

UNIVERSITY OF EDUCATION, WINNEBA

**A SURVEY OF TUTORS' PERCEPTION OF PROFESSIONAL
DEVELOPMENT IN COLLEGES OF EDUCATION IN THE CENTRAL
REGION OF GHANA**



ALHAI WAZIRI IBRAHIM

(200029618)

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DECLARATION

Student's Declaration

I, Alhai Waziri Ibrahim declare that this thesis 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:

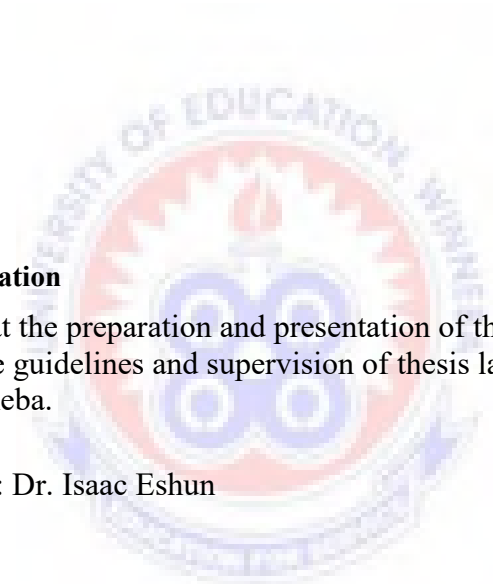
Supervisor's Declaration

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

Supervisor's Name: Dr. Isaac Eshun

Signature:

Date:



DEDICATION

To my late parents, Mr Ibrahim Segu and Mrs Mariama Ibrahim.



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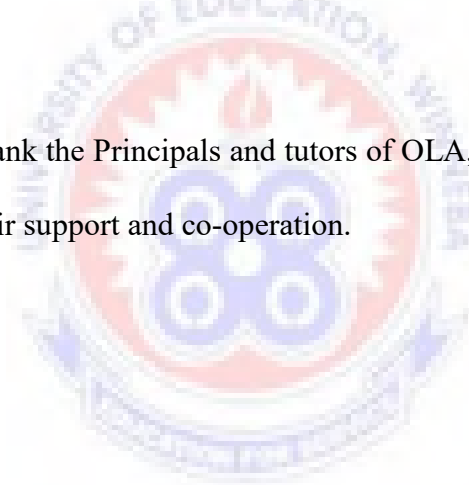


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ABSTRACT

The continuous development of all teachers is seen as the cornerstone for school improvement and successful implementation of educational reforms. Unfortunately, it appears some teachers do not see the need to develop themselves professionally. Therefore, the study sought to examine the perception of tutors in colleges of education about the need for professional development. It was conducted among tutors in the Central Region of Ghana. A descriptive survey design was employed to carry out the study. The target population comprised 156 tutors in the three colleges of education. A census survey was used to collect data from the 156 college tutors in the study area. A 48-item self-developed questionnaire with reliability co-efficient of .87 was personally hand delivered to collect data from the respondents. Data collected were analyzed with the use of descriptive statistics (frequencies, percentages, mean standard deviations). The study revealed that tutors perceived the need for professional development and that attending professional development activities are not time consuming activities since they increase teacher knowledge and expertise, and hence, help to improve the quality of college tutors. Also, it has been found that professional development opportunities are less available. However, it was found that professional development is challenged by factors like workload, inadequate time and funds, securing study leave with pay, domestic issues, lack of relevant reading materials among others. It was recommended that the Ministry of Education should make available opportunities for scholarships, exchange/international programmes, workshops, conferences, seminars and various forms of in-service training activities for tutors.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education reform will never see the light of the day unless teachers become learners and seamlessly enquiry oriented, skilled, and collaborative professionals. This always has been the core agenda for teacher education and professional development. According to Postholm (2012), teacher professional development is teacher learning. That is how teachers learn to learn and how they apply their knowledge in practice to support learners' learning. Besides, Day (1999) explained that "professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute through these to the quality of education in the classroom. He further explained that it is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives" (p. 4).

Several scholars have indicated that effective continuous professional development should firstly be aware of and address the teachers' specific needs (Bredeson, 2003; Muijs, Day, Harris & Lindsay, 2004). In agreement to this assertion, Anderson (2001) opine that once these needs have been identified, activities need to be properly planned to support teachers in applying the knowledge and teaching methodology creatively and confidently. Collinson (2000) states that the best results are obtained if

the programme is formally and systematically planned and presented with the focus on enhancement of personal and professional growth by broadening knowledge, skills and positive attitudes. To allow professional development to proceed successfully it should be a continuous process, contributing to the general improvement of education (Bredeson, 2003; Muijs *et al.*, 2004, p. 291).

Professional development does not only require the informal and spontaneous learning of teachers from one another but also relies on the prior knowledge, wealth of potential and experience of each participant, which can be built upon and incorporated into further initiatives (Day, 1999; Bredeson, 2003; Kaagan, 2004; Early & Bubb, 2004). Obtaining knowledge and sharing existing knowledge and skills with others to join forces are valuable tools for change and improvement (Kaagan, 2004). However, “the impact of professional development depends on a combination of motivation and opportunity to learn” (Fullan & Stiegelbauer, 2000, p.327). This tends to make most teachers not to be much interested in participating in professional development activities. Educational change also depends on what teachers do and think. The question usually asked by researchers is: Are teachers interested in getting involved in improvement programmes that will equip and prepared them with the needed skills? Fullan and Miles (1992) maintain that school reform efforts can only be implemented when more time is allotted for professional development and cooperative work. Thus, teachers’ professional development in a climate of educational reform must address the additional challenges of preparing teachers to implement educational standards, working with diverse populations and changing forms of students.

Moreover, school improvements efforts over the last few decades require teachers not only to study, implement and assess learning outcomes but also teachers are expected to understand the emerging educational issues. In working towards these, the teacher is supposed to be provided with professional development opportunities. The problem is whether such teachers even find the time to learn new roles and ways of teaching. Teaching is a complex task, and substantial time is required for teachers and other educational workers to test out new ideas, adjust their teaching strategies and assess themselves in an effort to make learning more meaningful and beneficial (McDiarmid, 1995). Such in-service education is also desired because practicing teachers who were prepared for their profession prior to the new reform era may not always be prepared for these new practices and roles.

Unfortunately, the perception of teachers often hampers the implementation of professional development plan. According to McDiarmid (1995), the perception of the public, policy makers and teachers towards the need for professional development has not changed. Teachers see themselves to be working with only their students, and as a result, there is little support for providing the time and resources that are required by teachers to undergo professional development. Castle and Watts (1992) explain that “the traditional view of teachers” work is governed by the idea that time with students is of singular value, that teachers are primarily deliverers of content, that curricular planning and decision making rest at higher levels of authority and that professional development is unrelated to improving instruction” (p.2). This limited view of teaching does not allow opportunities for teachers to participate in curriculum development, learn and share successfully in methods of teaching student as well as discuss comprehensively and efficiently new ways of implementing curricular standards in the various learning institutions.

Fullan and Stiegelbauer (2000) also indicate that conceptions of the teaching profession and the need to make improvements are at crossroads. They state that not all teachers worry about the continuity and quality of lessons when they are out of the classroom. This attitude makes teachers not to have time to take part in professional development activities. There are some educators who suggest that the ideal time for teachers to participate in professional activities is in vacation, when students are not a consideration and teachers do not have much demand on their time.

In addition, apart from the fact that most teachers resent taking time away from their students, many people argue that teachers should have their skills before entering the profession and that school district is in the business of educating students, not teachers. Hence, educators see little value in investing more time and resources in professional development. Professional development can be particularly troublesome and uncomfortable considering the time and resources needed to participate in such in-service educational opportunities (Cook, 1997).

Parents and community members also believe that teachers' pre-service training has adequately prepared them for their work and that additional learning should be unnecessary. These parents and teachers are also concerned about their children's transportation and day care needs when students are released from school for teachers' professional development activities to take place. As a consequence, their limited view about the teacher and the need for professional development do not automatically augur well for these teachers to up-date and upgrade their knowledge and professional skills in order to keep abreast with modern trends in the educational enterprise. Professional development is thus stifled in most learning institutions since the prevailing view is that teachers have automatically improved their professional

chances before taking up the teaching appointments. The other prevailing view is that instead of teachers vacating their classrooms for further studies in universities and other institutions of higher learning, teachers should rather participate in only in-service training courses, evening meetings; weekend conferences and other short-term activities for the purpose of extending their professional knowledge, interest and skills (Morant, 1981). However, such purposive in-service education as mentioned above may have a variety of guises which do not really promote professional development among teachers.

1.2 Statement of the Problem

Within the teaching profession, there are ready opportunities for teachers to participate in order to sharpen their professional knowledge and skills. The continuous development of all teachers is seen as the cornerstone for school improvement and successful implementation of educational reforms. Unfortunately, it appears some teachers do not see the need to develop themselves professionally. However, it appears that research on teacher education has provided little answers to the questions of: “Should a teacher engage in professional development anyway? And will professional development enable teachers to expand knowledge and skills, and enhance student learning? (Fullan & Stiegelbauer, 2000). They further state that not all teachers see the need for and want to participate in professional development activities. Moreover, it seems that teachers who see the need for professional development do not even have the ideal time to participate in professional development activities. Cook (1997) states that professional development can be troublesome when it comes to using substitutes for teachers who are released to take part in professional growth activities. The question is: do college teachers who

perceive professional development opportunities valuable often face certain difficulties?

Besides, studies conducted on professional developments of teachers appears to be concentrated outside Ghana with less attention or study in the Ghanaian context (Brockman, 2012; Lessing & De Witt, 2007; Ping, Schellings, Beijaard & Ye, 2020; Postholm, 2012; Abubakari, 2020, Tamanja, 2016). For instance, Postholm's work was a theoretical review on teachers' professional development while Ping *et al.*, was on teacher educators' professional learning: perceptions of Dutch and Chinese teacher educators. Also, Lessing and De Witt's study was done in South Africa and Brockman's work in Texas. It is the work of Ababukari which was done in Ghana specifically in the West Gonja West and Tamanja which was done in Winneba. In addition, both studies done in Ghana focused on basic school teachers without colleges of education tutors creating a gap in knowledge so far as the colleges of educator tutors' perception on professional development is concerned. Hence, this study sought to fill the gap in knowledge by investigating colleges of education tutors' perception on professional development in the Central Region of Ghana.

1.3 Purpose of the Study

This study is a survey of tutors' perception of professional development in colleges of education in the Central Region of Ghana. Morant (1981) asserts that "though often highly motivating to the teacher, these experiences – frequently characterized by their irregularity and casual nature- do not necessarily lead to tangible results in terms of classroom performances" (p. 2). Thus, the concept of professional development is being given diverse views and connotations by various educators. It is therefore

against this backdrop that there is the need to investigate how college tutors perceive the need for professional development.

1.4 Objectives of the Study

The specific objective of the study are to;

- i. examine how college tutors perceive the need for professional development
- ii. investigate how professional development activities help to improve the quality of college tutors
- iii. evaluate the problems that college tutors encounter in their quest to participate in professional development activities
- iv. highlight the kinds of in-service education programmes that are available to college tutors
- v. examine tutors' level of preference for various in-service education programmes
- vi. examine measures that can be used to promote professional development among college tutors.

