greatly affected. These students do not show any better comprehension of the content. This affects their academic performance in the subjects they study (Yeşil Dağlı, 2019). However, some effective teachers stay in class until the end of the lesson. They are patient and see to it that students understood the lessons before they leave the classroom. They help the students to make meaning out of the lessons they teach them. They help students to cover the syllabus and improve upon their performance (Cattaneo et al., 2017; Yeşil Dağlı, 2019).

Furthermore, teachers use positive words or decorous language to motivate students emotionally (Liu, 2021). They become cheerful when their teachers praise them or encourage them especially before their peers. The teachers care and show love to their students and relate well to them. They respect and regard them as humans. The students, to enlarge extent develop a like for the teacher and the school. They are buoyed by the positive comments and work hard. These words rather inspire them to work beyond their energies to succeed (Gibson, 2009). Praise can be a strong tool that teachers can use to control their classroom, help children sustain their performance, and become successful (Reinke et al., 2013 as cited in

Liu, 2021). However, teachers should know when and how to use it so that it does not lose its efficacy (Floress et al., 2018 as cited in Liu, 2021). In another breadth, some students lose focus and become dejected when their teachers use negative words on them. Some of them even stop school (Finn & Zimmer, 2012).

Also, teachers use rules and regulations to guide student's behaviour inside and outside the classroom (Garrett, 2008; Kaya, 2012; Kwayu & Ishikaeli, 2014; Ndeto, 2015; Oliver & Reschly, 2007). Effective classroom management results when teachers develop rules that help them to engage their students in the classrooms as they use appealing instructional approaches (Emmer & Stough, 2001). Buckley and Cooper (1978 as cited in Thornberg, 2008) state rules are made in writing or verbally by their teachers to ensure students exhibit desirable behaviours. The rules show the acceptable or unacceptable behaviours. They guide the pupils to behave well or comply with them (Brint et al., 2001 as cited in Thornberg, 2007).

Classroom rules are systematised and reliable and help pupils to live responsibly (Anderson & Spaulding, 2007). Another important way to help students observe and abide by the rules is when teachers involve them in the crafting of the rules (Hsu, 2018). It shows students that they matter and are needed in the administration and management of the classroom. They obey these rules because they appreciate their contributions towards its development and implementation. They are cautious to breach it because they are fully aware of its consequences. However, in classrooms where there are no rules to regulate the behaviours of learners, they can engage in undesirable behaviours. The class becomes rowdy and this bad behaviour can impact negatively the performance of students (Gacheri, 2017; Hughes, 2014; Kontor, 2020; Oliver, et al., 2011; Sowell,

2013). It is therefore proper teachers institute rules to help them manage their classroom effectively. The society has been well regulated because of the rules and regulations that guide the behaviours of people.

Additionally, high-quality teachers prepare adequately for lessons (Barnett, 2019; Ko et al., 2014). They engage in research on any topic to help them deliver the lessons effectively (Blazar, 2016). They think cognitively about the activities, content and the methods they will employ to instruct their students in the classroom (Jalongo et al., 2007). Lesson planning can be classified into formal and mental planning (Omstein & Lasley, 2004; Panasuk et al., 2002). The formal planning process is the well-defined structure and task that is planned ahead of time before the start of the lessons. Mental planning, on the other hand, is the instinctive reaction of teachers to the activities and questions that happen in the course of the lesson. Teachers should be well-prepared and competent to handle issues that occur during lesson delivery (Marshall, 2012; Thompson & Stryker, 2010).

When teachers plan their lessons, they are able to manage and direct affairs in the classroom. They become motivated and can help the different kind of learners in the classroom (Danielson, 2007; Zahorik et al., 2003). Efficient teachers plan and make the necessary inputs to help every learner benefit. However, lackadaisical teachers do not prepare well and find it difficult to engage their students effectively (Kariuki et al., 2019). The lack of preparation can impact negatively on the teacher's ability to deliver and ultimately on the student's performance. Effective teachers prepare well in advance to enable them present helpful lessons in class. They work to promote higher academic outcomes to their students as they work to eliminate interruptions (Adeyemo, 2012).

In principle, good classroom management practices are precursors to high academic outcomes. Teachers and students can work in unison and under good conditions when the classroom environment is devoid of practices that impede teaching and learning. However, when teachers do not have good classroom management practices, it can lead students to display poor behaviours (Okai & Epcaca, 2013).

2.5 Professional Development Activities of Teachers

The professional development activities include official short-term or unique workshops, conferences, seminars, and in-service training sessions with limited knowledge on the issues they are been exposed to (Darling-Hammond, 2013; Smylie, 2014). Teachers attend INSET, workshops and seminars to help them appreciate and keep with trends in the teaching profession (Donkor & Banki, 2017; Safi, 2015). Moreover, when teachers attend these continuous professional development programs, they sharpen their knowledge and skills. The new knowledge and skills help them to handle their job functions or activities with enthusiasm.

INSET helps teachers to become committed to their jobs. It helps them to develop optimistic or keener attitudes towards their careers. It makes them loyal to their positions. One way to increase the commitment of teachers is to train them so that they can become adroit in their performance. When they are adequately trained, it helps them to be adept at using their knowledge and skills to solve challenges and propose new ways of doing things (Janangir et al., 2012; Onasanya, 2009 as cited in Asiyai, 2016). Thus, it is crucial for every teacher to strive to participate in any professional development activity. INSET, workshops and

seminars are held for teachers so that they polish their skills and perform their jobs conscientiously (Junejo et al., 2018; Wenno, 2016). They claim that competence of a teacher is related on their participation in seminars, workshops and other training programs. These activities help them to flourish and handle their profession with passion. Similarly, teachers can acquire managerial skills to produce a buoyant school environment that supports and enhances teaching and learning, and help them to use newer technologies to encourage their students to learn (Ozola, et al., 2014).

Furthermore, another effective professional development activity is staff meetings. Staff meetings are conferences organised for employees at some definite times (Amin, 2015). They are authorised by the heads of the schools to discuss issues concerning the school. During staff meetings, teachers discuss and contribute to issues under consideration. The teachers are allowed to express their views. They are avenues for teachers to share ideas and deliberate on issues that can help school administrators accomplish the various tasks (Wadesango, 2012). They are places that make teachers connect well with the school (Meetking, 2015). When they attend the meetings, they discuss issues that impact the school in both positive and negative ways. They brainstorm interventions that are necessary to promote the well-being of the school and the teaching and non-teaching body to enable them perform their duties in a conscientious manner. However, Smylie (2014) claims that these meetings are places for criticism of teachers and do not offer any worthwhile knowledge to teachers. Some school principals use it as a platform to threaten and denigrate their teachers. They do not help teachers to solve challenging issues that occur in the school (Fuller, 2011; Varela, 2012; Wei et al., 2010). They do not help teachers to improve the performance of their students

(Mafa, 2016). They become a place for teachers to settle personal grudges. Some of the meetings become antagonistic where teachers fight each other.

These negative behaviours occur during staff meetings because of several factors. According to Menard (2010), some school heads use the meeting to intimidate their teachers. They do not respect and trust them. There is no unity or cohesion among the staff. They cannot express their opinions freely. During some meetings, they treat other agenda more important than others. Other challenges include poor preparation on the part of the school head and no follow-up on previous issues discussed. Some of the issues being discussed are not relevant. The meetings become a talk shop and there is no action on the issues that are being considered (Meeking, 2015). LeBlanc and Nosik (2019) believe the meetings are not effective because it has become commonplace in the institutions and they are not well planned and moderated therefore it affects participant's time.

Also, the community of practice help teachers to reform their knowledge and skills (Printy, 2008). When they engage each other they share similar stories and explore effective solutions to their challenges. When teachers engage each other in professional ways, they become more determined to take chances, recognise their mistakes, and disseminate outstanding policies and projects (Franke et al., 2001 as cited in O'Sullivan, 2008). Some of them, however, use this as an avenue to show off their academic credentials. It defeats the aims the teachers have in joining the group.

In a similar manner, teachers are bounded by the code of ethics that regulate their way of doing their work (Agih, 2013; Simuyaba, 2016). It spells out the do's and don'ts of the profession. However, Afifi (2005) asserts that when the rules are not applied in the same way for every teacher, they lose their power. The teachers

do not trust their leaders when they are biased towards them. The code of ethics helps to streamline the processes. It can influence the teacher, the learning material, and the learning situation. It helps every personnel working in the educational sector, especially teachers, to become conscious of their behaviours (Capli, 2015 as cited in Al-Hothali, 2018). The code of ethics elaborates the ethical behaviour the members should exhibit. They include sanctions for any breach of stipulated rules. Members are duly punished when they fail to abide by them. The breach indicates the punishment. For example, a member who absents him/herself from school for ten days is dismissed.

Finally, self-evaluation is an important part of a teacher's growth (MacBeath, 2003; Towndrow & Tan, 2009). Effective teachers reflect on their job functions on timely basis. Teachers who evaluate their teaching practice become empowered and self-reliant. They gather data and assess their own teaching to check whether they are progressing, retrogressing or stagnant. They undertake this activity against a set of standards. Self-evaluation occurs in self-monitoring or feedback. It helps teachers to reflect on their work and ascertain where they need further improvement (Taylor, 1994). They appraise their teaching and co-curricular activities. The evaluation helps them to identify their strengths and weaknesses.

As indicated earlier on professional development activities include official short-term or unique workshops, conferences, seminars, and in-service training sessions with limited knowledge on the issues they are been exposed to (Smylie, 2014). Teachers attend INSET, workshops and seminars which is also known as continuous professional development programs to help them appreciate and keep with trends in the teaching profession. The next session will look at the concept of continuous professional development.

2.6 International Policies on Teachers' Professional Development

Teachers are essential to universal and quality education for all: they are central to shaping the minds and attitudes of the coming generations to deal with new global challenges and opportunities (UNESCO, 2015). Innovative, inclusive and results-focused teaching is crucial for 2015 and beyond if we are to provide the best possible opportunities for millions of children, youth and adults worldwide (UNESCO, 2015 p.3). The quality of teachers and teaching is also essential to good learning outcomes. This implies an education system that attracts and retains a well-trained, motivated, effective and gender-balanced teaching staff; it implies a system that supports teachers in the classroom, as well as in their continued professional development.

Dissatisfaction with loss in status, low salaries, poor teaching and learning conditions, and lack of career progression or adequate professional training have driven large numbers of teachers out of the profession, sometimes after only a few years of service” (UNESCO/ILO, 2008, Kirk et al., 2013, p.3; ; Eyiah, 2013, p.1). Teachers, and national policies that shape the teaching profession, are critical for the provision of a good quality education, as teachers are the key facilitators of learning. They often constitute the largest share of the civil service and therefore the highest cost.

Nevertheless, it is a challenge for education systems to pay adequate attention to factors affecting teacher effectiveness, such as policies on training, recruitment, deployment, management, assessment and professional development (UNESCO, 2014). The 1960 UNESCO Convention against Discrimination in

Education is the first legally binding instrument covering extensively the right to education. It aims at eliminating discrimination in education and promotes the principles of equality of opportunities and treatment. With regards to the teachers, Article 4(d) of the Convention engages State Parties to provide training to the teaching profession without discrimination. The conditions, qualifications, rights and duties of the teaching personnel are further protected by both the ILO-UNESCO recommendation concerning the Status of Teachers (1966) and the UNESCO Recommendation Concerning the Status of Higher-Education Teaching Personnel (1997).

The Recommendation Concerning the Status of Teachers sets forth the rights and responsibilities of teachers, and international standards for their initial preparation and further education, recruitment, employment, and teaching and learning conditions (UNESCO, 2015). The Policy Framework on Pre-tertiary Teacher Professional Development and Management in Ghana, (2012) meets Ghana's commitment to international policies on teachers and the teaching profession. Specifically it reflects key provisions UNESCO guiding principles on teachers and teaching (UNESCO, 2015). Aspects of these guiding principles which are particularly relevant to Ghana's teacher and development and management policy are as follows: Policy governing entry into preparation for teaching should rest on the need to provide society with an adequate supply of teachers who possess the necessary moral, intellectual and physical qualities, and who have the required professional knowledge and skills; The status of teachers should be commensurate with the needs of education as assessed in the light of educational aims and objectives; it should be recognized that the proper status of teacher and due to public regard for the profession of teaching are of major

importance for the full realization of these aims and objectives; Authorities and teachers should recognize the importance of In-service training (INSET) designed to secure a systematic improvement of the quality and content of education and of teaching techniques; Teachers should be provided time necessary for taking part in INSET programmes; Authorities, in consultation with teachers' organizations, should promote the establishment of a wide system of INSET, available free to all teachers; Teachers should be given both opportunities and the incentives to participate in courses and facilities and should take full advantage of them; Promotion should be based on the objective assessment of the teacher's qualifications for the new post, by reference to strictly professional criteria laid down in consultations with teachers' organization; and Professional standards relating to teacher performance should be defined and maintained with the participation of teachers' organization (ILO/UNESCO, 1996, p. 21-24)

2.7 Characteristics of Continuous Professional Development

Hirsch (2010) discusses two broad attributes considered to be desirable in professional development of teachers. Firstly, Professional development fosters collective responsibility for improved student performance and must be comprised of professional learning that: analyzes student, teacher, and school learning needs through a thorough review of data on teacher and student performance; defines a clear set of educator learning goals based on the rigorous analysis of the data; achieves the educator learning goals identified early on by implementing coherent, sustained, and evidence-based learning strategies that improve instructional effectiveness and student achievement, such as lesson study and the examining of student work; provides classroom-based coaching or other forms of assistance to

support the transfer of new knowledge and skills to the classroom; regularly assesses the effectiveness of the professional development in achieving identified learning goals improving goals, teaching, and assisting all students in meeting challenging state academic achievement standards. (Hirsch, 2010).

Secondly, the process outlined in the first instance may be supported by activities such as courses, workshops, institutes, networks, and conferences that: must address the learning goals and objectives established for professional development by educators at the school level; advance the ongoing school-based professional development; and are provided by for-profit and non-profit entities outside the school such as universities, education service agencies, technical assistance providers, networks of content-area specialists, and other education organizations and associations (Hirsch, 2010).

Opportunities for active learning, content knowledge, and the overall coherence of staff development are the top three characteristics of professional development (Quatellbaum, 2012). Opportunities for active learning and content specific strategies for staff development refer to a focus on teacher application of learned material (Quatellbaum, 2012). Overall coherence refers to the staff development programme perceived as an integrated whole and development activities building upon each other in a consecutive fashion (Quatellbaum, 2012). Marzano (2003) warned, however, that standardized staff development activities which do not allow for effective application would be ineffective in changing teacher behavior.