1.5 Research Questions

The study was guided by the following research questions:

1. How do college tutors perceive the need for professional development?
2. How do professional development activities help to improve the quality and competence of college tutors?
3. What kinds of in-service education programmes are available to college tutors?
4. What is tutors' level of preference for various in-service education programmes

5. What problems do college tutors encounter in their quest to participate in professional development activities?
6. What measures can be put in place to promote professional development among college tutors?

1.6 Significance of the Study

It is envisaged that the findings of the study will help to identify the psychological factors that affect the professional development of teachers. This will in turn help to understand why some teachers do not want to upgrade themselves and hence, the findings will guide educationists and policy makers to devise ways and means of managing such negative perceptions.

Moreover, the results of the study will bring to light the problems that teachers encounter in their quest to professionally develop themselves. As a consequence, stakeholders of education will be guided by the findings to come out with solutions to such problems. Finally, the findings of the study will contribute additional knowledge to the existing one on research about teacher education in the country. Hence, there will be additional information to serve as a guide for policy formulation and further research on teacher education in the country.

1.7 Delimitation of the Study

The field of teacher and professional development has a variety of guises which is broad to be examined in a single research. Consequently, this study was confined to examining how college tutors perceive the need for professional development, the difficulties that college tutors encounter when they participate in professional development activities, how such activities help to improve teacher quality, in-

service education programmes and measures that can be used to promote professional development among college tutors.

Geographically, the study was conducted in all colleges of education in the Central Region. Thus, it dealt with tutors in the three colleges of education in the Central Region. It comprised Komenda College of Education, OLA College of Education and Foso College of Education. The justification for the selection of the region is that I am a tutor in one of the colleges and issues of professional development of tutors are not emphasized or given the needed attention. Hence, to explore the perspectives of the tutors on professional development.

1.8 Definition of Terms

Professional Development: All learning experiences and in – service education and training programmes that enable teachers to expand their professional knowledge and skills.

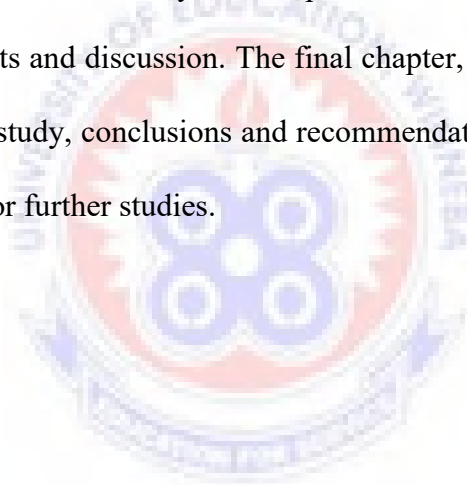
In–Service Education: A component of teacher development education that supports and assists serving teachers with experience in their entire working life.

Teacher Quality: The degree of professional knowledge and skills possessed by teachers.

Perception: It is a personal manifestation of how one views the world which is colored by many sociocultural elements.

1.9 Organisation of the Study

The study has been organized into five main chapters. The first chapter deals with the general introduction of the study, covering the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitation of the study, limitations of the study and definition of terms. Chapter two of the study deals with the review of related literature. It also has a section for empirical review under which studies related to the study have been reviewed. Chapter three also deals with the methodology which includes: research design, population, sample and sampling procedure, research instrument; data collection procedure as well as data analysis. Chapter four of the study deals with the presentation of results and discussion. The final chapter, which is chapter five, covers the summary of the study, conclusions and recommendations based on the findings as well as suggestion for further studies.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of earlier research findings on how teachers perceive the need for professional development. The review focuses on how practicing teachers who have been supposedly prepared for their profession view the in-service education opportunities that are offered in other higher learning institutions. The chapter consists of theoretical and conceptual framework which undergirds the topic under investigation. The concept of professional development has been discussed as the conceptual framework. The empirical section of this chapter comprises findings of other studies that are relevant to the topic under investigation. The empirical framework is organized into the following sub-headings: perception of professional development, impact of professional development, problems encountered during professional development, kinds of in-service education programmes and measures used to promote professional development. This will help to provide the gap which will in turn form the basis for a comparison to be made.

2.1 Theoretical Framework

There were two theoretical positions that grounded the study. The critical pedagogy approach was employed alongside social constructivist theory to interpret and discuss critically the phenomena under study (McLaren & Kincheloe, 2007). The critical pedagogy — a social critical theory family — is concerned with individuals' understanding of the world and how they are influenced by the realities as well as the ways they use to transform them. Thus, critical pedagogy and social constructivist frameworks study the phenomena from the perspectives of participants' natural

settings. According to Kincheloe (2008, p. 10), critical pedagogy holds the beliefs that:

- a. Any education is politically biased.
- b. The impact of neo-colonial structures shape education and knowledge.
- c. The understanding of the context of educational activity or practice is a primary factor.
- d. The balance between social change and cultivation of the intellect should be the focus of education.
- e. The world is understood through the development and use of generative themes and the process of problem posing.
- f. Tutors should be researchers who generate knowledge to teach individual learners and they should study individual learners' behaviours and the forces that shape them.
- g. The focus should be on the alleviation of human suffering, consideration of first-hand information, and the prevention of individual learners for the knowledge they bring to the classroom.

Centred on critical pedagogy beliefs, the researcher had a broad view to interpret and debate the research phenomena that were grounded in the social constructivist approach.

On one hand, social constructivist theory was used as a lens for this study (Piaget, 1977; Vygotsky, 1986; Windschitl, 2002). For Lev Vygotsky, constructivism was more concerned with understanding the influence of social environments on the learning process, leading to his version of the concept being labeled "social constructivism". In Vygotsky's view, learning takes place as learners being dependent on collaborative, discourse, and social interaction activities, along with an

understanding of the historical context of information, instead of occurring in isolation. Vygotsky's (1978) approach was based on the assumption that the process of cognitive development is systematic, occurring at specific stages in a person's growth. He also believed that the input of an educator is vital in providing an understanding of complex subject matter that the learner would be unable to process by themselves. Central to this theory is the individual human who via interaction with others creates knowledge in the views of her/his respective cultural context (Baviskar, Hartle & Whitney, 2009). Beck and Kosnik (2006) and Kim (2001) identified the key beliefs of the social constructivist theorists thus:

- i. Knowledge is constructed by learners.
- ii. Knowledge is experience-based.
- iii. Learning has a social dimension.
- iv. All aspects of a person (i.e., attitude, emotions, values, and actions) are connected.
- v. All learning communities are inclusive and equitable.

According to this theory, individual learners construct and acquire new ideas from others after assessing these ideas through dialogue (Baviskar *et al.*, 2009). Accordingly, the ability to construct and assess knowledge depends on background experiences that facilitate the interpretation of new phenomena within a particular cultural setting of the individual learner. However, Beck and Kosnik (2006) contended that for a fruitful interpretation of the reality to occur, learners need to engage in a group discourse in which experiences are shared, as this would realise an authentic solution to problems. In addition, learning is considered as an activity of becoming a complete social being through both physical and intellectual developments (Windschitl, 2002). The process of becoming a social being requires

interaction with others in cognitive learning communities (Baviskar *et al.*, 2009; Beck & Kosnik, 2006).

Traditionally, teacher education tended to focus on „what teachers need to know and how they can be trained, rather than on what they actually know or how that knowledge is acquired“ (Carter, 1990, p. 291). The need for in-service education to take into account teachers“ existing knowledge and experience has been stressed by many researchers (for example, Diamond, 1993; Rönnerman, 1996). Successful implementation of curriculum changes involving teacher development programmes based on constructivism has also been reported (such as Baimba *et al.*, 1993; Glasson & Lalik, 1993; Bell & Gilbert, 1996; Ritchie, 1995). The key feature of these programmes is that they helped teachers to reflect and take more responsibility and control over their own learning.

Other conceptualisations of teacher development also conform to the constructivist view. For example, in asserting ways to meet the challenges of educational change, Fullan (see, for example Fullan, 1990, 1991) put forward the notion of teacher as learners which suggests that teachers should develop technical skills in teaching, collaborate with others, and be able to inquire and reflect critically. Underlying and central to the latter two aspects is the ability of teachers to identify their own needs, and to construct their beliefs and understandings with respect to change. In-service teacher education programmes which prepare teachers for change must, therefore, help them to explore their existing views and practice; and provide them with opportunities to construct new meanings and test the adequacies of their own constructs (Diamond, 1993). Bell and Gilbert (1996) concluded from their research that teacher development is a social activity which should be theorised in terms of

social constructivism, and argued that social interaction promotes learning of socially constructed knowledge and personal construction of meaning. Their emphasis on teacher development as a form of human development (Bell & Gilbert, 1996) requires teacher development programmes to include social, professional and personal development. Social development involves interacting, negotiating and working with other teachers to construct socially agreed knowledge. Professional development involves changing concepts and beliefs about teaching through formulating ideas, and trying out new forms of classroom practice. Personal development involves individual teachers in constructing their own knowledge and attending to their feelings about the change, and ultimately feeling empowered.

2.2 The Concept of Professional Development

Most of the professional development programmes in the late 1980s and early 1990s focused on a training paradigm which implied a deficit – mastery model and consisted of “one-shot” professional development approaches such as workshops and in-service trainings. These efforts were all intended to help equip the participants with the requisite knowledge and skills that will assist them to live up to the challenges of their jobs. It must be emphasized that the nature of teaching demands that teachers engage in career-long professional development as teaching expertise does mature over the span of a career (Hargreaves & Fullan, 1992; Tom, 1997). Moreover, the teaching profession and improvements in the quality of teaching and learning through the provision of high quality professional development for teachers have been in the forefront of the educational agenda of many countries (Yates, 2003; OECD, 2010). Teachers cannot therefore ignore their professional growth since it raises the educational standards, which revolve around the issue of providing equal and sufficient opportunities for every learner. So, teachers need to continually equip

themselves with the knowledge and skills to improve the performance of their students and schools at large.

In the context of school-wide improvement, the principal agents of change implementers must possess the requisite academic and professional competencies that will make them effective and efficient to live up to the demands of the learning institution. This means that teachers' competence should go beyond the knowledge economy to the acquisition of other relevant skills and attitudes. Consequently, teachers must take part in professional development activities Sarason (1990), in support of the above, maintained that for the schools to do better than they do, the opportunity should be created for teachers and other education personnel to undertake productive learning. The concept of professionalism has attracted the attention of various scholars. Professional development is a life-long process which begins with the initial preparation that teachers receive whether at an institute of teacher education or while on the job and continues until the teacher is on retirement (Villegas – Reimers, 2003). Professional development refers to the development of a person in his/her professional role. This means that the sole purpose of any professional development activity is to make the professional teacher effective and efficient in the execution of his/her professional duties. Althorn (as cited in Villega-Remeirs, 2003) points out that teacher development is associated with the professional growth which a teacher achieves as a result of gaining increased exposure and experience. Furthermore, Althorn (as cited in Villega – Remeirs, 2003) indicates that the concept of professional development is broader than career development which is the growth that occurs when a teacher passes through professional career cycle. He also maintains that the concept of professional development is broader than staff development which deals with the provision of organized in-service training

programmes that are deliberately designed to promote the growth of every teacher. These twin-concepts of career and staff development are some of the systematic interventions that can be harnessed to foster teacher professional development.

Moreover, professional development programmes are long-term processes that comprise regular opportunities and experiences that are systematically planned to promote the growth and development of individual teachers in the teaching profession. Professional development also refers to any activity aimed at enhancing the knowledge and skills of teachers by means of orientation, training and support. Such activities aim at developing individual teacher's skills, knowledge, expertise and other characteristics (Coetzer, 2001; OECD, 2009). Thus, professional development deals with occupational role for enhancing skills and knowledge, in order to enable the teacher to teach more effectively.

It has been found that those who participate in these professional development activities share a common purpose of enhancing their capacity to effectively perform their work. Thus, at the heart of every professional development activity is the individual teacher's interest in lifelong learning with the purpose of increasing his/her own skills and knowledge of practices. There is therefore the conventional view to shift from technical training for specific skills to the provision of opportunities for intellectual professional growth (National Academies Press [NAP] (as cited in Bayrakci, 2009). Hence, any activity which is likely to affect attitudes and approaches and may therefore contribute to the improvement of the quality of the learning and teaching process constitutes a professional development activity. Figure 1 presents the characteristics of professional development.

	Based on constructivism (Teachers as active)	
	Perceived as a long-term process	
	Perceived as a process that takes place within a particular context	
	Intimately linked with school Reforms	
	Conceived as a collaborative process;	
	Very different in diverse settings	

Figure 1: Characteristics of professional development

Source: Adapted from Villegas – Reimers (2003).

In the review of the Professional Development (PD) literature Villegas-Reimers (2003) (as indicated in Figure 1) suggests the paradigm shift from training to development described above gave birth to a new way of looking at PD which encompasses the following characteristics;

- a. It is based on constructivism rather than „transmission-orientation model“ where the teacher is treated as an active learner who is engaged in reflection, assessment, observation, etc.
- b. 2. It is a long-term process as it acknowledges teachers learn over time. As a result, a series of related experiences is seen to be most effective as it allows teachers to relate prior knowledge to new experiences.
- c. 3. It is a process that takes place within a particular context.
- d. 4. It is intimately linked to school reform so it has to be in connection to and by supported by that setting.
- e. 5. A teacher is conceived as a reflective practitioner

f. It is a collaborative process involving interaction within the entire educational community

g. Professional development may look and be very different in diverse settings.

There is no one better model of PD (2003:13-55 italics in original).

In Villegas-Reimers' list, the notion of PD as highly contextualised emerges once again to emphasize that all those initiatives proposed to promote teachers' PD depend on where they take place, their purpose in that setting and the systemic support they demand.

2.3 Models of Professional Development

Ingvarson (1998) has identified two models of professional development that have been in various parts of the world to promote professional development among teachers and educators. According to him, these models comprise the traditional system and standard –based system of professional development. The traditional system refers to in-service training where purposive education is taken usually on short-term courses or workshops by serving teachers in order to extend their professional knowledge, interest and skills. Thus, in-service training aims at widening and deepening teacher's knowledge, understanding and expertise by means of short – term structured activities (Morant, 1981; Ingvarson, 1998). Satis and Satis (as cited in Bayrakci, 2009) indicate that in-service training is the term used to describe a set of activities and requirements generally falling under the heading of professional development. It is an organized effort to improve the performance of all personnel already holding assigned positions in a school setting or to implement a specified innovation or programme. It is a key factor in influencing the professional development of teachers and contributing to the improvement of their knowledge through an active role. The standard-based system refers to opportunities that are

designed based on the real needs of teachers. In this model, the professional bodies have control when deciding on goals. The activities or courses are more related to practical issues facing teachers (Ingvarson, 1998). This system is similar to the concept of extended professionalism which, according to Stenhouse (1975), enables teacher to acquire a broad – based understanding of all issues that are related not only to classroom practices but also the general knowledge about education.

There are several approaches to the concept of professional development. It may consist of formal types of vocational education, typically post – secondary or poly-technical training leading to qualification or credentials. It may also take the form of pre-service or in-service professional development programmes that seek to enhance the competence of practitioners. These training activities may be formal, or informal, group or individualized. This means that individual teachers may undertake professional development independently, or programmes may be offered by human resource departments for a group of teachers and other educational personnel. All these professional development programmes may develop or enhance process skills (sometimes referred to as leadership skills) as well as task skills. These process skills comprise effectiveness skills, team functioning skill as well a system thinking skills. Professional development opportunities range from a single workshop to a semester-long academic course, to services offered by a combination of different professional development providers and varying widely with respect to the philosophy, content, and format of the learning experiences (Jasper, 2006).

Phillips (2008) states that professional development is the key to any educational or school reform and a change can only take place if professional development is relevant and systematic to existing practices and reforms. A report to the

Commonwealth Department of Education, Science and Training, in support of systemic professional development lists four main criteria (Downes, Fluck & Gibbons, 2001). According to the report, the essence of such programmes or activities includes:

1. development integrated with a comprehensive change process
2. a reciprocal relationship between individual and organizational development
3. the need for individuals to plan their development to suit school needs and schools to plan according to individual or faculty needs
4. promotion and sustenance of organizational and individual teacher change

Sparks and Loucks-Horsley (1989) also suggest five models that are useful for accomplishing the goals of staff development. These models are frameworks that ensure variety in professional development. They link purposes(s) with particular professional and personal learning goals. They identified these models as:

- i. **Individually Guided Development:** In this model, the teacher designs his or her learning activities on an assumption that individuals are motivated by being able to select their own learning goals and means for accomplishing those goals. The underlying belief of this model is that self-directed development can empower teachers to address their own problems and by so doing, creates a sense of professionalism.
- ii. **Inquiry:** Inquiry involves the identification of a problem, data collection (from the research literature as well as classroom data), data analysis, and changes in practice followed by the collection of additional data. In the inquiry model, teachers usually formulate their questions about their own practice and pursue answers to those questions. The inquiry can be done individually or in small groups. This model is premised on the principle that the mark of a

professional teacher is the ability to take “reflective action” to find answers to problems.

- iii. **Involvement in Development or Improvement Process:** According to Sparks and Loucks – Horsley (1989), every systemic school-improvement process typically revolves around assessing current practices and determining a problem whose solution can improve student outcomes. The rationale behind this is that involvement in the improvement process can result in many new skills, attitudes, and behaviours. The solution might be developing curricula, designing programmes, or changing classroom practice. And through this, new skills or knowledge may be required and can be attained through reading, discussion, observation, training, and experimentation.
- iv. **Observation and Assessment:** The assumption here is that instructional practices can be improved if a colleague or other person observes a teacher’s classroom as they unfold and provides feedback on what has been observed.

Sparks and Loucks –Horsley (1989) hold the view that having someone else in the classroom to view instruction and provide feedback or reflection also is a powerful way to impact classroom behavior. They argue that the person observing acts as another set of “eyes and ears” for the teacher and that observers also learn as they view their colleagues in action.

- v. **Training:** Sparks and Loucks-Horsley (1989) posit that this model includes an expert presenter who selects the objectives, learning activities, and outcomes which involve awareness, knowledge, or skill development, but changes in attitude, transfer of training, and “executive control” need to be addressed as well. In this case, the improvement of the teacher’s thinking should be a critical outcome of any training programme. The most effective training

programmes comprise exploration of theory, demonstrations of practice, supervised trial of new skills with feedback on performance, and coaching within the workplace.

In providing any form of professional development programme, there are a number of factors that determine the success or otherwise of these programmes. Corcoran (1995) has proposed the following principles that can serve as guidelines for experts and organizations to follow when they are designing and implementing professional development activities or programmes. According to him, the programmes or activities must:

1. be well-grounded in knowledge and practices about teaching;
2. stimulate and support schools, districts and teachers' initiatives;
3. provide intellectual, social and emotional engagement with ideas, materials and colleagues;
4. demonstrate the needed respect for teacher as professional and adult learners;
5. be accessible as well as inclusive for teachers;
6. take cognizance of sufficient time for follow-up.

In support of Corcoran (1995), Guskey (1995) also stated that there are variables that contribute to the success of teachers' professional development. He stated that these variables serve as guidelines for success in the planning and implementation of professional development opportunities for teacher. These guidelines require that the planners should:

1. work in teams to support and maintain the process of planning and implementing the professional development programme;
2. recognize the fact that change is both an individual and organizational process;

3. provide continuous follow-up , support and pressure for the activity or programme;
4. think big, but start small to provide integrated professional development programmes.

Leithwood (1992) also recommends that programmes that facilitate professional development should focus on the following: developing the survival skills of teachers; making teachers to become competent in the basic skills of teaching; expanding one's instructional flexibility; as well as enabling teachers to acquire instructional and professional expertise. All these are geared towards making teachers to learn new roles and ways of teaching as well as changing their own practices.

It is clear from the above that successful professional development depends on a combination of factors and success can be achieved in that respect if only the entire agencies associated with professional development as suggested by the scholars. In all, every effective professional development should afford teachers an opportunity to develop and apply their acquired knowledge in practice. Such opportunities should also help teachers to cope with learners with difficulties in their classrooms (Lessing & De Witt, 2007). The above statement is in support of Wheeler (2001) who maintains that every professional development programme must be carefully designed to meet the contextual needs of the teachers involved in order to promote the development of the school as a whole.

Issues as discussed from

2.4 Perceptions about Professional Development

A study conducted by Hustler, McNamara, Jarvis, Londra and Campbell (2003) on teachers' perceptions of continuing professional development reveals that professional development activities are particularly beneficial and clearly focused, well – structured and linked to the school development plan. According to Hustler et al. (2003), teachers feel that professional development activities provide the opportunity for them to work collaboratively to achieve success and for active involvement. The study revealed that professional development is a whole process from the beginning right up to being a head and that it is something that totally underpins a teacher's ability to do their job effectively, and also the thing that keeps them fresh. Thus, the results indicated that teachers in secondary schools were more likely to have a less positive attitude towards professional development activities. Hustler et al. (2003) further indicated that teachers felt they needed such opportunities to improve their ICT skills as well as leadership and management skills, although special school teachers were more focused on a need for more specialist courses.

However, some teachers had a more negative view which related to the perceived relevance of their professional development programmes. Such teachers argued that participating in any professional development course or activity is an extra work because sometimes the professional development they are required to do is not always compatible with what they need to do in the school set up. Many teachers view in-service training activities as unimportant and therefore resist attending. They also found that attending workshops is a time-consuming activity and, besides the cost of the workshop and transport, teachers also sacrificed time and energy (Schnid & Scranton, 1972; Hustler *et al.*, 2003). Similarly, several researchers also found that teachers find these so-called workshops boring and irrelevant and claim to forget

more than ninety percent of what they learn. These researchers indicate that knowledge – transmission from in-service training programmes have serious limitations, and do not achieve their aims of effecting a change in teacher behavior (Hayes, cited in Atay, 2006; Robb, 2000).