2.8 The need for Teachers' Professional Development

Education is considered as the bedrock for economic, political and social transformation of any society. Over the years there has been an increasing awareness and acceptance of the assertion that teachers are the oil that lubricates the engine of education in society. If it is so, then professional development of teachers is an essential ingredient for development of skills, knowledge, and attitude to enhance their delivery in effective and efficient manner (Adeku et al., 2013). Great teachers help create great students. In fact, research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to how we train and support both new and experienced educators. It is critical for teachers to have ongoing and regular opportunities to learn from each other.

Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture. Professional development is thus key to meeting today's educational demands. Effective professional development enables educators to develop the knowledge and skills they need to address students' learning challenges. To be effective, professional development requires thoughtful planning followed by careful implementation with feedback to ensure it responds to educators' learning needs. Educators who participate in professional development then must put their new knowledge and skills to work.

Professional development is not effective unless it cause teachers to improve their instruction or causes administrators to become better school leaders”

(Mizell, 2010; p.10). The effectiveness of professional development depends on how carefully educators conceive, plan, and implement it. There is no substitute for rigorous thinking and execution. Unfortunately, many educators responsible for organizing professional development have had no formal education in how to do so. The learning experiences they create for others are similar to their own experiences, many of which were neither positive nor effective (Mizell, 2010). School systems today are charged with addressing ever-increasing demands: reducing the achievement gap, adopting evidence-based practices, meeting adequate yearly progress goals, managing the requirements of second-language and special-needs students, and remaining current on the increasing amount of pedagogical and content area research. Educators must keep abreast of the important advances that are occurring in education (Joyner and Reed, 2005). This is where professional development comes in.

In view of the above, all schools should be places where both adults and students learn. Teachers and administrators who routinely develop their own knowledge and skill, model for students that learning is important and useful (Mizell, 2010). Their ongoing development creates a culture of learning throughout the school and supports educators' efforts to engage students in learning. A school that organizes team-based professional development and expects all teachers and administrators to consistently participate; even though for a different purpose, at different times, in different ways, demonstrates that it is serious about all teachers performing at higher levels (Mizell, 2010). As a result, the entire school is more focused and effective.

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, which constitute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives.

Not surprisingly, professional development for teachers is often located in one or more paradigms. Generally scholars criticize the “deficit” paradigm articulated by Gall and Renchler above that characterizes professional development as targeted to compensating for a lack in skills or knowledge and viewing teachers as empty vessels “to be filled” Garmston (1991, p. 64). Some locate it within a “professional growth” paradigm that characterizes development as more self-directed arising from the learner’s interests and needs (Feiman-Nemser, 2001). Some locate it within an “educational change” paradigm which views development as focused upon bringing about change (Fullan, Hill & Crevola, 2006; Warren-Little, 2001).

Still others position professional development within a “problem solving” paradigm which links development to making improvements to address identified issues like student achievement needs (Ball & Cohen, 1999; Joyce & Showers, 2002; McLaughlin & Zarrow, 2001). Guskey (2000, p. 63) emphasizes and connects the growth and problem-solving notions of professional development, suggesting it is “increasingly seen as a process, not an event, ...that the process in intentional...and is a systematic effort to bring about positive change or improvement.” Many other researchers call for a similarly integrative view of

professional development (Day et al., 2005; Goodall et al., 2005; Lieberman & Miller, 2000, 2001).

Professional development for experienced teachers is most often discussed in the literature as a segment or phase within a career long or continuing professional development (CPD) process. Within the continuum of teacher development, professional development for experienced teachers includes different components and takes many forms. Fullan, Hill & Crevola, (2006) claim, for example, that professional learning that focuses on contextually-based, personalized, data-driven instruction is one of the three central components of breakthrough thinking that will be critical to successful educational reform and that will noticeably improve and sustain learning for students and teachers alike. In their view, teachers must be learning in their classrooms every day.

Underpinning and shaping any particular learning process is ongoing consideration of multiple and interconnected factors including: student and teacher learning and performance; the learning context; the realities of the day-to-day work of teachers; research and knowledge bases that inform the act of teaching; teacher's interests and level of development; independent and collaborative learning activities and processes that are responsive to teachers' different ways and levels of learning and knowing; accountability and ways of assessing professional growth; meaningful, and manageable standards for teachers; alignment among personal, school and system goals; and attention to broader change processes (e.g. a sustained timeframe, varied forms of pressure and support).

Professional development for experienced teachers is usually not given exclusive attention in the professional development literature. More often, it is discussed as a segment or phase within a career long or continuing professional

development process. There is an implicit developmental aspect to these phases and stages that may not entirely capture the complexity and intricacy of ongoing professional learning.

Studies of professional learning suggest that experienced teachers have varied and unique professional needs according to personal and professional circumstances, histories, and contexts and not merely due to career length or life stage. Matching appropriate professional development provision to particular professional needs (immediate and developmental) must be taken into account. This “fit” is critically important in ensuring that there is a positive impact for student learning within the context of the classroom and school (Goodall et al., 2005). As well, widely held psychological stage theories outline distinctive and qualitative differences in thinking and cognition at various stages of development (e.g. Kohlberg’s moral development; Erikson’s Psychosocial theory; Hunt’s Cognitive Developmental Theory; Maslow’s Hierarchy of Needs).

These psychological theories underscore the growing sophistication and capacity to move beyond the self as learners mature. These understandings of adult development and learning support the professional development research that suggests that teachers’ self-affirmation and self-actualization needs are key aspects of their personal learning and professional development. A number of frameworks have been developed specifically to help understand the stages of teachers’ professional development throughout the course of a career (Feiman-Nemser, 1983; Glaser, 1996; Guskey, 2000). These frameworks suggest potential career cycle trajectories, with varying needs at different stages.

The researchers also remind us that the sequence and timing of these stages may be variant, uniquely individual, and recursive and spiraling rather than linear.

Huberman (1995), for example, connected research on life cycle stages with teachers' professional development needs. He explained that in the time between Phase 1 or "career entry" to the final phases of "serenity" or "disengagement", the phases of "diversification and change" (phase 3) and "stock-taking and interrogation" (phase 4) at mid-career are the most variable and extensive. In the third phase, teachers are aiming to increase their skills and effectiveness and to look beyond the classroom to collaborative projects and activism. In the fourth phase, typically between 12 - 20 years of experience according to Huberman, the teacher engages in self-questioning and may consider a career change as part of a broader "life review". If the answers to the questions are positive, then serenity and continued growth can follow. If disappointment or dissatisfaction occurs, then conservatism or even disengagement can be the outcomes.

Huberman further discovered that career teachers tend to associate three actions or relationships with their most satisfying experiences in mid-career: undertaking a role shift (e.g. becoming a literacy lead, instructional leader, etc.); experiencing strong rapport with special classes or groups of students; experiencing significant results from their teaching activities in their particular context, in other words, impacting student learning and achievement.

Steffy and Wolfe (2001) have proposed a six-phase career life cycle, in which movement forward is propelled by the mechanisms of reflection and renewal or impeded by withdrawal. In this model, the phases relate very directly to needs, tasks and experiences in which the teacher is engaged. The initial phases are: Novice Phase: when pre service students first encounter the practicum experience as part of Teacher Education program.

Apprenticeship Phase: when teachers receive responsibility for planning and delivering instruction to students independently – until integration and synthesis of knowledge, pedagogy and confidence emerges – usually induction period and into second or third year of teaching. Mid-career professionals fall into the next 2 or potentially three phases. Professional Phase: as confidence grows through experience, teachers begin utilizing student feedback to develop their skills, very much linking their learning and growth to that of their students.

Expert Phase: at this stage, teachers achieve the highest standards set in professional standards frameworks. Distinguished Phase: occurs when particular “gifted” educators begin to influence decisions at city, state and national levels (Steffey & Wolfe (2001) suggest that professional development for these three stages should include collaboration and personalization through activities such as study teams, peer coaching, professional development seminars to examine assumptions, and serving as a mentor or coach); and the final phase following a career characterized by learning and renewal is the Emeritus Phase: retirement after a lifetime of achievement in education.

Feiman-Nemser (2001) also proposed a continuum of professional learning and highlighted the need to be attentive and responsive to teachers’ needs at different stages based upon key learning tasks. Looking at the central tasks of learning to teach over time, we see important threads of continuity related to subject matter knowledge, inquiry and repertoire development. The use of terms like “deepening”, “refining”, and “extending” to frame these tasks implies that learning to teach involves continuing growth and development in core aspects of teaching. At the same time, each phase in the continuum has a special agenda.

In particular, in the mid to late career stages of experimentation and consolidation and mastery and stabilization, the tasks for continuing professional development must: extend and deepen subject matter knowledge for teaching; extend and refine repertoire in curriculum, instruction and assessment; strengthen skills and dispositions to study and improve teaching; and expand responsibilities and develop leadership skills. While specifying the areas of focus for these learning tasks, she underscores the importance of matching of appropriate professional development provision with particular, individual, contextualized professional needs.

Other studies have focused more directly on “novice” and “expert” teachers and their specific professional learning needs at these different stages (Sabers, Cushing, & Berliner, 1991; Berliner 1994, 2001). In particular, Berliner (1994, 2001) studied the development of expertise over time and proposed five broad steps to expertise. These include: Novice, Advanced Beginner, Competent Performer, Proficient Performer, and Expert. Not all professionals will become Expert or even Proficient Performers. Associated with these higher levels of performance is the teacher’s capacity, to attend to specific aspects of the classroom that are linked directly to the intellectual work of students, to generate more detailed observations and hypotheses about what they see, to qualify their observations and interpretations, to weigh the relative importance of certain kinds of information, and to take into account the complexity of problems which exist in classrooms (Hammerness et al., 2005).

Hammerness et al. (2005) emphasize teachers’ different needs at different stages in relation to a variety of elements, including a vision of their teaching practice; understandings about teaching, learning, and children; dispositions about

how to use this knowledge (e.g. inquiry as stance); practices that allow teachers to act on their intentions and beliefs (e.g. simulations. cooperative learning); and tools that support their efforts and forefront the importance of considering learning in local and broader communities. This framework suggests a more personalized, needs-based approach for the design and delivery of professional development.

Rather than conceptualizing the process of teacher development as moving in lockstep through a series of universal stages (regardless of setting or experiences), teacher educators are now emphasizing the interrelationships between teachers' learning and development and the context of teachers' learning. In turn, they are beginning to focus upon the particular features of those contexts and experiences that might help teachers develop these capabilities. This perspective parallels the development of learning theory over the past twenty years, as psychologists have moved from behaviourists' quest for a direct relationship between stimulus and response, to cognitive psychologists exploration of how individual learning unfolds, to the broader focus offered by sociocultural theory on the contexts and conditions that promote leaning (Hammerness et al., 2005).

Other studies (Anderson, 1997; Bennett, Anderson, & Evans, 1997; Hall & Loucks, 1981; Joyce & Showers, 2002) have considered more explicitly teachers' professional development needs in relation to the development of their specific teaching skills or teaching repertoire. The Concerns-Based Adoption Model (CBAM), which had its origins in the 1970s and 1980s, is perhaps the most empirically grounded model for understanding the implementation of educational innovations and significantly influenced research on the professional development of teachers (Anderson, 1997). CBAM (Hall & Loucks, 1977; Hall & Loucks, 1981) centered on teachers' stages of concern in relation to curriculum innovation to

teachers' level of use of that innovation. They showed the relationship between stage of concern and level of use, suggesting that level of use increases as teachers become increasingly concerned about the innovation. It became a helpful model for thinking about appropriate in-service practices given varying levels of concern.

Joyce and Showers (2002) describe how teachers go through “an iterative process of learning - experimenting, and reflecting as they develop new skills for use in their classrooms. An underlying message of this literature is that professional development needs are further complicated by what it means to be an expert teacher across subject areas, different panels, and in different contexts.

Literature (Hammerness, 2005; Huberman, 1995) has also focused on personal identity formation as a critical factor in defining professional learning needs of experienced teachers. In addition to developing knowledge and skills, this approach stresses that teachers are developing along in other ways (e.g. as practitioners, as change agents, as nurturers and child advocates, as moral agents, etc.). In other words, professional development is happening within the broader process of identity formation that will guide their focus and work decisions.

2.9 Effective methods of professional development

Teacher Professional Development (TPD) is the tool by which policymakers convey broad visions, disseminate critical information, and provide guidance to teachers. Effective TPD begins with an understanding of teachers' needs and their work environments, that is, schools and classrooms. TPD then combines a range of techniques to promote learning; provides teachers with the support they need; engages school leadership; and makes use of evaluation to increase its impact. Essential techniques include mentoring, teamwork,

observation, reflection and assessment (Watson 2012; Djatmiko 2011; Gaible 2005). TPD programmes should engage teachers as learners-typically involving the process of “modeling.” Modeling is an instructional method in which teachers experience the kinds of learning that they are expected to implement in the classroom. Design of TPD might, for example, have teachers working in pairs or teams to help build their understanding of collaborative learning (Gaible & Burns, 2005). To be effective and successful, teacher professional development must be of high quality and relevant to teachers’ needs.

The focus on educational change over the past several decades has been pervasive and unrelenting as education systems everywhere have struggled to meet the needs of the times. For those of us who have a long history of involvement in education, it is sometimes hard to imagine that there could be anything new under the educational reform sun, as old ideas are recycled and the pace of change often seems painfully slow. But periodically, something surfaces that has the power to fundamentally reshape how we work (Timperly et al, 2007). Many factors influence student learning, but it is increasingly clear that what teachers know and are able to do is one of the most important of all. Teachers are the ones who work directly with students, who translate and shape curricular goals and theoretical ideas into classroom practice and who shape the environment for learning.

Teachers’ knowledge, skills, attitudes, and dispositions have direct and serious implications for the success of the students they teach. From this standpoint, professional learning represents an enormous investment in the development of human capital, directed at ensuring that the teaching and learning in our schools is up to date and effective. If teachers, school leaders, and governments are going to expend energy and resources on professional learning,

an understanding is needed about the kinds of learning that help teachers develop and grow in ways that will serve all their students well, even as expectations of students and schools are constantly changing (Timperly, et al, 2007).

The theoretical framework guiding this study is that when teachers benefit from professional development that is relevant to their needs, it would lead to the acquisition of new knowledge and skills that impacts their teaching methods, improve student learning and achieving good results. Supovitz (2001) suggested that the logic behind professional development is that high-quality professional development will change teaching in classrooms, which will, in turn, increase student achievement. In addition, some (Guskey & Sparks, 2002) have suggested including teachers' knowledge as a new mediating variable between professional development and student learning in the framework since effective professional development shapes not only teaching practice but also teachers' knowledge.

Literature has claimed that teachers' knowledge gained from professional development influences teaching practice (Blank & Alas, 2008; Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). Desimone (2009) included teachers' knowledge as well as attitudes and beliefs as critical factors affecting teaching practice.