In contrast, Robb (2000), Lessing and De Witt (2007) found in their study that teachers perceive the particular continuous professional workshops to be important for personal development, support, provision of information, teaching confidence, skills development and a change in teaching habits. The study revealed that more than 90% of the 95 participants „definitely agreed“ and „agreed“ on the importance of the workshop for personal development enhancement of work life by providing support, development of teaching confidence, increasing skills as well as changing existing teaching habits. it was also revealed that 90% of the teachers viewed provision of knowledge as one of the positive aspects of the professional development workshops. Thus, a high percentage of teachers indicated that workshops they attended helped to address their specific needs, improve their knowledge and inspire them to teach effectively.

A study conducted by Yates (2007) on the teachers“ perceptions of their professional learning also revealed that teachers perceived longer courses to be more applicable to their work. He summarized the following as perceptions about teachers towards the need for professional development:

1. Teachers learn new and different ideas from the professional development activities.
2. Knowledge gained from the activities will help to improve teaching skills.

3. the professional development courses help to increase knowledge about classroom practices as well as to update their professional knowledge
4. They provide an opportunity to focus on improving student learning outcomes.
5. such programmes encourage teachers to share what they learn with their colleagues
6. Professional development courses encourage teachers to reflect on aspects of their teaching.

Hismanoglu and Hismanoglu (2010) also conducted a study which aimed at finding out English language teachers' perceptions of educational supervision in relation to their professional development in higher education context in the Turkish Republic of Northern Cyprus. The findings of the research reveal that English language teachers seem to show a very positive attitude towards professional development. The study brought to light that the teachers felt that they were able to build on previous activities by learning new trends in the field, discuss classroom experiences with other teachers, reflect upon their own teaching, and become aware of other opportunities encouraging their ongoing professional development. It was also revealed that professional development activities were viewed by teachers as being capable of positively influencing teaching practice and student achievement.

Conversely, the report of an evaluation study carried out, among primary teachers in the areas of English language, mathematics and science by the Aga Khan University's Institute for Educational Development [AKU-IED], Karachi and the Society for the Advancement of Education [SAHE], Lahore (as cited in Hustler *et al.*, 2003) also revealed that the majority of the teachers were unable to achieve the objectives of their professional development programmes. They felt that the programmes were too

„prescriptive“ and did not cater for their professional needs. It was also found that the majority of teachers also thought that the programmes usually offered tended to „keep them busy“ rather than helping them to enhance their English language/math/science and pedagogical skills. The manuals were perceived to be „not user friendly“.

It can be

2.5 Problems Associated with Professional Development

It emerged from research carried out by Oreck (2004) that teachers are being hindered by lack of time and by pressures to cover the prescribed curriculum and to prepare students for standardized tests. According to Oreck (2004), the teachers also expressed a lack of confidence in the success of such programmes since space and materials were in short supply to support the programmes. In collaboration with Oreck’s findings, Lessing and De Witt (2007) also found that the main problem experienced was that the workshops that intended to promote professional growth have been organized and presented during the school holidays. The teachers, however, seem to feel that they need the school holidays to recover from all their hard work during the term, and do not want to attend such courses and workshops being organized during the holidays. The General Teaching Council for England [GTCE] (2008) also found that the most common reasons why teachers feel that their professional development needs have not been met comprise lack of funding to attend training, a shortage of time to attend, not offered the opportunity to attend sessions. These findings do not stand in isolation. This is because the success or otherwise of organizing and implementing any professional development activity depends on several suitable conditions and opportunities (Corcoran, 1995; Guskey, 1995a). As the serving teachers leave their teaching responsibilities behind, they need funds and time as well as substitute teachers to replace them before they can fully and successfully

participate in such professional development activities. Moreover, Hismanoglu and Hismanoglu (2010) also found that opportunities for professional development are very limited and not long lasting for needs of participants. They also found that financial support seems almost impossible for teachers who want to undertake professional development programmes to hone the skills and upgrade their knowledge, Hismanoglu and Hismanoglu (2010) state that funding is an essential component to any reform or effective professional development, yet it is usually quite low even though its vitality in teachers' professional development has been recognized all around the world.

Other barriers that newly qualified teachers experienced included heavy workload of teachers, lack of support from other staff as well teaching pupils with challenging behavior (Lewis, 1998; Applewhite, 1999; OECD, 2009). Similarly, teachers who participated in the study conducted by Abdal-Haqq (1996) also indicated that it is difficult to spend some time on professional development while teaching and also doing extra work like preparing for exams, invigilating during the exams and evaluating the papers. This is in collaboration with GTCE (2008) which clearly indicates that lack of time is one of the greatest challenges to implementing effective professional development. Thus, it has been found that conflict with work schedule is reason for not undertaking professional development.

OECD (2010) report also indicates that teachers reported lack of suitable professional development activities to satisfy their needs as an equally limiting factor towards professional development. Teachers who were asked to report on what had prevented them from participating in more professional development also identified the following reasons:

1. lack of information about professional development, place of professional development activity, unsatisfactory level of professional development;
2. transport difficulties from smaller communities;
3. undertaking professional development not judge useful;
4. insufficient information about professional development
5. some teachers are not offered the opportunity to attend sessions

Similarly, Bayrakci (2009) also found that the most important problems facing in-service training activities in Turkey are the lack of professional staff for planning and carrying out activities for teachers’ professional development, no collaborative partnerships between teachers, no provision for feedback, no systematic in-service training model as well as the fact that professional development courses were very inadequate in terms of quality and quantity. Thus, lack of professional staff for planning and conducting in-service training activities seem to be the main problem for teachers’ professional development. This supports the early finding of Atay (2006) that teachers who participate in professional development programmes do not get sufficient support from their institution. He also found that participants are passive recipients of knowledge, and their existing knowledge and beliefs, are not acknowledged, by the trainers.

2.6 Effects/Benefits of Professional Development

School systems have paid increasing attention to professional development programmes following the recognition that quality teaching can make a difference in student learning. It has also been found that effective induction programmes introduce new teachers to curriculum and instructional practices. Through participating in professional activities veteran teachers tend deepen their experience and knowledge

by reflecting with colleagues, studying what does and does not work in their classrooms as well as expanding their content and instructional repertoires through such ongoing professional development. This also enables teachers to understand teaching situations, evaluate the effectiveness of their actions and recommend alternative approaches to improve practice (Mundry, Spencer, & Loucks-Horsley, 1999; Smith, 2001; Bayrakci, 2009). Also, Mundry and Lead (2005) in corroboration with these researchers found that professional development provides the opportunity for teachers to assess their own content and pedagogical content knowledge before and after their learning process. Lomax (as cited in Atay, 2006) observed that professional development activities can help to revitalize teachers' practice and motivate them to improve their self-confidence as professionals. Various researchers also indicate that participating in professional development help to improve their work lives, provide knowledge, develop excellence and efficiency and contribute to a change in existing teaching habits. They indicated that workshops had enhanced teachers' critical thinking about their teaching methods; developed competence; and made them aware of whole school development. The workshops also valued as a tool to upgrade their knowledge, address specific needs and inspire them in their teaching practice as well as becoming excellent by gaining competence, confidence, commitment and a sense of the joy of teaching (Anderson, 2001, Day & Sachs, 2004; Lessing & De Witt, 2007). Similarly, Nieme (2008) argued that in-service teacher education has a significant role in up-dating teachers' and principals' professional expertise. This will help them to get the skills and competence they need during their whole teaching career.

Research also showed that teachers who have greater professional development needs find that professional development has a stronger impact on their work. These findings indicate that teachers' motivation plays an important role in the impact of professional development on teachers' practice as perceived by teachers themselves. Research has shown that motivated teachers have a higher sense of self-efficacy, are more willing to experiment, are more open to learning and are more persistent. Exchange of educational practices are found to be having the most important impact on teachers, followed by improvement of classroom practices and enhancement of the pedagogical culture. A planned programme of in-service training provides a system for regular enhancement of teachers' academic knowledge and professional performance, thus keeping them updated on current educational developments and practices. Thus, aspects of the professional development of teachers are related to other school practices, namely teaching strategies, evaluation and feedback mechanisms, and school leadership (Joyce & Showers, cited in Bayrakci, 2009; OECD, 2010).

On the effect of in-service education and training (INSET) programmes in mathematics and science on classroom interaction, it was established by Sifuna and Kaime (2007) that, while teachers evaluated the INSET programmes as having been effective in exposing them to a student – centred approach, this was not reflected in their classroom practices which were largely teacher dominated. This is partly attributed to large classes, the use of English as a second language and pressure to cover the syllabuses in preparation of the national examinations. Moreover, it is also found that novice (pre-service) and experienced (in-service) teachers become more reflective, critical, and analytical about their teaching behaviours in the classroom as they engage in collaborative research (Carr & Kemmis, 1986). Kennedy (1998) found

that professional development that focuses on specific content and how students learn that content has larger positive effects on student achievement outcomes, especially achievement in conceptual understanding.

2.7 Kinds of In- Service Education Activities

In-service training is a process of staff development for the purpose of improving the performance of practicing teachers with assigned job responsibilities. It is a programme designed to strengthen the competencies of individuals while they are on the job. According to Morant (1981), in-service education is the education intended to support and assist the professional development that teachers ought to experience throughout their working lives. Its starting point thus should be marked by the occasion when the newly qualified entrant to the teaching profession takes up his first appointment in school. Its finishing-point coincides with retirement (p.1).

In-service education programmes are problem-centred, learner-oriented, and time-bound series of activities which provide the opportunity to develop a sense of purpose, broaden outlook of the participants, and their increase capacities to gain knowledge and mastery of techniques that are intended to increase competence (Malone, 1984). This aspect of professional growth can be promoted in various ways. Information dialogue among individual teachers and other experts to improve teaching, courses and workshops, reading professional literature and participation in professional development networks are forms of in-service education programmes. Training relating to the new curriculum reform and continuing education as well as teacher research group activities is the most frequently reported development activities. Although advanced degree-related training programmes such as master's degree courses, educational master's degree course, bachelor's degree and master's

classes are kind of in-service education programmes, research indicates that the participation rates in such programmes are quite low. In-service education activities are wide-ranging and include workshops and conferences, study groups, professional networks and collaborations, task force work, as well as peer coaching (Garet, Porter, Desimone, Binnan & Yoon, 2001; OECD, 2010).

Sparks and Loucks-Horsley (1989) also found that study groups, in which teachers are engaged in regular, structured, and collaborative interactions around topics identified by the group; coaching or mentoring arrangements, are relate forms of in-service education programmes. They argued that these activities offer the opportunities for teachers to work one-on-one with an equally or more experienced teacher. Moreover, professional networks, which link teachers or groups, either in person or electronically, to explore and discuss topics of intent, pursue common goals, share information, and address common concerns; and immersion in inquiry are varieties of in-service education programmes. Darling-Hammond (1995), in support of the above, found that peer reviews can be used to foster critical examination of practice, as can peer coaching. In all cases, teachers engage in kinds of learning that they are supposed to practice with their students in the classroom settings.