2.10 Factors affecting Effective Professional Development

Organizations provide training to those who are most likely to benefit from it, and individuals prefer to be trained in things that interest them and in which they can improve. Educational authorities also seem to agree that increasing standards for pre-service education of teachers will not necessarily lessen the need for continued professional development growth. There are however, a number of

problems militating against effective and efficient provision of professional development programmes.

Nadler (1989) indicates that the starting point for any professional development and training is aimed at meeting the teacher's professional needs. In addition, because education is an inherently difficult and complex process and circumstances are constantly changing, problems will inevitably arise in individual schools and classrooms. These problems are best diagnosed by the teachers most closely concerned because only they know the students and the context sufficiently well. Professional development activities should therefore be closely geared to the study and solution of these problems.

According to Newton (1989) there are too often a mismatch between the needs of teachers (whether personal needs or those arising from the school context in which they are working) and the content of courses. Such mismatch arose partly from inadequate analysis or understanding of the problem by course organizers, partly from inadequate description of course content and partly from the unsystematic way in which teachers select courses. It also arose partly from the heterogeneous course membership. Even when a mismatch did not occur, and a course is of potential value to the participants, they were often unable to utilize new knowledge and skills acquired on the course because they were unable to influence what was happening in their schools, whether for reasons of status, lack of resources, lack of appropriate feedback mechanisms from the course to the schools or some combination of these.

Financing of professional development programmes has proven to be one of the major problems. The decision about what approach to take for professional development training depends on several factors including the amount of funding

available for professional development (Cascio, 1992). Greenland (1983) indicated that several professional development programmes rely, at least in part, on overseas funding which may be forfeited if the donors' time-scale is not adhered to.

In Nigeria, Akinbote's (2007) research suggests that problems and prospects that affect teachers range from pre-service and in-service training which affect teacher quality and their professional development. Some of the issues include; entry requirements into teacher training programmes, wrong reasons for enrolling into teaching, inadequate funding, lack of resources and facilities that enhance teaching and learning, poor salaries, poor quality of training, drop in enrolment and high attrition rates (Akinbote, 2007; Garuba, 2007). Some of the issues identified directly affect teachers' participation in CPD activities for example time, workload, awareness, accessibility and funding. Teachers are often constrained with time to attend and evaluate the impact of CPD activities (Robinson & Sebba, 2005; Kennedy & McKay, 2011).

Time is often required for participation, implementation and consolidation on new initiatives. Workload of teachers is a common barrier to their participation in CPD activities as evidenced from studies (Hustler et al, 2003; OECD, 2009). Pedder and Opfer (2011), also found out that working conditions, school culture and lack of support from management also affect teachers' participation in CPD.

OECD (2009) also demonstrate that there are multiple obstacles to integrating career learning successfully. These forms of assistance can include paid working hours and substitutions (often for budget and operational reasons), teachers' welfare expenses, wage bonuses, wage advancement and

promotion conditionality, national policies, and campaigns (OECD, 2009). Similarly, research carried out by Alemayehu (2011) in government secondary schools in the Bale zone revealed that the key factors that impacted the implementation of the CPD program include a lack of well-organized body involved and lack of commitment/motivation, lack of cooperation between schools, lack of reliable funding, inadequate supervision and awareness. Research carried out by Gosa (2012) in some selected secondary schools in Jimma Zone found that the CPD's introduction was not endorsed in a meaningful way by teachers and by Woredas experts and supervisors.

Chemir (2013) also conducted research in secondary schools in the Gurage Zone which revealed that teachers were reluctant to engage in the training. Also, school leaders lacked cooperation and coordination with teaching staff and school officials had a negative effect on the implementation of the CPD program. The Continuous Professional Development (CPD) in Addis Ababa City Administration was investigated by Desta et al. (2013). The research shows that lack of expertise, conceptual knowledge, tension and task workload issues, contradictions in the execution of CPD programs in classrooms, lack of budgetary resources, shortage of engagement, prompt and frequent supervision, and lack of rewards for understanding teachers are significant issues for educators.

In Ethiopia, Meconnen (2014) studied the traditions and challenges of the ongoing career development of school-based educators. Inadequate funding for teacher development, lack of preparation, lack of action studies, lack of CPD materials, lack of skilled facilitators, inadequate budget allocation, lack of peer

coaching and peer appraisal, and lack of an Inductive Curriculum were described as the significant issues facing the CPD in Kemashi zone secondary schools.

In the same vein, Fresew (2016), examined the status, challenges, and prospects of continuous professional development in government secondary schools in Oromia, Ethiopia using a qualitative approach. The study revealed that the four major CPD-related challenges were associated with teachers/students, management, resource, and policy. The need to provide timely training, allocate adequate budget and other resources, improving teachers' life and work conditions are some of the forwarded suggestions.

In the United Arab Emirates, Badri, Alnuaimi, Mohaidat¹, Yang, and Al-Rashedi (2016) explored teachers' perceptions of professional development needs and impacts as well as the barriers faced by teachers from secondary schools in Abu Dhabi through Teaching and Learning International Survey 2013 (TALIS, 2013) study. The study showed that teachers facing significant difficulties in joining CPD events due to too much cost/inaccessibility, lack of incentives, and professional development that conflicts with the job schedule.

Kabila et al (2018) researched into Teachers' View of Continuing Professional Development (CPD) in Lusaka Central Region in Zambia. The study revealed that, challenges teachers faced in CPD included their lack of understanding of the concept and function of CPD, failure by CPD to create time for individual development and meet the teachers' needs, lack of variety in content and presentation of CPD materials, and unfavourable meeting times and environments for CPD.

In Ethiopia, Tulu (2019) examined the practices and challenges of school-based teachers' Continuous Professional Development implementation in secondary schools of Hawassa City Administration. The study employed a descriptive survey design with both quantitative and qualitative methods. A simple random and convenience sampling technique was used to select teachers, department heads, principals, and CPD facilitators. Questionnaires, interviews, and document analysis were used to gather data from the respondents.

Teachers' lack of motivation is one of the challenges of teacher professionalism. The next session looked at motivation at the workplace.

2.10.1 The Concept of motivation as a factor affecting professional development

“Movere” is the Latin word from which motivation originates. It means “to move”. Although it might say something about what motivation is, it is not enough to describe its meaning in the context of student commitment to a school. In simplified terms, motivation can be defined as, “what causes people to behave as they do” (Denhardt et al., 2008, p. 146). Unfortunately, this simple definition hides the dynamic intricacies of the motivation literature.

Muchinsky, (1993) defines motivation as “the individual’s desire to demonstrate behaviour and reflect willingness to expend effort” (Muchinsky, 1993, p.323). Motivation has been defined as: the psychological process that gives behavior purpose and direction (Kreitner & Kinicki, 2012); a predisposition to behave in a purposive manner to achieve specific, unmet needs (Buford, Bedeian, & Lindner, 1995); an internal drive to satisfy an unsatisfied need (Higgins, 1994); and the will to achieve (Bedeian, 1993). According to Okumbe (1998) motivation

is defined as a physiological or psychological deficiency or need that activates behaviour or a drive that is arrived at a goal or incentive.

Balunywa (2003) also defined motivation as the inducement of a desired behavior within subordinates. Hornby (2000) on the other hand defines motivation as an incentive to act or move. Webster's dictionary defines the concept motivation as the act or process of moving or drive, or an incentive. In this study, motivation is operationally defined as the force that drives individuals to accomplish personal and organisational goals.

Because motivation is so difficult to define, it may help in determining what motivation is not. Denhardt, Denhardt and Aristigueta (2008) outline four examples. Motivation is not: Directly observable; The same as satisfaction; Always conscious, and Directly controllable.

Motivation is not directly observable. Motivation is an internal state that causes people to behave in a particular way to accomplish particular goals and purposes. It is possible to observe the outward manifestations of motivation but not motivation itself (Denhardt et al., 2008). For instance, the acquisition of money may be an extrinsic motivator, but it is simply the manifestation of the internal drive to meet intrinsic needs like purchasing food, paying rent for shelter, or acquiring high social status.

Motivation is not the same as satisfaction. Put simply, satisfaction is past oriented, whereas motivation is future oriented (Denhardt et al., 2008). While a student may be very satisfied by the compensation of their studies, there are countless instances where these students are not entirely motivated to continue doing what they do (Igalens & Roussel, 1999).

Motivation is not always conscious. Unconscious motivation is quite central to Sigmund Freud's theories of human behaviour. Freud posits that most human behaviour is the result of unconscious repressed memories, impulses, and desires that influence and drive many human behaviors (Freud, 1976). A manifestation of this idea is the "Freudian slip" where an accidental word slip actually betrays true internal feelings and intentions.

Motivation is not directly controllable. Motivation is not something that people do to others. Motivation occurs within people's minds and hearts. Teachers can influence the motivational process, but they cannot control it, according to Denhardt et al., (2008). Focusing on human motivation and its impact on school commitment, scholars have conducted research on Student motivation, Participation and empowerment (Drucker 1954, 1973; Likert 1967; Spreitzer et al., 1997; Ouchi 1981; Pascale & Athos 1981). Student motivation and academic productivity are some management theory (Bennis, 1967) has emphasized the importance of coordinating the organization-human relationship to enhance productivity and develop human capital.

Types of motivation

The self-determination theory tells that motivation is categorized into intrinsic and extrinsic, prior based on movement per se, later relates with rewards. Intrinsic and extrinsic are two types of students which determine the positive and negative motivation (Senge, Cambron-McCabe, Lucas, Smith, Dutton & Kleiner, 2012).

The attainment of knowledge can at times be started from within the student. They students think themselves that learning is fruitful and will also provide fun and enjoyment, they become internally motivated and such feelings referred as intrinsic motivation. White (1959) was the first person to define intrinsic motivation, according to him it is related with natural characteristics of individual to interact well with own environment and to get sense of own world.

It is desire of students to enthusiastically to look for and conquer educational challenges. It changes with the passage of time and in different circumstances, still, it considers as long-lasting and progressive (Kohn, 1999). Students who have intrinsic motivation keep on challenging, when in front of some issues and problems, performs some challenging tasks, think and act in different way, and carry on doing cognitive activities over a longer period of time as compared to looking for extrinsic reward. Intrinsic motivation is a better source of learning for students, as they can teach themselves (Chance, 1992). Students, who are intrinsically motivated, can learn and examine by experiencing problems of life.

Intrinsic motivation refers to the pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task (Chaudhary & Sharma, 2012). Intrinsic motivation is motivation to engage in an activity for its own sake. People who are intrinsically motivated work on task because they find them enjoyable. (Marshall, 2013) noted that, intrinsic motivation is the innate propensity to engage one's interests and exercise one's capacities, and in doing so, to seek out and master optimal challenges. In the work of Deci and Ryan (2000), they referred to intrinsic motivation as the motivation that originates from inside

an individual rather than from any external or outside rewards or punishments. This implies that the motivation comes from the pleasure one can get from the task itself, completing the task or just working on a task. Intrinsic motivation is also choosing to do an activity for no compelling reasons, beyond the satisfaction derived from that activity itself- it's what motivates us to do something when we don't have to do anything.

Deci and Ryan (2000) caution that Intrinsic motivation does not mean that a person will not seek rewards; it is just that external rewards are not enough to keep such a person motivated. Intrinsic motivation, which is about deriving from within the person or from the activity itself, positively affects behaviour, performance, and well-being of the person. Deci and Ryan (2000) observe that intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation (Deci & Ryan, 2000).

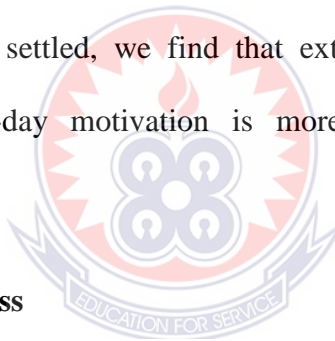
Extrinsic motivation comes from external sources i.e. rewards e.g. money, grades, threat for punishment etc. that lead to make the students courageous to outperform and beat others (Pan et al, 2010). Theobald (2006) stated this thing bit differently in a manner that students who are motivated extrinsically may or may not find an interest in the task, they want to have assured rewards. But, some researchers believe that it is a permanent enticement, generate only short term results (Kohn, 1999). Some studies also show that extrinsic rewards are necessary to create engagement and eventually intrinsic motivation. These rewards can be as minor as simile or as major as recognition (Bjorklund, 2001).

When teachers are upset from the results of students, they use extrinsic motivation to control the behavior of students. Talking about motivated students it is asserted that they are enthusiastic about learning their courses and new things, they show interest and find purpose in studies and keep up their energies. They have a desire to go with the course and studies and complete all the requirements of that course and study. Students, who have intrinsic motivation, get more enjoyment from their work, better learning, as well as high level of confidence (Raffini, 1996). Still, intrinsic motivation has disapprovingly relationship with concern of students (Pintrich & Shunck, 2002). Therefore, teachers should use a combination of intrinsic and extrinsic motivation to get maximum learning and achievements (Sansone & Harackiewicz, 2000).

Chaudhary and Sharma (2012) define extrinsic motivation as a cognitive state reflecting the extent to which the worker attributes the force of his/her work task behaviour to having and/or expecting to receive or experience some extrinsic income. Extrinsic motivation, sometimes financial, is the tangible motivations given to employees by managers, such as pay raises, bonuses, and benefits. They are called “extrinsic” because they are external to the work itself and other people control their size. Extrinsically motivated behaviour is defined as engaging in an activity to obtain an outcome that is separable from the activity itself. Thus, extrinsically motivated behaviours are characterized by a means end structure and are instrumental for some separable consequence (Vansteenkiste, Lens & Lacante, 2005). Chaudhary and Sharma (2012) explain that, extrinsically motivated behaviour can be achieved through the attainment of externally administered rewards including pay, material possession, prestige and positive evaluation from

others. Extrinsic motivation played a dominant role in earlier eras, when work was generally more routine and bureaucratic and when complying with rules and procedures was paramount.

In contrast to intrinsic motivation, extrinsic motivation is most often associated with the engagement in activities because they lead to desirable consequences separate from the activity such as tangible rewards. Hence, the behaviour is a means to an end and not involved in for its own sake. Extrinsic motivation remains significant for workers, of course (Gagné & Deci 2005). Pay is an important consideration for most workers in accepting a job, and unfair pay can be a strong de-motivator. However, after people have taken a job and issues of unfairness have been settled, we find that extrinsic motivation are now less important, as day-to-day motivation is more strongly driven by intrinsic motivations



The motivation process

Greenberg and Baron (2000) posit that motivation could be divided into three main parts. The first part looks at arousal that deals with the drive, or energy behind individual (s) action, The second part refers to the choice people make and the direction their behaviour takes whilst the last part deals with maintaining behaviour by clearly defining how long one has to persist at attempting to meet his goals. With this same understanding, Saraswathi (2011) defines motivation as the willingness to exert high levels of effort, towards organizational goals, conditioned by the effort's ability to satisfy some individual needs. Here again Three key

elements are further provided in the definition as effort, organization goal, and need.