In countries with advanced technologies, the kinds of in-service education programmes are quite different. Teachers and other personnel may undertake professional development without necessarily having physical contact with the point source of the information. Some of unique forms of activities that are designed and implemented to promote professional growth among teachers comprise on-line learning, interactive video conferences, satellite teleconferences, and other innovative approaches to enhance their own education. Quality educators access information and

communicate via electronic mediums, e-mail and the internet (Florida's Appield Technology, n.d).

Chambers, Lam and Mahitivanichcha (2008) also indicated that in-service education programmes should extend beyond traditional workshops to include activities such as peer observation, the creation of teacher portfolios, action research projects, whole-faculty or team/department study groups, curriculum planning and development, literature circles, critical friends groups, data analysis activities, school improvement planning, the shared analysis of student work, lesson study or teacher self-assessment and goal-setting activities. Professional development activities should be collaborative but also differentiated to meet the individual needs of teachers.

2.8 Measures to Promote Professional Development

Kutner, Sherman, Tibbetts and Condelli (1997) state that sufficient time should be provided before professional development activities can be expected to be successful. These researchers further state that professional development activities can only result in improved instruction and better instructional practices if adult education programmes encourage and support instructors, also instructors access to special knowledge, provide instructors with adequate time to help them focus on their requirements of a new task. Kutner *et al.* (1997) stated that time should be provided to enable participants to experiment as well as to observe others. The finding of Atay (2006) supports Kutner *et al.* (1997) when he revealed that teachers need to be given some time off to do research is the most effective in updating and refreshing themselves. In other words, there needs to be sufficient time to practice new instructional strategies, as information alone is not sufficient to produce change. This will allow teachers the opportunity to practice and reflect upon their teaching, and to

be more embedded in ongoing teaching practices. Other research findings also indicate this by indicating that professional development activity that has a substantial number of contact hours and sustained over a long period of time is thought to have a stronger impact on teaching practice and to be more consistent with systemic reform efforts than professional development of limited duration (Corcoran, 1995; Darling-Hammond, 1995; Hargreaves & Fullan, 1992).

Furthermore, if change is to come about, organizations need to adapt to new structures and norms, formally mentored by other teachers and networking with other teachers outside the school (Cafarella, 1994). This means that schools and their staff need to be re-cultured and oriented in order to equip them with recent knowledge and skills. In relation to adapting new structures and norms, the active support of principals and district administrators is crucial to the success of any targeted improvement effort. It is obvious that the foundation of quality is respect and support. Therefore, the supportive role from leadership can promote communication, and foster a spirit of collegiality. This supportive role extends to the thoughtful allocation of resources including up-to-date materials, classroom equipment, time to pursue professional development and time to practice and implement new teaching strategies. It is also essential to support ongoing staff improvement efforts, follow-up on student performance, and evaluation of the implementation of targeted change (Sparks et al., 1989).

Seunath (2009) also argues that advancement of skills, knowledge or expertise through continued education and learning are ways of promoting professional development. It was found that some of the measures of promoting professional development comprise training, research, workshops, courses, conferences,

sabbaticals, internships, apprenticeships, residencies and teacher's collaboration with seasoned mentors. On measures to promote professional development among teachers, the Texas Education Agency [TEA] (1997) found that teachers will need to formulate profession-specific plans, using models for professional development that address their needs for innovation in approaches to teaching. Opportunities for professional development must be expanded for the teacher. Participant involvement and personal choice are key characteristics of successful professional development programmes and activities. Hence, faculties and other departments must take the responsibility for identifying teachers' needs and determining goals for the professional growth of such teachers.

They further indicates that professional development strategies are most likely to be successful when teachers are encouraged to reflect on their own practices, identify problems and possible solutions, share ideas about instructional practices, engage in scholarly reading and research as well as try out new strategies in their classrooms to see how they work. Staff networking, clinical education partnerships with universities in peer coaching, business industry partnerships and training, and mentoring are all important tools that must be put in place to promote long-range professional development planning. Planners can build this kind of reinforcement into professional development programs in a number of ways including providing opportunities to practice new methods in coaching situations, arranging for ongoing assistance and support, and systematically collecting feedback from teachers. Professional development should be adapted to the individual's and organization's needs (Florida's Applied Technology, n.d). Similarly, Morant (1981) also found that if long-serving „static“ teachers with long-held attitudes, values or practices are to be modified or brought up to date, there should be recurring opportunities for these teachers to meet

colleagues from similar schools nearby for informal discussion leading to an evaluation of existing practices and procedures. Moreover, visiting other schools in order to see how colleagues cope or to exchange jobs temporarily can also provide further professional insights.... Exchange visits, which could be built into the above pattern, would be of the order of a whole term (p.10).

National Science Teachers Association [NSTA] (2006) states that formal and informal opportunities to learning, such as becoming active in professional associations; organizing and attending conferences; taking courses and seminars; reading professional publications; visiting other classrooms; and interacting with colleagues, mentors, and coaches can also be used to support professional growth among individual teachers. This, according to the Association, will help to promote teachers' own personal professional development and recognize that becoming an effective science teacher is a continuous process that requires a commitment to lifelong learning through participating in professional development activities. This is in corroboration of Darling-Hammond's (1995) assertion that providing teachers with mentors and coaches, and assessments of learning and teaching have been found to be effective in generating discussions about new practices. These systems of self or peer reflection, critically examining the effectiveness of teaching and student learning can enable teachers to exchange and share their view of effective models of practice. This will therefore create a process of transformational learning for teachers. Furthermore, Darling-Hammond (1995) identifies the following systems that need to be put in place in order to allow for teachers' professional growth and development:

1. blocks of time for teachers for collegial work and collaborative professional learning
2. strategies for team planning, sharing, learning and evaluating

3. cross-role participation (teachers, administrators, parents, psychologists)
4. Externally, local authority leadership can encourage and sustain schools as reflective.
5. Policy-makers need to rethink ways in which schools are staffed, funded and managed.

They suggest that;

- a) existing resources could be redistributed through incentives, grants or changed formulae,
- b) policies must move away from „credit for seat time“ staff development, towards professional development that involves teachers in networks, working collaboratively to explore practice,
- c) encourage teachers to assume the role of learner,
- d) establish an environment of professional trust and encourage program solving among teachers and other educational personnel,
- e) provide opportunities for everyone in the school to understand the new concepts and practices.

On evaluating the effectiveness of professional development courses being organized, Aku-Ied and Sahe (2004) found that trainers often lack a deep understanding of their subject area and, therefore, were particularly ill-equipped to transfer their expertise to the participants. It was therefore recommended that programme trainers must be well versed not only in the content area but also in their pedagogical skills and must be selected accordingly. It was also recommended that the criteria for the selection and appointment of trainers to training positions should be developed and applied. Thus, it was noted that there should be no compromise on the quality of staff being employed to run quality programmes.

2.9 Conceptual Framework

This section of the literature review presents the conceptual framework on professional development. It presents and draws the relationship that exists between the dependent and the independent variables. The section also dealt with the explanation of each variable in the framework and how they relate to each other. The arrows used in the framework indicate the direction of movement of the variables. Also, the researcher submits the presentation based on literature, regarding what previous authors have said about the subject.

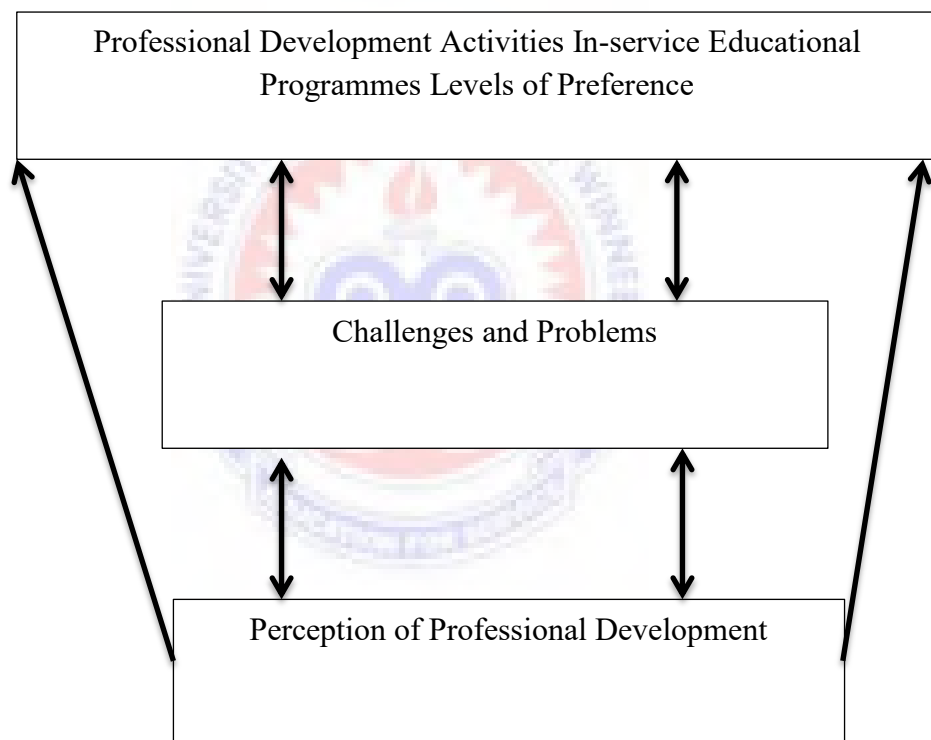


Figure 2: Conceptual framework

Source: Author's own construct (2020)

According to the conceptual framework, teachers' perception of professional development has an influence on challenges and problems faced either before, during or after professional development and professional development activities, in-service

educational programmes levels of preference. It can be however, seen from Figure 2 that there is directional and non-directional relationship between the various variable.

2.9.1 Professional development activities

The first concept in the framework is professional development activities. Although the term professional development, along with associated terms, such as staff development, training and in-servicing, has been around for many years, conceptions of what professional development have become broader and more multi-faceted (Garet, Porter, Desimone, Birman & Yoon, 2001). There is increasing recognition of the many different factors that influence the extent to which professional development is considered effective. Within the context of Alberta's public school system, the Alberta Teachers' Association defines professional development as the wide range of activities teachers do individually or collectively to improve their professional practice and enhance student's learning (Alberta Teachers' Association, 2001).

Although professional development can be defined in different ways, many educators would describe professional, or staff, development as opportunities for teachers and other education personnel to take part in conferences, workshops or in-services either in short-term or ongoing, long-term contexts. These opportunities are often offered through schools, school districts, educational organizations and professional associations. It is becoming increasingly evident, however, that a single view of what constitutes effective professional development is no longer relevant and meaningful in today's educational climate. This could be as a result of how activities are being organized, time allocation and the flexibility for tutors to be able to equip themselves with the necessary training needed to be relevant in their various fields of study. The

education programs organized for them must be relevant and must cut across all levels of their growth and development.