Definitions of motivation contributed by various researchers above are apparently in similar meaning as drive, energize and action. This is an indication that Researchers are in agreement that, individual's motivation starts with recognition of a desire that is not present at a particular time but when noticed, the need is followed by mental desire to achieve that need. Thus the need followed by physical actions to obtain the desire. Arnold, Robertson and Cooper (1991) have in effect deduced three components of motivation as direction which has to do with what a person is trying to do, effort which they say has to do with how hard a person is trying and lastly persistence which is also about how long a person keeps on trying. Mullins (2005) summarises that, underlying the concept of motivation are some driving forces within individuals by which they attempt to achieve a goal in order to fulfil some need or expectation.

Assessing these basic concepts of motivation, D'Souza (2008) has come out with a model. According to his model, the initiation of motivation starts with a person feeling that, he/she lacks something. There is an arousal of need so urgent that, the bearer has to venture in search to satisfy it. This leads to the creation of tension, which urges the person to forget everything else and cater for the aroused need first. D'Souza continues that, the tension creates drives and attitudes regarding the type of satisfaction that is desired. The person is then led to venture into the search of information which will ultimately lead him to the evaluation of alternatives. After choosing the best alternative, an action is taken. Finally, he says

because of the performance of the activity, satisfaction is achieved which then relieves the tension in the individual.

Describing this same process of motivation, Hellriegel and Slocum (2007), add that an employee in order to be satisfied is guided by the desire for higher remuneration, and relaxation. However, if the employee's action does not result in the expected reward, he or she is unlikely to follow that course of action. The reward to be attained at the end of the anticipated action rather tends to serve as a feedback mechanism that assists the employee to evaluate or assess the consequences of his or her behaviour when contemplating future action.

Nohria, Groysberg and Lee (2008), believe there are four different drives which are hardwired into the human brains and as such the degree to which these drives are satisfied directly affect the human emotions and by extension, the human behaviour. In other word these drives motivate the individual. Nohria, Groysberg and Lee (2008) give the drives as: the drive to acquire, the drive to bond, the drive to comprehend, and the drive to defend. Nohria, Groysberg and Lee argue that employees are driven to acquire scarce goods that bolster their sense of well-being and will experience delight when this drive is fulfilled and discontentment when it is thwarted. Nohria, Groysberg and Lee (2008) claim that this drives to acquire is relative and insatiable. For the drive to bond, Nohria, Groysberg and Lee believe when met, associates itself with strong positive emotions like love and caring. To them, at work, the drive to bond accounts for the enormous boost in motivation when employees feel proud of belonging to the organization.

The third drive identified is the drive to comprehend. According to Nohria, Groysberg and Lee (2008), the drive to comprehend accounts for the desire to make

a meaningful contribution, they believe employees are motivated by jobs that challenge them and enable them to grow and learn. The last drive according to Nohria, Groysberg and Lee (2008), is the drive to defend. This drive they say manifests itself in humans as an aggressive or defensive behaviour and as a quest to create institutions that promote justice, that have clear goals and intentions, and that allow people to express their ideas and opinions. Fulfilling the drive to defend leads to the feeling of security and confidence. Nohria, Groysberg and Lee (2008), comprehend that each of the four drives described is independent. Hence, to fully motivate employees, one must address all these four drives.

2.11 Need-fulfilment Theories

The study was underpinned by the Maslow's need-fulfilment theories. According to Nzibo (1988), it was assumed that, workers would act in a manner best suited to satisfy their economic and physical needs. The theorists failed to recognise the human desire for job satisfaction and other needs of workers. The theorist believed that workers could be motivated by being offered better pay and being trained in more efficient ways of completing their tasks which is the focus of the study. When teachers are motivated through professional development, there are empowered both economically and socially to meet all their needs. This leads to improved performance to promote students' academic achievement while promoting teachers' job satisfaction. Maslow's needs fulfilment theory is based on the fact that human beings are satisfied to perform when their needs are met and in the context of the study, teachers would be satisfied when they are developed

professionally at the work place to enable them perform better to be empowered socially and economically to fulfil all their needs.

Maslow argues in his need-hierarchy theory that all humans have universal needs that are satisfied in a hierarchical manner, which is shown in figure 2.2.



Figure 2.2 Abraham Maslow's needs theory diagram

Maslow's theory identifies two things, the different kinds of needs and how they are related to each other (Muchinsky, 1993). Maslow has identified five different kinds of needs, these can be seen in figure 1 above. The reason for their being organized in a hierarchical order is that the needs have to be fulfilled in the order presented above. Maslow's needs, in order of importance, are physiological needs, safety needs, social needs, esteem needs and self-actualisation needs.

Individuals will not start to concern themselves for esteem or even social needs until they have fulfilled the need for safety. The theory is popular not only because it is easy to understand but also because it argues for the human being, ultimately trying to reach for something higher (Ahl, 2004).

Anderson and Lindsay (2006) described a relationship between Maslow's hierarchy of needs with Herzberg theory. Maslow's theory state a people needs hierarchy with basic needs at base followed by security needs, social needs, esteem needs and self-actualisation needs. Anderson and Lindsay are of the opinion that up to esteem needs level employee motivation or satisfaction can be maintained by factors which Herzberg called hygiene factors. This includes salary, benefits, job security, company policy etc. while to deal with people at self-actualization level factors known as motivators would be needed. This includes employee achievement, employee recognition, and employee growth. By keeping in mind the relationship among these two basic theories, organisations can motivate workers to bring out outstanding productivity.

Alderfer in Muchinsky (1993) did identify flaws in Maslow's theory and his theory will be used in this thesis as a complement to Maslow's need theory, as it is constructed in a different way. It is also included to decrease the dependence on Maslow's theory. Now, let us carefully analyse Maslow's theory; Physiological needs are the most basic needs and they are needed for man's survival. Examples of needs are such things as food, water, shelter and clothes (Bergman & Scarpello, 2001; Muchinsky, 1993). A person might think that in our times, these needs are fulfilled and does no longer affect our motivation, but that is not a correct assumption (Maslow, 2000).

The need for sex and sleep is also part of physiological needs. Theory state, as earlier mentioned that if a group of needs on a lower level of the hierarchical chain are not satisfied, then the needs in the above sections will be neglected to a larger or smaller extent depending on how much in need of a certain variable the

person is (Maslow, 2000). This is very important to keep in mind here, taking the issue to its extreme because it would make a very hungry or tired person, neglect the needs to be social with his co-workers and neglect to perform well. Since level of productivity is likely to be related to social needs, self-esteem needs and Self-actualisation needs.

Safety needs will be actual, first when the physiological needs are fulfilled. Safety needs means that the person is free from danger, threats and deprivation. In today's world, most of the safety needs are fulfilled but we can still see examples of natural disasters and riots that are threatening people's safety. Other safety needs, which are more related to the work environment, are things such as being free from bodily harm, injury and to have a feeling of safety (Bergman & Scarpello, 2001; Muchinsky, 1993). Here Maslow (2000) states that safety needs will emerge when the physiological needs are quite well satisfied. Maslow (2000) further stated that safety alone can decide all of a person's behaviour. This should be seen as a proof on that the hierarchical needs theory model is not hierarchical to its full potential but that the different needs are to a certain extent related to each other not only in a one way order. A need for safety when facing a grave threat might actually go before a significant need of food. Measures to protect a person from danger can be insurances of different kinds, e.g., job security, etc.

Social needs are needs for belonging and association to other people and organisations. This is related to the person's ability to interact with its environment. Meeting of these needs can be seen in a person's family and friends at work (Bergman & Scarpello, 2001; Muchinsky, 1993). People in general will be motivated to find social relationships and to maintain them. Maslow (2000)

referred to this category of needs as Love needs, the authors of this thesis have chosen social needs as most HRM text books refer to these needs as this and because it better explain the content of this category.

Self-esteem needs state the need for people in our society to have a desire for a firmly-based and stable high evaluation of themselves and others. Self-esteem is built up by how a person value one self, one's capacity and also how they are valued by their environment (Engler, 1999). This category of needs can be divided in two sub categories. First is the need for achievement, freedom and independence. Second is how people are view by their environment, if they get respect and appreciation and also if they have a good reputation and high status. A person with satisfied Self-esteem needs will have a good self-confidence and feel useful to his environment. If these needs are not fulfilled the person will feel discouragement and helplessness (Maslow, 2000).

Self-actualization needs are about fulfilling all your needs, to reach your full potential (Atkinson, Smith, Bem & Nolen-Hoeksema, 2000). This category is the most diffuse of the groups and the main point is that a person must do what a person is. A musician must play music to reach the stage of self-actualization. Maslow (2000) stated that only a few percent of the world's population reach a point where they satisfy their self-actualization need. The other four categories are quite universal among people, but this self-actualization need differs greatly from person to person, and is very hard to reach since the four other groups of needs require to be satisfied first (Maslow, 2000).

2.12 Relevance of motivation to the Study

A well planned curriculum is not worth its candle until it scales the test of appropriate implementation, which is the determinant of its validity, reliability and index of success or failure in meeting the pre-determined objective of education (Alade, 2010). The role played by motivation in teaching and learning of which professional development is part, is very significant. A study by Alade (2010) saw motivation among other things to be proved empirically as a factor which contribute relatively to students' academic performance through teacher professional development. The ingredients for effective teaching and learning of the content of a curriculum are inexhaustible as the prevailing teaching and learning situation and dynamics of the classroom may prescribe. Okeowo (2009) identified the teacher and his key role in the school system that is, to teach the learners and ensure that they are learning and this manifests through professional development as a source of motivation.

Making learning in the classroom as effective as possible is a crucial function that a teacher must perform. Studies show that when teachers are motivated through professional development and loved in the teaching profession, students are motivated to learn and they learn the content taught by their teachers more effectively to improve their performance (Caprara, Barbaranelli, Steca, & Malone 2006). Effective and skillful teaching guides the learning process. The basic factors in effective teaching and learning and curriculum implementation include: teachers skills in planning and presentation, classroom discipline and management, teacher participation in extra curriculum activities, cooperation with school authorities, concern for learners' needs, initiative and resourcefulness and all these come about as a result of professional development (Ike, 2007).

Performance of workers at their workplace has been associated with job security, job satisfaction and organizational commitment (Ajala, 2007). Organizational commitments reflect the extent to which an individual identifies with an organization and is committed to its goals. It is an important work attitude because committed individuals are expected to display a willingness to work harder to achieve organizational goals and a greater desire to stay employed at an organization (Kreitner & Kinicki, 2012). The extent of employees' commitment will have a major influence on the level of work performance also (Mullins, 1996). Motivation of teachers and students will result in higher performance all things being equal. The reverse is the case.

2.12 Challenges to the Professionalism of Teachers

Teachers experience several challenges as they attempt to act professionally in their work. First, lack of financial support from the government is one factor that can impact professionalism of teachers. According to Kusi (2008), the government does not have enough funds to cater sufficiently for the professional development activities and needs of teachers. The Ministry of Education (MOE) and Ghana Education Service (GES) complain that they lack funding for the high number of teachers. In his study, it was found that lack of funds was a major hindrance to help the government undertake several activities.

Kusi (2008) claim the poor economic conditions in the country were a major cause. However, other people argued that government did not prioritise educational matters. Similarly, teachers cite poor finances as one of the factors to undertake continuous professional development activities. They claim their salaries are not colossal to pay for the fees the organisers charge them. In Ghana,

it is reported that the National Teaching Council (NTC) charged teachers within the Tema Metropolis 75 Ghana Cedis for an INSET. Elsewhere, they charged teachers in the Kumasi Metropolis 65 Ghana Cedis and 50 Ghana Cedis for their colleagues in the Volta region. The payment was resisted by the teachers because they felt the NTC was cheating them. They believed it is the mandate of the government and in particular, the GES to pay those fees (News Ghana, 2021). Funding is needed to design and implement professional development activities (Corcoran, 1995; Easton, 2008; Hodkinson & Hodkinson, 2005; Postholm, 2011; Shafer, 2009 as cited in Bayar, 2013) and also help sponsor teachers to participate in them (Cobbold. 2006). Amoako (2014) believes that when teachers are given special allowance aside their salaries they can attend these meetings. They have a single source of income – their salaries. The poor financial position of the teachers pushes some of them to engage in other commercial activities aside teaching to generate income. For example, they operate remedial schools for school leavers and students who did not succeed in their final external exams to supplement their income. Others engage in commercial farming, driving taxis and operating grocery stores.

Furthermore, the commitment of teacher also influences their professionalism. Teacher commitment represents the psychological and mental affinities that exist between the teacher and their jobs (Altun, 2017). A number of teachers are not committed to the teaching job (Akomolafe & Olatomide, 2013; Karakuş & Aslan, 2009). They do not recognise any economic prospects and therefore regard it as a stepping stone to look for other jobs. This perception affects their work ethics. They are not prepared to engage in other co-curricular activities that would affect their time for their personal businesses. Some of the factors

responsible for the poor show of commitment by teachers are poor salary, pressure, stress, and exhaustion because of the poor working conditions (Raheem, 2009,). Dannetta (2002) also mentions factors that impact the commitment of teachers as “education level, teaching as a calling, belief and acceptance of goals and values of a profession, social background, choice, influence (control over one's work), job expectations (teacher/student)”. When teachers are not committed, it results in poor performance among students, poor work ethics, and high turnover (Hong & Matsko, 2019; Shafiq & Akram Rana, 2016). However, committed teachers show greater enthusiasm for the job (Hong & Matsko, 2019). They perform their duties to their maximum strength. They are focused on building a stimulating school environment that helps students to prosper. They are concerned with developing valuable teaching strategies that can help students acquire the requisite knowledge and skills. The teaching strategies are the methods and techniques that teachers employ to engage their learners in the teaching-learning dyad. They create an enabling classroom environment that promotes effective classroom participation. A remarkable observation is that committed teachers ensure that a greater proportion of their students are active participants in the classroom. They are loyal to the school and ensure the school prospers (Altun, 2017).