To ensure this need is met, alternative definitions of professional development address many factors that affect the multiple contexts in which professional development can be implemented. This has to first and foremost tackle the formation of learning communities, the recognition of multiple roles within the professional life of teachers, the development and impact of leadership skills and the provision of support, the necessity to deal with uncertainties and explore authentic problems and challenges, and the importance of centering efforts on student learning and achievement. Both practitioners and researchers are recognizing that the process of professional development is just as important to its definition as is the content. Darling-Hammond and McLaughlin define professional development as “deepening teachers’ understanding about the teaching/learning process and the students they teach,” which “must begin with pre-service education and continue throughout a teacher’s career.” They state that “effective professional development involves teachers both as learners and teachers, and allows them to struggle with the uncertainties that accompany each role” (Darling-Hammond & McLaughlin, 1995, p. 598).

It is needful to add that professional development has traditionally been provided to teachers through school in-service workshops. In the classic conception of that model, the district or school brings in an outside consultant or curriculum expert on a staff development day to give teachers a one-time training seminar on a garden-variety pedagogic or subject-area topic. Such an approach has been routinely lamented in professional literature. Experts variously say that it lacks continuity and coherence, misconceives the way adults learn best and fails to appreciate the complexity of

teachers' work. This leads to the formation of perceptions of teachers regarding professional training and development. If the tutors observe that what they have learned is not relevant to their classroom activities, then a negative perception is formed about professional development. If they however appreciate what has been presented to them, then a positive perception is formed, which will increase their likelihood of acquiring more of such training and development to increase their skills.

2.9.2 Challenges and problems

Teacher professional development challenges refer to difficulties, complexities, barriers or hard situations against the expected outcomes of teachers' growth. These challenges need a lot of skill, energy resources, and determination to deal with in order to arrive at the predetermined goal. Accordingly, the major challenges to be dealt with could be teacher related barriers, leadership, supervisory challenges and the school system. For instance, Little (1992) stated that, in most cases teachers are poorly experienced to implement reforms in subject matter teaching that end with the absence of the integration of the content with students' opportunities to learn and systematic use of pedagogical skills. Moreover, the complexity and ambiguity of the school based co-operative development (CPD) program itself undermines ambitious educational reforms. As further indicated, the magnitude of school based CPD task when not well structured, frustrate teachers and discourage them to dilemmas. Additionally, when teachers are less committed and unwilling, it damages the funding and coordination of CPD programs. The training and coaching strategy of schools is sometimes incompatible with the on-going knowledge, skills and competence of teachers and the complex context of teaching. "In non-collaborative school situation, teachers appear to find it difficult to articulate definitions of school based CPD impact, discuss causal relationships between a change in practice and a change in

pupil attainment, and describe whether CPD encouraged them to change their practice, or whether it was a desire to change their practice that encouraged them to participate in CPD in the first place. In this case, it is rare to find durable evidence of pupil improvement resulting from CPD” (Kennedy, 2005, p.234).

Too often than not, professional development as the typical means of improving instruction is poorly targeted at what teachers need most to know. It is common for the content of professional development to be too general and becomes a challenge to connect with specific instructional strategies that meet the needs of particular students. For example, refreshing teachers’ knowledge of subject matter or teaching about research on particular instructional strategies is usually insufficient. “ In developing a professional program for teachers, the content of professional development should focus on what students are to learn and how to address the different problems students may have in learning that material” (Day, 1999, p.53). Falk (2001) also specified that lack of uniformity of the CPD formats for the portfolio and absence of guide line about what should be included in the format confuses teachers. Similarly, principals and the school based CPD facilitators or mentors are not performing their responsibilities of providing clear feedback for teachers on the portfolio documents. This absence of feedback on the portfolio development compels teachers to repeatedly copy the already existing portfolio documents. Another challenge worth noting is that most teachers have no knowledge about the purpose of the portfolio. Thus, teachers see it as time wasting paper work rather than as means of professional development. Many teachers are filling in the format not knowing why and what the outcome of the task could be. This creates less commitment and resistance against the implementation of the CPD practices.

The experience and satisfaction that a teacher owns determines the attitudes of teachers towards their professional reforms. For instance, Birkel and Johnson (2003) reported that “new teachers who felt successful in their profession are more likely to remain in the profession, because they like the job but are dissatisfied with the number of changes and the workload and the strong impact of the workplace on new teachers’ development”. This is indicated by the double arrow, pointing to the fact that the challenges encountered by the tutors will form their perception, as well as the success of professional development activities. It is therefore paramount to ensure that the challenges encountered are dealt with to ensure the formation of positive perception towards professional development. Also, a number of studies show that teachers’ career development can influence the role of teachers in updating their professional growth which can also be influenced by their experiences in the years of professional practices. Non-supportive school appeared to be the strongest negative influence on career development. A heavy workload, detachment between school based CPD achievements and teachers’ career developments are teachers’ inhibitors (Davidson, Hall, Lewin & Wilson, 2006).

The needs of new teachers differ from those of the more experienced colleagues. Unlike the experienced teachers, new teachers want their individual development needs to be met and are more likely to undertake CPD related to classroom management or specific aspects of the curriculum. On the other hand, researchers argue that there are circumstances when CPD may not be based upon diverse interrelated personal and professional needs. Some evidences also indicate that particular attention is less paid to CPD for academically able recruits to the teaching profession (Davidson *et al.*, 2006). It can therefore be concluded that the main challenges that can hinder teachers from active involvement in professional

development are lack of skill, less commitment and teachers' resistance, low level of understanding about the significance of CPD, scarcity of need based trainings, lack of uniformity on how to use the portfolio modules, and absence of consolidated collaborative school system.

It is also evident that among the challenges, "organizational (school) factors or workplace conditions strongly affect the implementation of teachers' professional development in shaping teachers' practices and attitudes towards school based CPD" (Hammond, 2002, p. 253). There is a high degree of confusion in schools on the practice of CPD by focusing on training, sharing new knowledge and skills. These activities often focused upon sharing the content of the CPD rather than implementation and gauging the impact of the school based CPD (Day *et al.*, 2005).

The quality of professional development and the pursuit of improved teaching and learning acknowledge the importance of teachers to engage in continuing career long development that meet their own personal and professional needs. So from the framework, if teacher realize that the professional development activities that are in place are not responding to their current needs, they will form a negative perception towards it. Hence, there will be low or no patronage of the activities. Thus, matching the appropriate professional development provision to particular professional needs is essential if effective learning is to take place. This fit between the developmental needs of the teacher and the selected activity is critically important in ensuring a positive impact at the school and classroom level (Harris, 2002). However, in schools where staff development opportunities are poorly conceptualized; insensitive to the concerns of individual teachers; and make little effort to relate learning experiences to workplace conditions, they make little impact upon teachers or their pupils (Day, 1999).

Based on this, Clark and Conway (2003) suggested that it is hazardous for beginner teacher to fall into bad school. Being placed within a poor department in a poor school can be a catastrophe for an individual's career; affect the newly qualified teacher's self-esteem; and deprive the new teacher of essential support, counseling, encouragement and coaching and also of a perception of what it is like to be a successful teacher. Studies in the area stated that the absence of appropriate training provided for CPD leaders, (example: for principals and CPD facilitators) by incorporating input from experienced practitioners based on need analysis to the breadth of CPD activities hamper the practice of CPD. In the widest definition of CPD it should be recognized that the vast majority of CPD is provided internally, by colleagues and other CPD partners, as including professional discussion, observation, feedback, etc. (Day *et al.*, 2005).

The traditional approaches to professional development of teachers, which are delivered in the form of workshops, seminars, conferences or courses, transmits the knowledge or information from the top to the lower stratified groups of teachers, are less likely to result in improvement of teaching (Kelleher, 2003). (Villegas-Reimers, 2003) also stated that, the traditional approaches have not promised so much and have been so frustratingly wasteful as the thousands of workshops and conferences that led to no significant change in practice when the teachers returned to their classrooms, because, teachers as learners are passive receivers of knowledge.

2.9.3 Perception of professional development

I have already established the point that the perception towards professional development would be formed depending on the kind of professional development service that are available for the teachers to patronize. If the identified problems are

solved, this will lead to the improvement on the kind of professional development activities that are made available. As in all professions, new teachers and principals take years to gain the skills they need to be effective in their roles. The complexity of teaching is so great that one-third of teachers leave the profession within three years and 50% leave within five years (Ingersoll, 2003). Even experienced teachers confront great challenges each year, including changes in subject content, new instructional methods, advances in technology, changed laws and procedures, and student learning needs. Educators who do not experience effective professional development do not improve their skills, and student learning suffers.

It is evident that new teachers juggle an overwhelming number of unfamiliar issues, such as classroom management, instruction, curriculum, school culture and operations, test preparation and administration, state standards, parent relations, and interactions with other teachers. Left to themselves, they may develop counterproductive behaviors. With extra support, however, new teachers learn more effective practices to apply to daily challenges. Additional support also helps districts retain new teachers and set them on the path to becoming effective educators. Many school systems provide mentors and induction programs for novice teachers. These programs are required in many states for teachers to earn a professional license. Most importantly, research shows that new teachers who received intensive mentoring had a significant effect on student achievement after as little as two years (Strong, Fletcher, & Villar, 2004; Serpell & Bozeman, 1999). This implies that if new teachers are not given the opportunity to develop themselves professionally to be able to succumb the challenges they encounter, they will form negative perception towards professional development.

2.10 Empirical Review

This section of the literature review is devoted to reviewing empirically the works done by scholars on the perception of college tutors towards professional development. The investigator tried to come out with the similarities and more importantly, the difference between this research and earlier works. This allows for comparison to be made between the findings that would emerge from this study and the earlier findings from previous studies. The review was done based on topic under investigation. Five works were critically examined. The review looked at the topics, purpose of the study, research objectives, the method employed for the study, and finally, the results that emerged from the study were reviewed.

The first work is that of Brockman (2012). The main purpose of the study was to “investigate the perceptions of Texas principals as to the degree to which their local school districts are meeting their ongoing professional development need”. The specific objectives were to analyse and describe the perceptions regarding learning. The principals were interviewed to arrive at this conclusion. Their perceptions were also analyzed regarding the characteristics of important and meaningful professional learning experiences were available for the teachers. It is observed that the first two objectives are in line with my first objective of the study. The study further analysed the extent to which the principals perceive that the learning opportunities that were made available meet their learning needs. It was finally examined if there are other factors that influence their perception. The factors that were examined included “type of school, school setting, school system size, characteristics of students, and characteristics of the principals”. Additionally, the perceptions of school district staff development administrators were analyzed regarding topic importance, topic provision by the local district, and the usefulness of those topics. There was also a

comparison between the perceptions of the principals and the staff development administrators. This was done to examine if there was convergence or divergence into terms of their perceptions. The final objective is quite broad. Though it has mentioned those factors that supposed to be examined, they are not independent in nature. They were all examined under one objective. In crafting items to answer this question, the likelihood of focusing on only one dimension will be very high. Moreover, it only focused on principals and not college tutors which the current study will address.