Also, substance abuse by teachers is another challenge to their professional behaviour. Some engage in excessive drunkenness, smoking cigarettes and hard drugs. They consume hard drugs such as Indian hemp, cocaine, and heroin. For example, a study of teachers in the United States who use drugs or consume alcohol in 2009 revealed that four per cent were users of illicit drugs. It was also reported that 8.8% of them were heavy consumers of alcohol. These statistics show a bad picture of teacher's lifestyle because their actions have an abysmal impact on the

performance of students and the school. It was also observed that the drugs and alcohol had disastrous effects on the physical and psychological state of the individual users. The positive news is that there are potent counselling or rehab centres that can offer professional help and support to the concerned teachers. It is therefore crucial that school administrators, family and friends help affected teachers to seek the assistance of experts so that they can help them out of their problems. The teachers are significant contributors of national development because they produce a larger mass of the society's human resources.

Even though, illicit drug or alcohol use among teachers is not newsworthy, it is equally important to ascertain the reasons they use it. According to Ochino (2010), teachers use drugs or consume alcohol because they are depressed, angry, unmotivated, anxious or sick. Others engage in the act because they have mood swings or experience low output. Yet still, others are using drugs because of peer pressure or experimentation (Editorial Staff, 2021). Poor income levels coupled with high expenditure, fast-changing education policies, poor attitudes of parents and violent student offer fertile grounds for some teachers to consume drugs or alcohol. When teachers engage in this behaviour, students lose much of the instructional periods and their grades are affected.

Moreover, stress caused by heavy workload is another factor. One of the stressful jobs in Ghana is teaching. Teachers have been criticised unnecessarily for the poor performance and behaviours of students. Members of the community see the teacher as epitome of wisdom and knowledge. They therefore heap pressure on them to perform exceptionally. Moreover, they are subjected to all kinds of responsibilities aside their core duty, teaching in the workplace. They work as teachers, house-parents, form tutors, entertainment

masters/mistresses, dining hall masters/mistresses, environmental and sanitation masters/mistresses, and prep masters/mistresses. The heavy workload, irregular vacations, long hours of teaching, unnecessary routine tasks also contribute to high stress levels among teachers. Furthermore, when the teachers are unmotivated, they become jittery and sometimes become hopeless in the workplace.

Again, the management style adopted by some school heads can lead to high stress levels among their teachers. They do not communicate well with their subordinates. They hardly involve their staff in the decision-making. They treat them as ordinary people and not as respected members of staff.

These duties impact on the teacher's physical, emotional, and psychological health. According to a study by Greenberg et al. (2016), they found that 46% of the teachers mentioned that they experience stress and it affected their well-being, sleep, quality of life, and work rate. Stress can inhibit the creative act of teachers. It can affect their ability to design novel ways to engage their students and perform other duties. Stress in teachers can affect their relationship with their students, administrators and colleagues. Some of them become withdrawn and do not relate well with them. This can make the school environment a bit tensed because there is lack of collegiality in the workplace.

The quality of instruction is affected negatively when teachers are not able to manage their stress effectively. When the problems persist for a long time, it can impact the performance of students in a negative manner. However, teachers who have strong or stable emotions can better deal honestly with their students (Li-Grining et al., 2010; Swartz & McElwain, 2012). When there is too much stress on the part of teachers, it can affect their professionalism.

Lack of training affects the professionalism of teachers. When teachers are adequately trained, they acquire the correct knowledge and skills to enable them carry out their tasks. A teacher who has passed through the rigours of methodical training regime possesses refined skills and strategies that can help them to instruct their students to become competent (Oliveira et al., 2019; Supriatna, 2015; Ulla, 2018). Teachers can realise the importance of the training because as they will become capable problem solvers (Schütze et al., 2017). According to Sadler (2013), training can help teachers become confident and manage themselves. When teachers are well-trained, they contribute to the the stability and progress of the organisation. The training help them to create a favourable environment that supports Interpersonal relationships, communicate effectively, use critical thinking skills to make inputs into the curriculum, and assessing students (Shahazadi & Naveed, 2016). Trained teachers perform their tasks precisely, successfully, and meticulously. Training helps improves their professional conduct.

2.13 Theoretical Framework

Several theories are relevant to help explain the influence of professionalism on teachers' performance. However, this study employs the accountability theory propounded by Vance, Lowry and Eggett in 2013. The accountability theory shows the reasons an individual gives for decisions they make. It also presents the responsibility of an individual towards their work. Every individual is responsible for their behaviour, attitudes, actions or decisions. It is in this direction that one should be conscious of the outcomes because no one can be directly held for another person's actions. Therefore, it explains that one should be careful and think of the consequences of one's actions. No one is responsible

directly for the action of another (Vance, Lowry & Eggett, 2015). In most instances, people give account of their actions to a higher person or authority. The higher authority has power to judge the person and make them aware of their effects of their actions (Vance et al., 2015). In this study, the teachers are held accountable for their actions as professionals. Teachers have responsibility towards their administrators, parents, students, and other stakeholders. They must ensure that they perform their duties efficiently and effectively to reflect in enhanced academic outcomes among their students. They must help students to develop their intellectual, social, spiritual, emotional, and physical potentials. They are expected to perform their duties in a dedicated and committed manner. They should be prepared for their superiors to assess their actions and decisions as they perform their roles in the school. They should possess that quality of accountability so that their students can learn from them. As teachers, they expected to play crucial roles in national development. They should to show patriotism and help the nation achieve its goals of educating every child. They are required to develop themselves to enable them carry out their responsibilities well.

2.21 Conceptual Framework

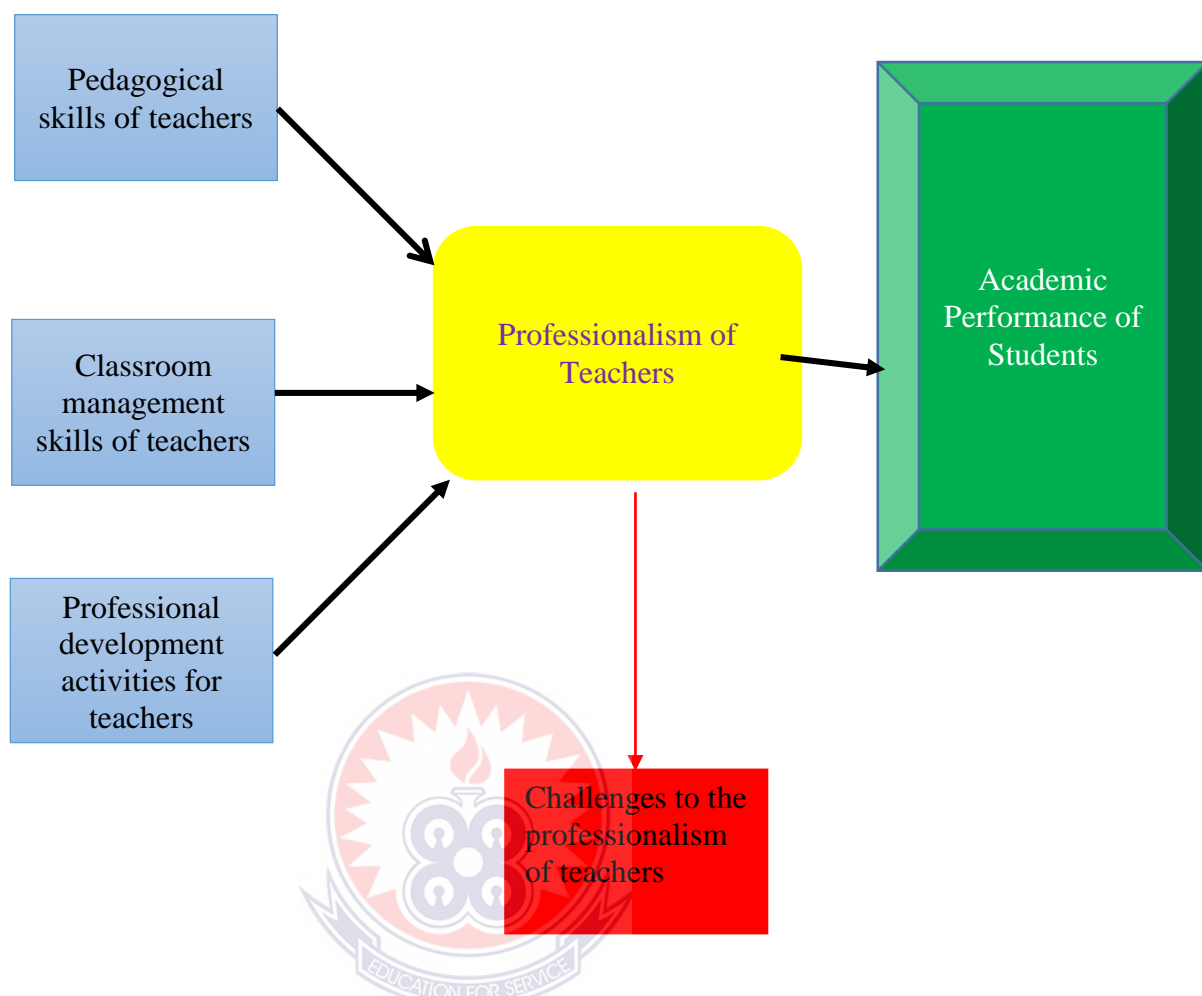


Figure 2. 1: Conceptual framework showing the relationship between the dominant issues in teacher professionalism (Independent variable) and its effects on academic performance (Dependent variable).

Figure 2.1 shows that the teacher professionalism is a significant ingredient in student's success.

When teachers exhibit great pedagogical and classroom management skills in the classroom, it affects their professional behaviour in a positive manner. Likewise, when they show affinity for the development of their selves and are invoked in their professional activities to raise their competence, they are able to conduct themselves decorously. These factors impact significantly on their level of

professionalism. Going forward, their quest for professionalism is inhibited in one or the other by certain challenges. This makes it difficult for them to exhibit the kind of behaviours that is expected of them. On the whole, the academic performance of the learner is impacted either positively or negatively by the professional qualities of the teacher.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter is the methodology. It describes the research design, sources of data, research population, sample size and sampling technique, data collection instruments, validity and reliability, the ethical considerations, data analysis techniques and organisational profile of the school used for the study.

3.1 Profile of Pru East District

Pru District is currently divided into two; Pru East and Pru West Districts. Pru District was formerly located in the Brong Ahafo region until the region was split into three, Bono, Ahafo and Bono East region. It is in the Bono East region whose capital is Techiman. The capital of Pru East is Yeji. They share boundaries with East Gonja to the North (Northern Region), Sene East and West to the East, Nkoranza and Atebubu-Amantin to the South and Kintampo-North and South to the West in the Bono East region. The population of Pru East District according to the 2020 Population and Housing Census is 101,545. The predominant economic activity of the people is farming.

3.2 Research design

The main purpose of this study was to explore the influence of teachers' professionalism on high school students' academic performance for the school year 2015-2016. The research design that was adopted for this study was the mixed method design (Creswell, 2014; Saunders et al., 2016). It involved both quantitative and qualitative approaches. Creswell (2014) defined mixed method

design as a research design with philosophical assumptions as well as quantitative and qualitative methods. According to Creswell, this design allows the researcher to collect and analyze data or information using both qualitative and quantitative approaches in order to produce a better and in-depth understanding of the research questions.

The quantitative design involved a survey of the teachers, students, and heads of senior high schools in the Pru East District. Surveys help researchers to quickly gauge the behaviours of a greater number of people (Babbie, 2020), thus according to Flick (2015), they can generalise the findings. Furthermore, it helps to gather data about phenomena that cannot be viewed in direct way.

The qualitative design helped the researcher to explore the concepts in much deeper and relaxed form (Babbie, 2020). It involved interviews with heads of schools in the senior high schools in the Pru East District. The study adopted the mixed method triangulation research design. Babbie (2020) defined mixed method design as a research design with philosophical assumptions as well as quantitative and qualitative methods. The usage of this method is considered the most appropriate design that could lead to drawing meaningful and useful conclusion from the study. This consequently will assist in reducing the biases and limitations inherent in both methods and complement their strengths (Bryman, 2012).

Mixed method was used because the problem under investigation was identifying the influence of teacher professionalism on students' performance in senior high schools, thus, the need for a larger coverage (i.e. quantitative) in order to get diverse views on such practice as well as in-depth information (i.e. qualitative) through interviews with key informants.

3.3 Research Population

According to Creswell (2014), population is a group of individuals or people with the same characteristics and in whom the researcher is interested. Population is also the complete set of subjects that can be studied: people, objects, animals, plants, organizations from which a sample may be obtained (Saunders et al., 2016).

The target population for the study was public and private senior high school teachers and heads in the Pru East District for the 2017/2018 academic year. There were 183 teachers teaching different subjects in the various public and private schools in the district with four heads. There was one public school, Yeji Senior High School and three private ones namely; Royal, Mist and Victory Senior High schools. The four senior high schools were chosen because they were the only senior high schools in the Pru East District. Table 3.1 shows the distribution of the population of the Schools and teachers.

Table 3.1 Distribution of Schools and teachers

School	Number of Teachers
Yeji Senior High School	92
Royal Senior High School	30
Mist Senior High School	32
Victory Senior High School	29
Total	183

(Source: Field Survey, 2022)

3.4 Sample size

The sampling frame used for the study was a list of teachers and heads of schools in the public and private senior high schools in the Pru East District in the Bono East region of Ghana. A sample size of 116 was selected from the teacher population of 183 based on Yamane (1967) simplified formula to calculate sample sizes. The four heads were used for the interview section.

3.3.1 Sample Size Determination (of Respondents)

Yamane (1967) provides a simplified formula to calculate sample sizes. The formula is:

$$n = \frac{N}{1 + N (a)^2}$$

Where:

n= the sample size,

N= the sample frame and

α = the margin of error (10%).

In this regard, the sample size of 47 was determined for Yeji Senior High School as follows:

$$N = 92, a = 0.1 \quad a^2 = 0.01$$

$$n = \frac{92}{1 + 92(0.1)^2}$$

This procedure was used to derive the sample size considering the number of teachers in each of the schools in the Pru East District. A total of 116 teachers were used as the sample size for the questionnaire section of the study while four

heads were used for the interview section. Table 3.2 shows the sample size of teachers from each of the schools based on the formula.

Table 3.2 Distribution of Sample Size of teachers

School	Sample Size
Yeji Senior High School	47
Royal Senior High School	23
Mist Senior High School	24
Victory Senior High School	22
Total	116

(Source: Field Survey, 2022)

3.5 Sampling Technique

There were only four senior high schools in the district and so the researcher decided to undertake the study in all the schools. The researcher used the purposive and simple random sampling techniques in the study. Purposive sampling method picks a sample based on the purpose of the study (Saunders et al., 2016). It does not consider their level or area. Thus, the purposive sampling technique was used to select the four schools and four heads of the schools for the interview section. In purposive sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon (Creswell, 2014). The lottery type of the simple random sampling was also used to select 116 teachers. Here, pieces of papers with the inscription YES summing up to the number of teachers needed for each of the four schools as shown in Table 3.1 and others with the inscription NO were folded and mixed for the teachers to choose. Those who choose YES in each of the schools were selected to participate in the

study. Simple random sampling is a probability sampling techniques usually adopted in survey and experimental research strategies(Creswell, 2014). The sample size for the teachers was selected using Yamane (1967) sample size formula. The simple random sampling technique is a probability sampling technique where subjects are selected based on chance. The simple random sampling technique removes bias from the selection procedure and mostly results in representative samples (Babbie, 2020; Gravetter & Forzano, 2011).

3.6 Data Source

The researcher used both primary and secondary data for the study. The primary data collected was basically used for the analysis, while the secondary data enabled the work to be based on academic perspective, taking into consideration the possibility of biases of the research such as socio economic factors and subjective opinions.



Primary Data

The researcher used closed ended questionnaire and interview guide for primary data collection. The close-ended questionnaire was meant to assist respondents to provide uniformity of response and to enable more information to be gathered. The use of the interview guide was meant to augment the quantitative data as there is no room for respondents to express their opinion with the use of questionnaire.

Secondary Data

The secondary data was gathered through books, encyclopedias, published and unpublished materials. The main sources of the secondary data collected were the University library, various text books and the internet.

3.7 Data Collection Instruments

The researcher used questionnaires and interview schedules to collect data for the study. The objective was to achieve triangulation. The researcher used the questionnaire and the interview schedule to ensure balance of responses in the survey (Creswell 2014).

3.7.1 Questionnaire

The use of questionnaire was employed in the survey method. According to Bryman (2015), even though the questionnaire can be interpreted wrongly by the respondents, it is easy to administer. It is convenient for the researcher to acquire the necessary information from the respondents in a shorter period of time and with little expenditure. Furthermore, it provided a high proportion of usable response (Best & Kahn, 2003). The researcher used the closed-ended and open-ended questionnaire to collect data from the selected teachers. With the closed-ended questionnaire, the respondents were forced to make a choice among a number of options that were made available to them. The researcher used both closed-ended and open-ended questionnaire in order to gather more information from the teachers. The questionnaire survey was designed in four parts; sections A, B, C, and D. The questionnaire survey items were in Likert type items that had different values for each item. Section A consisted of questions that asked respondents to provide the following demographic data; gender, age (in years),

marital status, highest educational qualification of respondents, and average work experience as a teacher (in years). Section B asked respondents questions on the pedagogical skills are exhibited by teachers. Section C asked respondents questions on the classroom management skills exhibited by teachers. Section D asked respondents questions on the professional development characteristics of teachers.

Questionnaires are easy and quick to answer. They make the response consistent and are easier, quick, and less costly to analyse. A limitation of the closed-ended question was that they may not have the specific responses the respondents desire to see. However, for the open-ended questionnaire, they were given the freedom to state their opinions and views in the spaces that were left for them on the questionnaire. It shows the way the respondents appreciate the questions. A disadvantage is that it consumes the time and energy of the respondents and it is also difficult, costly, and time consuming to analyse (Karlsson, 2003). The questionnaire was designed by the researcher with guidance from his supervisor.

3.7.2 Interview Schedule

The interview schedule was to collect data on the topic: “the influence of teacher professionalism on students’ academic performance in senior high schools of the Pru East District.” The objective was to solicit the views of the heads of the schools on the issues that confront the professionalism of teachers in the Pru East District. The researcher used the face-to-face interview method to interact with the interviewees (McLeod, 2014). The researcher used an open-ended questioning technique to give the interviewees the opportunity to explain the issues in a more detailed form. The researcher, however, restrained the interviewees when they

deviated from the main topic under consideration. The interviews were conducted in English. The researcher tape-recorded their responses. They were later transcribed to help in the analysis of the responses.

3.8 Data Collection Procedure

After approval of the research by the supervisor, an introduction letter was obtained from Head of Educational Leadership Department to enable the researcher gain access to the school. The heads were contacted and the purpose of the study was explained to them. The heads introduced the researcher to the respondents. Cordial relationship was established between the researcher and the respondents to make respondents feel at home in responding to the questionnaire. They were assured of the confidentiality of their responses to encourage them give objective answers to the questions.

The questionnaires were given to the respondents in September 19, 2020 and were collected from them on September 26, 2020. The questionnaire administration lasted for a period of one week. The interviewees were four heads from four different senior high schools. The interviews were individual and face-to-face with them. The interview lasted about one hour. The researcher interviewed the school heads in their individual offices at their convenient times. The researcher played backed the interviews to the interviewees for them to confirm if it truly represented their thoughts. Respondents were assured of the confidentiality of their responses to encourage them during the interview session.

3.9 Validity and Reliability of Research Instruments

According to Oliver (2010), validity is concerned with the truthfulness or correctness of the measurement as planned or intended. It is the degree to which a test item measures what it is supposed to measure. The researcher pre-tested the instruments using a sample of 30 respondents drawn from teachers at Prang Senior High School located in the Pru West district of Bono East Region of Ghana which was outside the study area but has similar characteristics (Mixed schools) as the main study to ensure that they cover the research questions in terms of content and details before they were used on the main subjects.

To achieve face validity, the questionnaire was given to the supervisor to find out whether the items measure the intended purpose. Content validity was achieved when the supervisor found out whether the instrument covered all the research questions.

. The questionnaire was adjusted according to the suggestions and recommendations from the supervisor. Reliability refers to a measurement that supplies consistent results with equal values (Wilson, 2010). A reliability test was performed to check the consistency and accuracy of the measurement scales. The Cronbach's Alpha test was used to measure the reliability of the instrument (Tavakol & Dennick, 2011). A Cronbach's Alpha value of .729 was attained for twenty items. The reliability of the qualitative data were achieved through the pilot-test of the interview guide.

Table 3.3 Reliability coefficient

School	Reliability coefficient
Pedagogical skills	.728
Classroom management	.733
Effect of professional development	.724
Challenges of professionalism	.731
Overall Reliability	.729

(Source: Field Survey, 2022)

3.10 Data Analysis Plan

Data from the questionnaires was analysed using IBM Statistical Package for Social Sciences (SPSS) version 25. Frequency tables and percentages were used to analyse the demographic characteristics of the respondents. The demographic characteristics of the respondents were analysed using frequency and percentage. The three main questions were analysed using Spearman's rho. The Spearman rho was used to describe the relationship between pedagogical skills, classroom management skills and professional development characteristics of teachers, and students' academic performance. Interviews were analysed using themes. Thematic analysis was conducted on the interviews (Braun & Clarke, 2006; Russell & Vallade, 2010). The themes revealed significant information about the research and helped to make meaning from the responses of the interviewees (Braun & Clarke, 2006). The recorded conversations were transcribed, analyzed and summarized thematically after the interview sessions. The researcher read through the transcript for each interview to get a sense of the uniqueness of that story. Each

transcript was carefully reviewed, sentence by sentence, in order to identify words and phrases that were descriptive and represented a particular concept.

3.11 Ethical Considerations

The researcher picked a letter of introduction from the Department of Educational Leadership, Faculty of Education and Communication Sciences. The letter was delivered to the heads of the schools to obtain permission to conduct a research within their schools. A consent form was designed and distributed amongst all the respondents to gain informed consent of all the respondents. The researcher also agreed with the respondents that they had the right to withdraw from the research at any point in time and that it would be their choice to participate or not. It was stipulated in the consent forms that any information so obtained from the participants would remain confidential between the two parties. The purpose of this was to ensure that anonymity and confidentiality were strictly adhered to. The respondents were accorded the highest maximum of respect. The articles, books, and online resources that were consulted were duly acknowledged in the reference section of this manuscript.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents the results of the study followed by a discussion of the research findings. The purpose of the study was to explore the influence of teacher professionalism on the academic performance of students in senior high schools in the Yeji East district. Questionnaires for Senior High School teachers and interviews for headmasters/mistresses were used to collect data for the study. The respondents were drawn from Yeji Senior High School, Royal Senior High School, Mist Senior High School, and Victory Senior High School in the Pru East District of the Bono East region. One hundred and sixteen questionnaires sent out to the respondents. One hundred and three questionnaire schedules were retrieved from the teachers. This represents a response rate of 88.8%. The response rate is very encouraging considering the unwillingness of most respondents to take part in a research study in Ghana. Descriptive statistics such as frequency and percentages were used to analyse the demographic data. The Spearman rho coefficient was conducted to show the influence of the variables; pedagogical skills of teachers, classroom management skills of teachers and professional development characteristics on the academic performance of the students. Interviews were analysed using themes. Thematic analysis was conducted on the interviews.

4.1 Demographic Data

The demographic data of the respondents covered their gender, age, marital status, highest educational experience and average years of work in the teaching service. The data is presented in Tables 4.1, 4.2, 4.3, 4.4, 4.5 and 4.6.

Table 4. 1: Gender of Respondents

Gender	Frequency (<i>f</i>)	%
Male	75	72.8
Female	28	27.2
Total	103	100.0

Source: Field Survey (2021)

Table 4.1 shows that 75 respondents representing 72.8% were males while 28 respondents representing 27.2% were females. This data reveals more male teachers were involved in the study.

Table 4. 2: Age of Respondents

Age (in years)	Frequency (<i>f</i>)	%
21-25	19	24.3
26-30	25	19.6
31-35	26	25.2
36-40	22	21.4
46 and above	11	10.7
Total	103	100.0

Source: Field Survey (2021)

Table 4.2 shows 19 respondents representing 24.3% were between 21 and 25 years while 25 respondents representing 19.6% were between the ages of 26 and 30 years. Twenty six respondents representing 25.2% were between the ages of 31 and 35 years while 22 respondents representing 21.4% were between the ages of 36 and 40 years and above. Eleven respondents were 41 years and above. The results show that majority of the respondents were between the ages of 31 and 35 years.

Table 4. 3: Marital Status of Respondents

Marital Status	Frequency (f)	%
Single	27	26.2
Married	69	67.0
Divorced	7	6.8
Total	103	100.0

Source: Field Survey (2021)

From Table 4.3, 27 respondents representing 26.2% were single while 69 respondents representing 67% were married. Seven respondents representing 6.8% were divorced. The analysis showed that those who were married were in the majority and therefore are responsible enough to give rich information for the study.

Table 4. 4: Highest Educational Qualification of Respondents

Highest Educational Qualification	Frequency (<i>f</i>)	%
Bachelor's Degree	85	82.5
Master's Degree	18	17.5
Total	103	100.0

Source: Field Survey (2021)

Table 4.4 revealed that 85 respondents representing 82.5% were Bachelor degree holders while 18 respondents representing 17.5% were Master degree holders. The teachers were Bachelor degree holders formed the chunk of the respondents in this study.

Table 4. 5: Average Work Experience as a Teacher (in years)

Work Experience	Frequency (<i>f</i>)	%
Less than 1	6	5.8
1-5	18	17.5
6-10	61	59.2
11-15	9	8.7
16-20	6	5.8
21 years and above	3	2.9
Total	103	100.0

Source: Field Survey (2021)

From Table 4.5, it can be seen that 6 respondents representing 5.8% had worked for less than 1 year while 18 respondents representing 17.5% had worked for 1 to 5 years. Sixty one respondents representing 59.2% had worked for 6 to 10 years while 9 respondents representing 8.7% had worked for 11 to 15 years. Six respondents representing 5.8% had worked for 16 to 20 years while 3 respondents representing 2.9% had worked for 21 years and above. This result showed that the respondents who had for 6 to 10 years were in the majority.

4.2 Main Questions

The results of the main questions are presented according to the research questions used for the study.

Research Question One: What is the impact of pedagogical skills of teachers on academic achievement of students?

The response of the respondents on the question was shown in Table 4.6.

Table 4. 6: Pedagogical Skills exhibited by Teachers

Correlations			
		PSK	AP
Spearman's rho	PSK	1.000	-.101
	Correlation Coefficient		.312
	Sig. (2-tailed)		.312
	N	103	103
AP	PSK	-.101	1.000
	Correlation Coefficient		.312
	Sig. (2-tailed)		.312
	N	103	103

Source: Field Survey (2021)

Spearman's rank correlation was computed to assess the relationship between the pedagogical skills exhibited by teachers and academic performance of students worked and overall productivity. There was a negative correlation between the two variables, $r(103) = -.10$, $p = .31$. With r -value of $-.10$ and p -value of $.31$, it could be said that there is a negative correlation between teacher pedagogical skills and academic performance of students. With p -value greater than 0.05 , we conclude that there is a negative correlation between the two variables but it is statistically insignificant. The result means that as teachers pedagogical skills improves, students' academic achievement goes down.

Research Question Two: What is the influence of teachers' classroom management skills on the performance of students?

Table 4. 7: Classroom Management Skills Exhibited by Teachers

Correlations				
			PSK	AP
Spearman's rho	PSK	Correlation Coefficient	1.000	-.031
		Sig. (2-tailed)		.756
		N	103	103
	AP	Correlation Coefficient	-.031	1.000
		Sig. (2-tailed)	.756	
		N	103	103

Source: Field Survey (2021)

Spearman's rank correlation was computed to assess the relationship between classroom management skills of teachers and academic performance of students. There was a negative correlation between the two variables, $r(103) = -.03$, $p = .76$. With p-value greater than 0.05, we conclude that there is a negative correlation between the two variables but it is statistically insignificant. The result means that as teachers' classroom management skills improve students' academic achievement decrease.

Research Question Three: How do the professional development activities affect the academic performance of students?

Table 4. 8: Professional Development Characteristics of Teachers

Correlations				
		PSK	AP	
Spearman's rho	PSK	Correlation Coefficient	1.000	.092
		Sig. (2-tailed)		.355
		N	103	103
	AP	Correlation Coefficient	.092	1.000
		Sig. (2-tailed)		.355
		N	103	103


Source: Field Survey (2021)

Spearman's rank correlation was computed to assess the relationship between professional development activities of teachers and academic

performance of students. There was no correlation between the two variables, $r(103) = .09$, $p = .36$. With p-value greater than 0.05, we conclude that there is a weak positive correlation between the two variables but it is statistically insignificant. The result means there is no correlation between professional development activities of teachers and academic performance of students.

Research Question Four: What are the challenges to the professionalism of teachers?

Table 4. 9: Challenges to Teacher Professionalism

	Ranks	
		Mean Rank
Financial constraints		2.53
Lack of commitment		3.08
Substance abuse by teachers		3.53
Stress caused by workloads		2.77
Lack of training programmes for teachers		3.08

Source: Field Survey (2021)

Test Statistics	
N	103
Kendall's W ^a	.071
Chi-Square	29.414
Df	4
Asymp. Sig	.000

a. Kendall's Coefficient of Concordance

Source: Field Survey (2021)

R gives a p-value of .000 for this value, .071. We can conclude there is highly significant degree of concordance between the different raters. Examining the data suggest that there is a high level of agreement on which challenges impact teacher professionalism. The appraiser's ratings are associated with one another. The result means there is statistically significant high level of agreement that the challenges have great impact on teacher professionalism.