The total number of schools that participated in the study within the district was thirteen. Out of a population of 273 principals, 155 formed the sample frame for the study, of which the return rate of the data collected was 56.8%. It can be observed that a return rate of 56.8% is not very helpful in drawing a scientific conclusion. The current study will ensure nothing less than 95.5% return rate of the research instruments. This will ensure reliability of the results for policy formulation. The study further interviewed 13 districts principals. This implies that the mixed method paradigm of data collection was employed. The current study will also employ the same method in the gathering of information for the study. This will enable the comparison of results that will emerge from the study. After the data was analysed, the researcher found that the “principals rated the importance of each of the 22 proposed professional development topics at or above the important level”. But it was quite surprising when the findings revealed that the degree to which local school districts provided training on those topics varied according to the size of the district and the setting of the campus. It was also found that “the relationship between the professional development provided and the quality, or usefulness, of that school district’s training was considered strong for several of the 22 topics”. These findings confirm how paramount professional development is in ensuring productivity among

teachers. The study of Brockman (2012) finally revealed that “principals and staff development administrators agreed on several characteristics of successful professional development efforts”. It is therefore a fact without doubt, that the study of Brockman (2012) offer implications for campus principals and school districts striving to meet the individual, campus, and district needs for professional development. The current study has adequately covered all the areas necessary in measuring teacher professional development. It will examine some of the professional development opportunities available for college tutors, its structure in terms of meeting their current needs and its feasibility. This will help measure the findings of Bruce (2006) who posited that principals who involved in a particular training opportunity described a close relationship between their understanding of student work examination and their ability to successfully utilize the strategies on their own campuses. The current study will examine if the college tutors are able to adequately apply what they have learnt through their professional training on their campuses.

A work by Lessing and De Witt (2007) on “The value of continuous professional development: teachers' perceptions”. The research method that was employed for the study was a survey. It was purely quantitative and a closed-ended questionnaire was used to for the data collection. This study will also adopt a questionnaire in its data collection. The questionnaire was compiled after a thorough literature study on the principles for CPD. In ensuring in-depth information is gathered to answer the research questions, the following aspects were addressed in the questionnaire: biographical data, personal value of the workshop and influence of the workshop on the participants' teaching approach. It was also determined whether the workshop had met the specific needs of the teachers and what their views were on the time they had spent and the sacrifices they had made. That notwithstanding, an additional aim of the

questionnaire was to determine whether factors such as teaching position, age, gender, or qualifications had an influence on the views of teachers. In line with Cohen, Manion and Morrison's (2000, p.244) suggestions, a value-based format was used to complete the questionnaire. Teachers were requested to indicate on a four-point scale to what extent they had experienced the workshop as valuable.

The data was analysed using descriptive statistics involving frequencies, the chi-squared procedure and Pearson correlations. Differences and relationships at the 0.01 and 0.05 levels were regarded as significant. From the study, it can be observed that the group used for the study was limited. It can also be observed that the possibility of statistical inference or generalisation was also restricted. This there has a tendency of affecting the results. The current study therefore took care of this limitation. Because of this limitation, only a portion of the population about whom the researcher wished to make certain inferences could be possible and not the entire population. It could also be observed that the questionnaire had not been standardized due to the unique nature of the study. The current study therefore ensured a standardisation of the instruments. Furthermore, it can also be observed that the relationship of trust between the researchers and the teachers and the fact that the latter were motivated to contribute to the investigation made the entire exercise worthwhile.

In the current study the necessary measures were taken to ensure validity and reliability. Two measures of validity were considered when compiling the questionnaire, namely, content validity and face validity. The questionnaire measured what it was supposed to measure and the questions were adequate to be representative of the phenomenon. Steps were taken to ensure the content validity of the questionnaire in the sense that an extensive literature study was conducted and various

experts were requested to check the phrasing and assignment of items to fields. The current study did not entail large-scale sampling, which made traditional reliability superfluous. The questionnaire was therefore constructed as an exploratory instrument to establish trends, and was not designed for extensive numerical treatment of data. The results from the study revealed that teachers found the particular CPD workshop important for personal development, support, and provision of information, teaching confidence, skills development and a change in teaching habits. It was further found that more than 90% of the participants 'definitely agreed' and 'agreed' about the importance of the workshop for personal development (94.7%), enhancement of work life by providing support (92.7%), development of teaching confidence (95.8%), increasing skills (92.6%) and changing existing teaching habits. Almost 90% of the teachers viewed provision of knowledge (89.5%) as one of the positive aspects of the CPD workshop. These findings are very important to the current study. This will help in confirming and affirming or otherwise of the results that will emerge after the analysis.

Furthermore, Pavia-Martinez (2020) also conducted a study on perceptions of community college faculty in developmental education on professional development. Three research questions were formulated to guide the study. Firstly, what does faculty in developmental education think are the most important professional development needs of their profession? The second question that guided that study was what reasons does faculty in developmental education give for participating in professional development? And finally, what does faculty in developmental education think about their professional development opportunities? All the three research questions are in line with some of the issues I raised in my conceptual framework. It is important to note that every organization has a need and until these needs are met,

full satisfaction cannot be realized. This is not different from college tutors. There is a standard of performance that is required of them to be countered for as productivity. For this reason, if college tutors lack a particular training, then that becomes a need that has to be met. The objectives of Pavia-Martinez (2020) will therefore serve as a standard of measurement among college tutors in the study area. This study utilized a qualitative case study design with the use of focus groups, semi-structured interviews, and surveys. The current study however is purely quantitative. The quantitative nature of the current study will enable comparison of the results to ascertain if the findings that will emerge will converge or diverge. The study presented three main findings after the results were analyzed. The very first major finding was that the majority of participants reported that sharing with other faculty members was beneficial and perceived the sharing of practice with like-minded individuals as a professional development activity. This finding is very important to the current finding. One of the issues the current the finding is looking at is to examine how college tutors perceive in-service training. This finding therefore will serve as a measuring rod for the current finding on this particular revelation. The second major finding was that participants' primary challenges to participating in professional development were limited funding and time away from classroom. The current study in its write up and framework acknowledges that college tutors may face some challenges while pursuing further training. This has revealed that some challenges were encountered. What the current study is doing differently is that, it also sought to identify how those challenges were addressed. Additionally, it further examined if the challenges were geographic specific or was general in nature. Finally, it was also revealed that participants expressed apprehension regarding the state of reform in developmental education. This finding revealed that developmental education is paramount in every jurisdiction.

It established the fact that there must reform in developmental education to help tutors be able to upgrade. This finding will go a long way to supporting and beefing up the current study. The study finally recommended that insights from faculty on needs, challenges, and perceptions may enhance the effectiveness, timeliness, and quality of faculty development programs. Time is one of the major factors that helps carry out any worthwhile venture. It is therefore important that heads of schools allocate time to enhance growth and training so that their staff will be able to upgrade themselves in their respective fields. This study therefore is meant to inquire if such allowances are made for college tutors' growth and development.

Ping, Schellings, Beijaard and Ye (2020) also conducted a survey that explores how teacher educators perceive relevant aspects of professional learning in their practice. The main purpose of this study is in line with the third objective of the current study. Two main objectives guided the study. The first one was to confirm the aspects of professional learning found in an earlier review study and the second one was to explore the extent to which teacher educators consider these aspects as important for their work in practice. The first objective is not directly in line with any of the objectives of the current study. Hence, the current study will help bring new revelations regarding professional learning that is not in literature. However, the second objective which sought to explore the extent to which teacher educators consider the aspect of developmental training to be important for their work in practice is not so much different from the main objective of the current study. The current study acknowledges the relevance of developmental training in improving professional practice among tutors.

The method that was employed for the study was purely quantitative. The current also employs the quantitative paradigm in data gathering and questionnaire was the main tool for data collection. The population that was involved in the study was a total of 583 Dutch and Chinese teacher educators completed a digital questionnaire regarding the content of teacher educators' learning, their learning activities, and reasons for learning. Census method was employed to involve the entire population since the number was not large. In developing the questionnaire for the study, "the researchers first used the main categories of what, how, and why of professional learning from the review study as a framework for the preliminary questionnaire scales. Text fragments were then selected from the research articles under each main category which served as the input for the operationalization of the scales into items. Thereafter, the researchers further prepared two files to consult three experts (all being both researcher and teacher educator) for their comments. The two files consisted of: (1) the aim of the questionnaire and the scales and items and (2) the main categories of what, how, and why of professional learning and the corresponding text fragments from the articles analyzed for their previous review study. These three experts independently evaluated all the scales and items and suggested to combine similar items across the scales and to delete similar-looking items within the scales". This implies that the instrument that was used for the data collection was carefully crafted to avoid any errors. The current study also carefully crafted the instrument that was used for the data collection and ensured that the items were not similar in nature.

The findings from the study revealed that most teacher educators perceived all professional learning aspects as relevant for their practice. The professional learning scales showed correlations with several background variables, such as educational degree and how teacher educators perceive their identity in the teacher education

institutes. These findings are relevant to the current study, in that it provides the basis for measuring the results that will emerge from the current study. When comparing Dutch and Chinese teacher educators, significant differences were only found in their perceptions of research-related scales and the scale “getting input from others”. The current study also set out to examine the perception of collage tutors regarding professional development. However, the current study will not be comparing the perceptions of tutors in different schools. It will only examine the general perception of the tutors and also bring to the bear the necessary solutions that will be required to address the challenges from the perspective of the tutors. The study therefor concluded that all aspects are essential for learning and functioning. One of the main issues in the current study is the hypothesis of the relevance of professional development for learning and function. Since the current study has established a positive relationship, it will help to confirm of say otherwise of the results that will emerge in the current study. The study further concluded that the differences that exist between Dutch and Chinese teacher educators were related to the contexts in which they work. The current study on the other hand will not be comparing differences across regions or fields.

2.11 Summary of Literature Review

The concept of professional development is seen as continuum of learning processes aimed at making the professional teacher effective and efficient in the execution of his/her professional duties. It refers to any activity which is aimed at enhancing the knowledge and skills of teachers by means of orientation, training and support in order to develop the individual teacher’s skills, knowledge, expertise and other characteristics. It is also evident that professional development and school improvement go hand-in-hand. Thus, professional development is the key to school

improvement (Fullan *et al.*, 2000; Coetzer, 2001; Villegas – Reimers, 2003; Philips, 2008; OECD, 2009; Bayrackci, 2009). The concept ranges from the traditional system of in-service training for serving teachers to full-time advance degree programmes being pursued by teachers on study leave. There are a number of factors or variables that determine the success or otherwise of these programmes. Every professional development activity must be well-grounded in knowledge and practices about teaching; stimulate and support schools, districts and teachers’ initiatives; provide intellectual, social and emotional engagement with ideas, materials and colleagues; demonstrate the needed respect for teachers as professional and adult learners; be accessible as well as inclusive for teachers; take cognizance of sufficient time for follow-up and continuous follow-up, must get the needed support and pressure (Corcoran, 1995; Guskey, 1995a). Several studies have pointed out that teachers exhibit different attitudes towards the need for professional training. Studies conducted by Hustler *et al.* (2003), Lessing and De Witt (2007), Yates (2007) and many other researchers have revealed that teachers perceive professional development activities to be particularly beneficial and clearly focused, well-structured and linked to school development plan. They found that teachers like professional development courses since such courses assist them to share ideas on how to solve classroom related problems and also to bring about school improvement. However, other studies have revealed that professional training programmes are perceived by teachers to be boring and waste of time. Such teachers feel that they do not need additional in-service training since they were prepared before assuming their responsibilities as change agents (Schmid & Scranton, 1972; Cook, 1997; Hayes, cited in Atay, Robb, 2000). Although several studies have brought to light that professional development activities would expand teachers’ knowledge, skills and enable them to understand the

teaching situations, evaluate the effectiveness of their actions and recommend alternative approaches to improve practice and student learning (Fullan *et al.*, 2000; Mundry *et al.*, 1999; Smith, 2001; Bayrakci, 2009), teachers do not get access to participate in the limited professional development opportunities. Moreover, teachers who manage to get time out of their busy work schedules are incapacitated to successfully undertake those activities due to lack of funding as well as lack of professional staff for planning and carrying out activities for teachers' professional development (Abdal-Haqq, 1996; Atay, 2006; Bayrakci, 2009; OECD, 2010).