4.3 Results from Interview Schedules

The findings of the interview are presented according to themes developed from the interview schedules.

Theme 1: Information/Report on Teachers Behaviours outside the School

Premises

Some respondents responded that the teachers behaved very well in the community. They helped the community with several activities. Some of the

teachers worked in the community as census enumerators, electoral commission agents and Sunday school teachers in the church or as Quran teachers in the mosque. One of the heads of the school remarked

“Teachers in the locality were helpful. They offer voluntary service to the people in the area. This behaviour showed that the teacher comforted themselves well in the area.”

On the contrary, some respondents mentioned that some teachers exhibited bad attitudes in the area. They engaged in drunkenness, promiscuity and unnecessary litigation. They even chased other people’s wives or husbands. They are often seen as fomenting trouble in the community.

Theme Two: Teacher Collaboration

The responses were unanimous. The teachers did not collaborate on several issues including lesson planning and welfare issues. They do not share a common vision or goal. Some of them felt they could succeed without the interventions of others. Teachers can deal with a host of challenges if they can collaborate with each other. They can design innovative strategies to handle their challenges. However, they believed they are self-sufficient. A headmaster commented:

“In my school, even two teachers teaching the same subject in the same stream did not want to share information, resources and expertise. Some of them wanted to earn the praise of their students that they are the best. They felt that their counterparts were lazy or weak in the subject. This bad attitude did not augur well for effective collaboration in my school.”

Theme Three: Leadership Transparency

Some heads of the school observed that they were not transparent in their engagement with their staff. They were not open, and did not allow their teachers in the administration of the school. Because of lack of transparency, the teachers do not trust the leadership. When there is transparency in the leadership and management of the school, headmasters/mistresses and teachers can join forces to solve common problems they encounter.

One school headmistress said:

“I am careful with the teachers she is working with. Some teachers always create problems for her. She is therefore cautious about who to trust with certain duties in the school. It is any teacher I relegate responsibilities to in the school.”

Theme Four: Staff Welfare

Most respondents felt they had not done much about the welfare of their staff. The reason was that they argued that the school’s welfare chairperson were in full control of the welfare issues in the school. However, they also offered their expertise because they assume absolute responsibility of every issue in the school. They tried their best to ensure that the school environment was stable to support effective teaching and learning.

One bad thing about most heads of the schools was they were not attending programs of their staff members. They are notably absent at the social gatherings like weddings, funerals, outdoorings and naming ceremonies of their teachers even when they are given special invitation. However in some schools, they offered

accommodation and food to their teachers. On the quality of food, they intimated that their teachers sometimes complained.

Theme Five: Staff Involvement in Decision-making

Some heads of the schools did not involve their staff in decision-making in the various schools. They felt that they were responsible for the decisions they make. They observed that some teachers were always opposing their initiatives in the schools. They saw those teachers as a threat to their effective management of the school. They were therefore conscious of which teachers they would welcome into their fold.

4.4 Discussion of Results

The discussions of the main results are presented according to the research questions.

Pedagogical Skills of Teachers on the Academic Performance of the Students

The findings showed that pedagogical skills of teachers impact positively on the academic performance of students. Considering some of the items affecting the pedagogical skills of teachers, it was apparent that the teacher's mastery of subject area was not a panacea to higher performance. This development shows that the intelligent level of the teachers do not necessarily translate into higher academic achievement among students. Teachers can be competent in the knowledge of the content; however, they cannot instruct students in the best way to help them acquire the necessary knowledge and skills (Estrella et al., 2015; Kathirveloo et al., 2014; Olfos et al., 2014). When teachers are highly proficient,

they can imbibe good knowledge in their students. These students can recall the facts and information whenever they are called upon to do so (Murphy et al., 2007).

Evidence shows that the ability of teachers to help students understand lessons helps them to recall facts and information easily is not wholly true for some authors. Some teachers are not technically competent and therefore cannot do their best to help their students understand lessons (Barrett & Scott, 2018; Seabrook, 2004). In this situation, they cannot perform well in their studies or academic work. Another comment that buttresses the finding is noted by Gibson (2009). They state that some teachers do not engage their students well during the teaching/learning process.

Following the results, it can be said that the teachers were not able to adapt their lesson to cater for the needs of their learners (Gentry et al., 2013). This may account for the poor performance of the students in the various subjects. The teachers may fail to vary their tactics because of the large class sizes (Ajani & Akinyele, 2014; Blatchford et al., 2011; Diaz et al., 2003; Koc & Celik, 2015; Konstantopoulos & Chung, 2009; Markort, 2017).

The finding showed that when teachers do not use teaching and learning materials in their lesson delivery, student's comprehension of the topics will be compromised. However, teachers who employ teaching and learning materials in their teaching, it makes the lesson practical for their students (Akuoko et al., 2012; Kapur, 2019; Obodo et al., 2020). The finding of this study revealed that a significant number of the teachers did not put much effort in helping their students. Thus, they do not make any measured efforts to ensure success of the students. However, this finding is not consistent with the claims that effective teachers are highly expectant of their students. They make conscious efforts to ensure that their

students achieve higher academic achievement (Coştu et al., 2012; Munna & Kalam, 2021; Noto et al., 2018; Rubie- Davies, 2010; Saxe et al., 2001).

As explained above the findings of this study shows that the teachers did not care much about investigating the previous knowledge of their learners before they introduced a new topic. This situation affected the academic achievement of learners. However, according to some researchers, Hailikari et al. (2008) and Shilo and Kramarski (2019), students score high marks when their teachers review the prior knowledge of their students.

Classroom Management Skills of Teachers on the Academic Performance of the Students

The findings of the study confirmed that a high number of teachers make or receive private calls during official contact time. It is no easy for teachers to resist making or receiving calls when they are teaching (Betts, n.d). With the advent of social media, some teachers even send and receive WhatsApp message in the course of teaching. It is affecting their productivity levels (Hagerman, 2021). However, some authors defend teachers' use of mobile phone in the classroom as they claim that the teachers use the phones as a teaching tool. They have installed some apps on the phones which they use to teach (O'Bannon et al., 2017; Bautista, 2013).

The findings of the study revealed that greatest numbers of teachers do not stay up in the classrooms for the stipulated time (Saloviita, 2013). This is a confirmation by Ayeni (2020) that several teachers misuse the time for instruction. Because they are in haste to leave the classroom, they often do not engage their students well. The learners do not experience any better interaction

with their teachers. The poor exchanges affect their understanding of the topics and their performance (Yeşil Dağlı, 2019).

The findings of the study demonstrated that a significant number of teachers do use improper language in the classroom. The negative practice does not inspire the students (Finn & Zimmer, 2012). However, Liu (2021) argue that students are aroused when their teachers communicate acceptably with them in the classroom. They are stimulated when their teachers compliment them in the presence of their friends or colleagues (Akuzum & Altunhan, 2017; Uanning & Bucher, 2013). This make the students work hard and improve upon their academic performance ((Burnett, 2002; Caldarella et al., 2020; Embry & Biglan, 2008; Haydon et al., 2020; Reinke et al., 2013 as cited in Liu, 2021; Calbson et al., 2013; Sadik & Duku-Sigarlmac, 2016).

The findings of the study showed that the teachers are more relaxed in their application of rules in the classroom. When the rules are not applied well in the classroom, it leads to chaos and disorder in the school. However, the works of Garrett (2008); Kaya (20120; Kwayu and Ishikaeli (2014); Ndeto (2015); Oliver and Reschly (2007) have found out that rules and regulations are necessary to ensure order in the school. Also, previous studies have discovered that rules enable students to comport themselves well (Anderson & Spaulding, 2007; Brint et al., 2001 as cited in Thornberg, 2007; Burden, 2003; Nakamura, 2000). The findings by (Gacheri, 2017; Hughes, 2014; Kontor, 2020; Oliver, et al., 2011; Sowell, 2013) is a testament that poor classroom management affect the performance of students in a negative way.

The findings of the study disclosed that the teachers often did not make enough preparations before they engaged their students in the classroom. When

teachers do not plan in advance, they are not able to handle the lessons or topics in an efficient way (Okai & Epcaca, 2013; Kariuki et al., 2019). This can affect their students understanding of the lessons and academic achievement. This finding is however challenged by (Barnett, 2019; Blazar, 2016; Ko et al., 2014). They believed that good teachers make conscious efforts to prepare well before the start of their lessons. Some authors in their studies have confirmed that effective teachers do things in an organised way. They do everything in a logical manner to ensure their students benefit (Adeyemo, 2012; Danielson, 2007; Jalongo et al., 2007; Zahorik et al., 2003).

Professional Development Activities on the Academic Performance of the Students

The findings of the present study indicated that in-service training workshops, seminars did not keep teachers abreast with trends in the professions. This revelation is not in line with the reports of others authors. They claim that short-term or unique workshops, conferences, seminars, and in-service training sessions helped teachers to access new knowledge and skills Darling-Hammond, 2013; Donkor & Banki, 2017; Safi, 2015; Smylie, 2014).

Also, this study showed that there was insignificant relationship between professional development activities and commitment of teachers. However, this disclosure is not wholly true. It has been disputed by Akinbode (1996) that these activities, especially INSET have been instrumental to the commitment levels of teachers. Teachers become loyal when they are given the opportunity to participate in these functions (Janangir et al., 2012; Junejo et al., 2018; Onasanya, 2009 as cited in Asiyai, 2016; Ozola, et al., 2014; Wenno 2016).

The findings of the study showed that staff meetings do not have a strong impact on the issues crucial for the improvement of the school. This discovery is challenged by Meetking (2015) and Wedesango (2012) that staff meetings serve as perfect places for the staff of the school to deliberate matters of interest. In spite of this benefit, others criticise it and claim they are opportunities for some school principals to pour their invectives on their staff. They are places for discussions other than actions on topics that are being discussed (Fuller, 2011; LeBlanc & Nosik, 2019; Mafa, 2016; Menard, 2010; Smylie, 2014; Varela, 2012; Wei et al., 2010).

The findings of the study confirmed that the community of practice was inconsequential to helping teachers reform their knowledge and skills. They argued that some teachers look down on other people who call on them for assistance. In contrast, these communities of practice enable teachers to familiarise themselves with their demands of the profession (Printy, 2008). When teachers meet in these consultative meetings, they are able to brainstorm ideas and strategies to improve themselves and their careers (Franke, Carpenter, Levi, & Fennema, 2001 as cited in O'Sullivan, 2008).

The findings of the study showed that a high number of the teachers do not abide by the code of ethics that control their behaviour at the workplace. The reason some teachers ignore the code of ethics is some heads do not apply the rules consistently (Afifi, 2005). Nonetheless, it has been found that code of ethics is strategic to monitor the work ethics of teachers in the school (Agih, 2013; Capli, 2015 as cited in Al-Hothali, 2018; Simuyaba, 2016).

The findings of the study demonstrated that self-reflection did not contribute to the growth of teachers. This is in contrast to the findings that when

teachers undertake self-appraisal, it helps them to recognise their strengths and weaknesses. They can identify areas where they need to improve-(MacBeath, 2003; Taylor, 1994; Towndrow & Tan, 2009).

Challenges to the Professionalism of Teachers

The study revealed the following factors were challenges to the professionalism of teachers. These were financial constraints, lack of commitment, substance abuse by teachers, stress caused by heavy workloads, and lack of training programmes for teachers.

Financial constraints

The result of the study revealed that financial constraints were ranked fifth among the factors that served as challenges to the professionalism of teachers. As argued by Kusi (2008) the capability of an institution to undertake professional activities, for example, in-service training programmes, workshops, and seminars for teachers depend on their financial strength. However, most of these schools do not have enough funds to organise regular in-service training, seminars and workshops for teachers. This behaviour is not helping teachers to become abreast of the knowledge of the current trends in their profession. When teachers are aware of the new developments in their job, they can improve upon their performance and this can positively affect the academic performance of students. The finding is true to the extent that lack of funds is a major stumbling block for schools to help teachers attend the professional activities that can enhance their professionalism (Corcoran, 1995; Easton, 2008; Hodkinson & Hodkinson, 2005; Postholm, 2011; Shafer, 2009 as cited in Bayar, 2013).

Lack of commitment

The study's results showed that lack of commitment on the part of teachers were ranked second among the factors that were challenges to the professionalism of teachers. When teachers are not committed to the task, they will not work hard to ensure students can achieve excellence in their studies. They cannot perform both curricula and co-curricular activities to help in the growth of the school. The finding confirms the one made by Altun (2017) that when teachers are not committed, they do not work hard to ensure that school activities go on as planned. They fail to show serious in their jobs. Some of them even fail to write lesson notes, mark students' exercises and attend staff meetings. It is significant for teachers to show much commitment in their work. When they are committed, they can achieve higher outputs in their job functions (Akomolafe & Olatomide, 2013; Karakuş & Aslan, 2009). Teachers who are committed are likely to assume more responsibilities and duties in the school settings. They accept to undertake every task that will be entrusted to their care.

Substance abuse by teachers

The results of the study disclosed that substance abuse was ranked first among the factors that were challenges to the professionalism of teachers. Most teachers have resorted to the use of drugs, alcohol and smoking of Indian hemp and cigarette. The uses of these substances, according to Ochino (2010) affect the capability to perform their duties effectively or efficiently. This finding by Ochino (2010) showed that teachers who use drugs frequently become addicted and do not even attend lessons or undertake duties or assignments. They rather congregate in the local bars and hideouts to engage in drinking and smoking. Some of the teachers

have earned nicknames that show the kind of substance they use. When teachers use hard drugs, it does not help them to handle the instructional processes efficiently. They lose out on the opportunities to help their students in their studies. Alcohol, as well as drug abuse, can be detrimental to the health of its users, including teachers. They can develop serious health conditions. It is also a financial drain on teachers who develop serious health complications resulting from the use of alcohol and other drugs.

Stress caused by heavy workloads

The results of the study revealed that stress (caused by heavy workloads) was ranked fourth among factors that served as challenges to teacher professionalism. The workloads for the teachers were heavy. They engage in several responsibilities including teaching, marking of student's scripts, supervision of students, and playing mentorship roles. These activities have a toll on the health and fitness of the teachers. They become stressed out and it affects their psychological state. Most teachers are failing in their health because they are working hard to make their superiors happy. They are afraid of the punishments that they will receive should they fail to perform certain duties. They therefore accept to work even when they are not physically and psychologically sound. This can affect their self-esteem. When they lose their self-esteem, it affects their ability to perform to their best.

Lack of training programmes for teachers

The results of the study showed that lack of training programmes ranked second among the factors that challenged teacher professionalism. The deployment of training programmes helped teachers to fine-tune their teaching skills. This is in

response to an earlier comment made by Shahazadi and Naveed (2016) that training programmes help teachers to enhance and improve their critical thinking, communication, organisational, leadership, teamwork, and time management skills. When teachers are well-trained, they become motivated and show interest in their work (Sadler, 2013). This helps them to perform competently and it affects their students in a positive way.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the research process and findings, draws conclusions and makes recommendations for the study. It also gives suggestions for further research.

5.1 Summary of the Research Process

Basically this study was to explore the influence of teachers' professionalism on students' academic performance in the Pru East District of Bono East Region in Ghana. The study specifically wanted to find out among other things whether the professional conduct and behaviour had a significant impact on the competence of students in the senior high schools in the district. Generally, the study sought answers to four main questions:

1. What is the impact of pedagogical skills of teachers on academic achievement of students?
2. What is the influence of teachers' classroom management skills on the performance of students?
3. How do the professional development activities affect the academic performance of students?
4. What are the challenges to the professionalism of teachers?

The research design used was a mixed method design. The simple random and purposive sampling method was used to select the teachers and heads of schools respectively. To obtain answers to these questions, data were provided by heads and teachers of selected public and private senior high schools in the district.

There were one public and three private schools, from which the heads were selected. A set of questionnaires was designed for the teachers. An interview schedule was used to collect the data from the head of the school. The researcher administered the questionnaire personally and provided assistance to respondents who had challenges with its completion. The researcher conducted interviews with the heads at their own convenient times. Thematic analysis was used to analyse the interview questions. The questionnaires were analysed with the help of the computer program SPSS. SPSS was used to obtain tables which contained the frequency distribution and percentages. Spearman Correlation Coefficient was used to draw the relationship between school leadership practices and academic performance of the students.

5.2 Summary of Findings

The summary of findings of the study was presented according to the research questions adopted for the study. The significant findings of the study were the following:

This study showed that pedagogical competence of the teachers did not have any positive impact on the academic performance of the students. Teachers who are academically inept cannot aid students to understand the topics they deliver to them. The students cannot recall concepts well when their teachers were not able to teach them well. When teachers possess efficient pedagogical skills, they can help students acquire the requisite knowledge and skills. Students can improve their understanding of concepts, topics or lessons when their teachers are competent and deliver lessons to them in the right pedagogical frame.

The research revealed that there was no significant correlation between classroom management skills of teachers and academic performance of students. It can be said that when teachers are not able to handle their classroom effectively, it can impact negatively on the performance of their students. It is difficult for teachers to manage large class sizes. They would feel exhausted controlling fifty or more students in a class. The huge numbers defeat the prescribed students-teacher ratio of 30:1. This can affect a teacher's propensity to attend to individual students and if possible, help them with their challenges. The absence of this intervention can be detrimental to helping students understand lessons. The lack of understanding of lessons or topics can affect their performance.

This paper established that the professional development activities of teachers did not have any significant relationship with the academic performance of students. Some of the professional development activities of teachers, namely in-service training, seminars, workshops, conferences, staff meetings and community of practice were organised without much input from teachers. Some of these meetings were generic. They were not targeted at helping teachers acquire knowledge and skills to address specific challenges of students.

The survey demonstrated that several challenges had an impact the professionalism of teachers. There were five identified challenges, namely financial constraints, lack of commitment, substance abuse by teachers, stress caused by heavy workloads and lack of training programmes for teachers. The greatest impediment was substance abuse by teachers which was followed by lack of commitment and training programmes for teachers in that order. Other obstacles were stress caused by heavy workloads and financial constraints. These barriers

made it upsetting for the teachers to showcase splendid work attitudes and moral principles.

5.3 Conclusion

School leaders play key roles in shaping some of the school-level factors such as school climate, staff development and students characteristics. They are held responsible for learning outcomes for teachers and students. Thus they need to influence the motivation and capacity of teachers to generate positive climate and environment for teaching and learning. In effect, any school's success or failure can be ascribed to the kind of leadership in that school. Leadership is crucial to attaining the objectives and aims of the school. The study concluded to a large extent that that school leadership practices influence students' academic performance.

The behaviour of teachers in the school and the classroom in particular is useful to make instructional delivery useful. Teachers are urgent in the improvement of the school. They are expected to show good faith, confidence, and commitment towards their profession. The conviction of teachers to impart knowledge and skills to their students is the focus of all stakeholders including administrators, parents, and the government. It is important for teachers to promote a positive mind-set to perform their duties in an effective manner. It is therefore worrisome when they show certain attitudes and behaviours that are inconsistent with the demands and responsibilities of their job. When teachers show unprofessional conducts, it reflects in their job function. They perform below to the standards their employers or bosses expect of them in the workplace. They show improper or unethical etiquettes. These actions impart the academic

achievement of their students. Students do not show any proper comprehension of lessons they are taught. They cannot relate to the concepts they are exposed to. Therefore, teachers should be guided to show professionalism in their work. This study tried to investigate the influence of teacher professionalism on the academic performance of students in senior high schools in the Pru East district of the Bono East region. The findings make it plausible for the researcher to conclude that teacher professionalism did not have a positive influence on the academic performance of students in senior high schools in the Pru East district of the Bono East region.

5.4 Recommendations

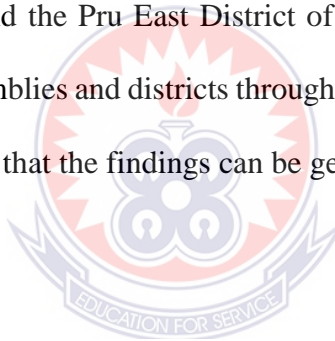
Following the findings and conclusion of this study, the researcher made the following recommendations:

1. The Pru East District Education directorate should appeal to teachers to explore several mechanisms such as collaboration with their colleagues to enhance their pedagogical skills in the teaching and learning process.
2. The Pru East District Education directorate should organize regular workshops on classroom management skills to update their knowledge to boost the academic performance of students.
3. The Pru East District Education directorate should see to it that the organization professional development activities are related to the real needs of the teachers to make it attractive for teachers to love to attend.
4. The Pru East District Education directorate and other stakeholders in education should provide adequate financial resources for effective organization of professional development programmes.

5. The Pru East District Education directorate should play integral roles to improve the commitment of teachers and also ensure that promotion is done on merit, experience and skills.
6. The school management and other heads of departments should provide teachers with serene work environment for teachers to feel comfortable in performing their instructional roles for the success of the school.

5.5 Suggestions for Further Research

The study is limited in scope since it was conducted solely on SHS in Pru East District of the Bono East region. Hence, it is necessary to conduct a similar study extending beyond the Pru East District of Bono East of Ghana to involve other metropolis, assemblies and districts throughout the country to make the study more representative so that the findings can be generalised to the whole country.



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APPENDIX A: QUESTIONNAIRE SCHEDULE
UNIVERSITY OF EDUCATION, WINNEBA
COLLEGE OF TECHNOLOGY EDUCATION

**QUESTIONNAIRE FOR TEACHERS OF SENIOR HIGH SCHOOLS IN
THE PRU EAST DISTRICT OF THE BONO EAST REGION ON THE
TOPIC: “THE INFLUENCE OF TEACHER PROFESSIONALISM ON
STUDENTS’ ACADEMIC PERFORMANCE: A CASE STUDY OF THE
PRU EAST DISTRICT IN THE BONO EAST REGION”**

Dear Sir/Madam

I am Thomas Nsenyire Aning and undertaking M.Phil. Educational Leadership at the College of Technology Education, University of Education, Winneba, and Kumasi Campus. This questionnaire schedule is to collect data on topic: “The Influence of Teacher Professionalism on Students’ Academic Performance: A Case Study of the Pru District.” The study would help to share knowledge about the issues that confront the professionalism of teachers in the Pru East District and how it affects the academic performance of students. During this study, high ethical standards would be maintained to ensure that no harm is caused to you as a participant. You are ensured that the information provided would be used only for the purpose of the study. Your genuine response is paramount for the success of the study. Please be objective in your responses since the data is strictly for academic purposes only and as such confidentiality and anonymity of your responses is guaranteed.

Thank you in advance.

SECTION A: DEMOGRAPHIC DATA OF RESPONDENTS

Instruction: Please tick (✓) where applicable and supply details where required

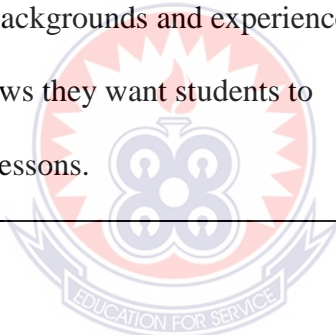
1. Gender: Male []₁ Female []₂
2. Age (in years): Less than 20 []₁ 21-25 []₂ 26-30 []₃ 31-35 []₄
36-40 []₅ 41-45 []₆ 46 years and above []₇
3. Marital status: Single: []₁ Married []₂ Divorced []₃
Others (please specify)₄
4. Highest educational qualification of respondents: Primary []₁ Secondary []₂
Technical/Vocational []₃ Bachelor's Degree []₄ Master's Degree []₅
Doctoral Degree []₆
5. Average work experience as a teacher (in years): Less than 1 []₁ 1-5 []₂ 6-10 []₃ 11-15 []₄ 16-20 []₅ 21 years and above []₆

SECTION B: PEDAGOGICAL SKILLS OF TEACHERS

The following are some of the pedagogical skills of teachers that impact the academic performance of students. In the area of pedagogy, teachers exhibit certain skills to help students achieve higher academic performance. Indicate the extent to which you agree or disagree (1=strongly agree, 2= agree, 3 = neutral, 4 = disagree, and 5=strongly disagree) with the following statements. Tick the number to the right of each statement your opinion.

S/NO.	STATEMENT	SA	A	N	D	SD
1.	The teacher's mastery of subject area enhances student's academic performance					

2.	The ability of teachers to help students understand lessons helps them to recall facts and information easily					
3.	The teacher's ability to adjust curriculum and instruction to meet all students' individual needs help them in their studies.					
4.	Good professional teachers develop well-defined learning expectations for all students					
5.	The propensity of teachers to link lessons to relevant backgrounds and experiences of students shows they want students to understand lessons.					

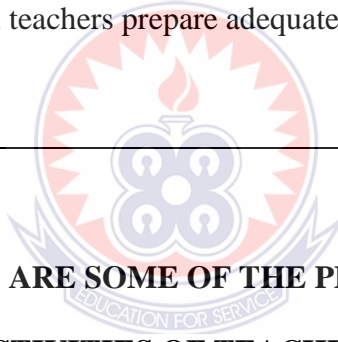


SECTION C: CLASSROOM MANAGEMENT SKILLS EXHIBITED BY TEACHERS

The following are some of the factors that impact the professionalism of teachers.

In the area of classroom management, teachers exhibit certain skills. Indicate the extent to which you agree or disagree (1=strongly agree, 2= agree, 3 = neutral, 4 = disagree, and 5=strongly disagree) with the following statements. Tick the number to the right of each statement your opinion.

S/NO.	STATEMENT	SA	A	N	D	SD
1.	Professional teachers avoid receiving or making private calls during official contact time					
2.	Professional teachers stay in class until the end of the lesson					
3.	Professional teachers use decorous language which inspire learners emotionally					
4.	Professional teachers use a set of rules to guide students behaviour in the classroom					
5.	Professional teachers prepare adequately for lessons					



SECTION D: WHAT ARE SOME OF THE PROFESSIONAL DEVELOPMENT ACTIVITIES OF TEACHERS?

The following are some of the factors that impact the professionalism of teachers. In the area of professional development, teachers exhibit certain skills.

Indicate the extent to which you agree or disagree (1=strongly agree, 2= agree, 3 = neutral, 4 = disagree, and 5=strongly disagree) with the following statements.

Tick the number to the right of each statement your opinion.

S/NO.	STATEMENT	SA	A	N	D	SD
1.	Professional teachers attend in-service training workshops, seminars to keep himself abreast with trends in the professions					

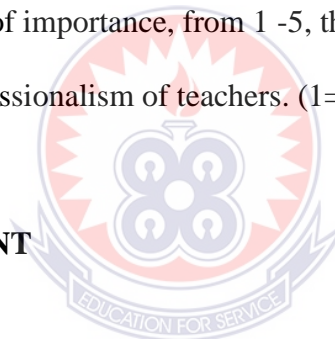
2.	Professional teachers attend staff meetings					
3.	Professional teachers belong to a subject union (community of learners)					
4.	Professional teachers abide by relevant codes of ethics for the teaching profession					
5.	Professional teachers undertake critical self-reflection of his contributions to the teaching profession					

SECTION E: CHALLENGES TO PROFESSIONALISM BY TEACHERS

Rank in order of importance, from 1 -5, the following factors that serve as challenges to the professionalism of teachers. (1=most important, 5=least important)

STATEMENT

1. Financial constraints
2. Lack of commitment
3. Substance abuse by teachers



4. Stress caused by high workloads
5. Lack of training programmes for teachers



**APPENDIX B: INTERVIEW SCHEDULE FOR HEADS OF SENIOR
HIGH SCHOOL**

**UNIVERSITY OF EDUCATION, WINNEBA
COLLEGE OF TECHNOLOGY EDUCATION**

**INTERVIEW SCHEDULE FOR HEADS OF SENIOR HIGH SCHOOLS
IN THE PRU EAST DISTRICT OF THE BONO EAST REGION ON THE
TOPIC: “THE INFLUENCE OF TEACHER PROFESSIONALISM ON
STUDENTS’ ACADEMIC PERFORMANCE: A CASE STUDY OF THE
PRU DISTRICT”**

Dear Sir/Madam

I am Thomas Nsenyire Aning and undertaking M.Phil. Educational Leadership at the College of Technology Education, University of Education, Winneba, and Kumasi Campus. This interview schedule is to collect data on topic: “The Influence of Teacher Professionalism on Students’ Academic Performance: A Case Study of the Pru District.” The study would help to share knowledge about the issues that confront the professionalism of teachers in the Pru District. During this study, high ethical standards would be maintained to ensure that no harm is caused to you as a participant. You are ensured that the information provided would be used only for the purpose of the study. Your genuine response is paramount for the success of the study. Please be objective in your responses since the data is strictly for academic purposes only and as such confidentiality and anonymity of your responses is guaranteed.

Thank you in advance.

1. Have you ever received any bad information or report about the behaviour of your teachers outside the school premises?
2. To what extent are your teachers able to collaborate with each other?
3. How are you able to show transparency in your leadership with your teachers?
4. To what extent do you consider the welfare of your staff?
5. How are you committed to involving your teachers in decision making in your school?