Research also indicates that there are various kinds of in-service education programmes. These include informal dialogue among individual teachers and other experts to improve teaching, courses and workshops, reading professional literature and participation in professional development networks. In-service education activities are wide-ranging and include workshops and conferences, study groups, professional networks and collaborations, taking courses and seminars, sabbaticals, internships, apprenticeships, on-line learning, interactive, mentoring among others. All these activities are intended to expand and enhance the knowledge and skills of teachers (Florida's Applied Technology, n.d.; Seunath, 2009; Garet *et al.*, 2001; OECD, 2010). On measures to promote professional development among teachers, studies reveal that provision of sufficient time, professional development opportunities and financial support, encouraging teachers to assume the role of learner and adapting new structures to sustain professional opportunities (Morant, 1981; Cafarella, 1994; Darling-Hammond, 1995; Atay, 2006; NSTA, 2006) are some of the ways of promoting professional growth and development. The conceptual review presented the relationship between the dependent and the independent variables. The empirical review focused on the works that were conducted by earlier researchers.

Comparisons were made to identify similarities and differences in order for the justification of the current study. Teacher education in this country has been given serious attention. This partially explains why some teachers do abandon their teaching roles in order to participate in professional development programmes and courses. However, in the context of our educational system, there is little or no empirical research on how teachers perceive professional development. Whether college tutors find a link between professional development and improvement in school performance remains unknown. Even if teachers desire to undertake professional development courses and programmes, the critical question that comes to mind is: Are these teachers at the colleges able to successfully make good use of the existing opportunities without any challenge?



CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter describes the methods or procedures that were followed in assessing the perception of college tutors towards professional development. It discusses the research approach, research design, the population, sample and sampling procedure, the research instruments, validity and reliability of research instruments, data collection procedures and data analysis techniques.

3.1 Research Approach

The philosophical orientation of study was the positivism paradigm which underpins the quantitative approach to investigation. This orientation allows for objectivity epistemological perspective which argues that social reality exists out there and is independent of the observer (Cohen, Manion & Morrison, 2007). It also focuses on what it means to know and involves finding the nature of relationship between the would-be knower and what can be known. (Denzin & Lincoln, 2011). The design adopted in this study was descriptive cross-sectional survey design. This design falls under the research philosophy of positivism which argues that knowledge is based on neutral phenomena and their properties and relationships. Therefore, information retrieved from sensory experience, interpreted through reason and logic, forms the exclusive source of all certain information.

3.2 Research Design

In simple terms, a research design is a plan of the methods and procedures that are used by the researcher to collect and analyze data (Shukla, 2008). The choice of a particular research design depends on the nature of the study to be conducted. A study that aims at ascertaining and describing the state of a given phenomenon will require a different design from a study that seeks to investigate say the effect of a particular teaching method on a given class or learners (Hoyle, 2005). Research design, Burns and Grove (2003), asserts is “a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings” (p. 195). Research design, therefore, is seen as a comprehensive plan, framework, or blueprint of the research which stipulates the general statement of the various methods used and guides the collection and analysis of data collected. In simple terms, research design is a guideline processes that helps a researcher focus exactly on the problem under investigation by controlling all factors that may influence the validity and reliability of the findings. Conventionally, such a design is made up of four key components: research questions, determination of the data to be collected, data collection methods, and data analysis (Creswell, 2005).

This study was carried out using a cross-sectional survey research design. The choice of this design was informed by the opinion of Creswell (2014) that cross-sectional survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. In addition, Osuala (2001) asserts that cross-sectional survey is suitable in situations where the researcher is not interested in manipulating the variables involved in the study but rather wants to investigate the situation as it exists on the ground. Also, Chalmers (2004) and Ponterotto (2005) are of the view that, cross-sectional survey design affords

researchers the opportunity to seek explanations of certain aspects of social phenomena such as the opinions and attitudes of the respondents. Cross-sectional survey design is useful for gathering factual information, data on attitudes and preferences, beliefs and predictions, opinions, behaviour and experiences – both past and present (Aldridge & Levine, 2001; Dillman, Smyth & Christian, 2014). However, descriptive cross-sectional survey cannot help the researchers to establish a causal relationship between variable and Creswell (2008) also noted that, survey data is self-reported information, reporting only what people think rather than what they do. In spite of these demerits, the descriptive survey seemed appropriate. This is because the breadth of coverage of many people or events means that it is more likely than some other approaches to obtain data based on a representative sample and can therefore be generalised to a population (Kelly, Clark, Brown & Sitzia, 2003). Also, it has the potential of providing a lot of information that could be gathered from the respondents. Therefore, the researchers managed to minimize its influences on the findings by taking to explain the whole study concept to respondent before filling the questionnaire.

3.3 Population

The target population comprised all colleges of education tutors in Ghana. However, the accessible population were tutors in the three colleges of education in the Central Region. These colleges included OLA College of Education, Foso College of Education and Komenda College of Education. The population consisted of 156 tutors in these colleges. The distribution of the population of tutors in the various colleges is shown in table 1.

Table 1: Distribution of tutors by colleges

Name of College	Male	Female	No. of Tutors
OLA College of Education	48	11	59
Foso College of Education	40	13	53
Komenda College of Education	37	7	44
Total	125	31	156

The population was made up of both male and female tutors who taught various subjects in these colleges. These tutors were holders of various advanced degrees. This means that they have the professional qualification and are knowledgeable about professional development. Hence, the target population was in a better stand to provide the relevant information concerning the perception of college tutors towards professional development.

3.4 Sample and Sampling Procedure

All the 156 tutors in the three colleges of Education were involved or participated in the study. This was to help me collect more detailed information with regard to the topic under investigation. In addition, the respondents were also able to offer the relevant information because they had knowledge on professional development activities. I used a census method to conduct the study. Hence, I contacted every member of the population to collect data in order to answer the research questions.

According to Harding (2013), an attempt made to collect data from every member of a population rather than choosing a sample is referred to as census. In agreement to Harding, Richard (2014) posited that a census is an attempt to gather information from each and every person of interest – the universe of the study targets. Cooper and Schindler (2000) opined that a “census is feasible when the population is small” (p.164). In this technique, I chose and involved every college teacher in the Central

Region to complete the questionnaire. Bhanu (2011) held the view that however accurately a sample from a population may be generated, there will always be margin for error, whereas in the case of census, whole population is taken into account and as such it is most accurate. Hence, census was adopted because of the fact that the estimates are not subject to sampling error as stressed by Bhanu.

3.5 Research Instrument

A self-developed questionnaire was used to collect data for the study. The use of this data collection instrument enabled me to obtain detailed information on the perception of college tutors towards professional development. Sidhu (as cited in Owusu & Asare-Danso, 2014) posits that a questionnaire is a form prepared and distributed to secure responses to certain questions. In addition, it is a systematic compilation of questions that are submitted to a sampling population from which information is desired. The questionnaire was used because it promises a wider coverage since researchers can approach respondents more easily and can be completed at the respondents' convenience. Though the use of questionnaire did not allow the respondents to express their views on the problem extensively; however, in line with Leedy and Ormrod's (2005) view, the questionnaire guaranteed confidentiality and anonymity of the respondents since it was generally self-reporting.

Forty-eight (48) items were on the questionnaire which was made up of both closed-ended and open-ended questions (McBurney, 2007). The closed-ended items allowed the respondents to indicate their opinions by ticking the relevant response while the open-ended questions allowed freedom for respondents to express their feeling and thoughts on professional development issues. The questionnaire was divided into six (6) sections namely, section A, B, C, D, E and F. Section A sought to collect data on

the demographic characteristics of the respondents. This data comprised the name of college, gender and the academic qualification of the respondents. The second section (B) consisted of a five –point Likert scale items that were structured to gather data on the perception of tutors towards professional development activities. Section C focused on items relating to the importance of professional development activities while Section D was designed to help me find out problems that tutors encounter during participation in professional development activities. Section E of the instrument was meant to obtain data concerning the kinds of in-service education programmes that are available to the respondents. The last section (F) sought to collect data on measures to promote professional development.

3.6 Validity and Reliability of Instrument

After designing the instrument, I submitted copies to my supervisor to check for the representativeness and completeness of items. The supervisor also checked to remove mechanical and grammatical errors from the instrument. Pilot-testing of the instrument was conducted in Wesley College of Education in the Ashanti Region. This helped to improve the validity and reliability of the instrument since the views and comments of the respondents with regard to the items in the instrument were taken into consideration. After the pilot- test, the items with Likert scales and categorical responses were edited for their completeness, coded and the data were fed into a computer. The scale was scored as follows: SA = 5; A = 4; U = 3; D = 2 and SD = 1. A computer programme known as Statistical Product for Service Solution (SPSS) was used to compute the reliability co-efficient. The reliability co-efficient for the questionnaire was .87. According to Fraenkel and Wallen (2000), a reliability co-efficient of .70 and above is considered to be highly reliable. Hence, the questionnaire was deemed reliable to be used for data collection exercise.

3.7 Data Collection Procedures

The instruments were self-administered to the tutors at the various colleges of education. Prior to the actual data collection exercise, I collected an introductory letter from the HOD of the Department of Social Studies Education of the University of Education, Winneba. This helped me to gain the support and co-operation of the principals and tutors. During the data collection stage, I took turns to visit all the colleges in the region. Upon arrival, I had a discussion with the principal of the college during which the purpose of the study was explained. After this, I briefed the respondents what the study was about in order to get their understanding, attention, support and co-operation for the data collection. In addition, the respondents were assured of their confidentiality. I then issued the required number of questionnaire to the respondents and instructions were given with regard to the completion of the instrument. Each respondent was given 30 minutes to complete the questionnaire. I retrieved 144 questionnaires out of the 156 questionnaires. This gave me a return rate of 92.3%. According to Dillman (2000), a return rate from seventy percent (70%) is classified as a good and acceptable return rate.

3.8 Ethical Considerations

Ethical issues concerning the right and confidentiality of the prospective respondents were addressed by the investigator, in order not to be accused of infringing upon the rights and privacy of the respondents. Firstly, the informed consent of the prospective respondents was sought to participate in the field study and provide them with an explanation of the purposes of the study and expected duration of their participation. Also, steps were taken to protect or prevent risk or harm to participants. For example, issues of embarrassment were prevented by not disclosing their identities or not informing third party of the discussions. Confidentiality – thus, withholding real

names and other identifying characteristics of respondents. The right of the respondents to veto the research results was upheld. Additionally, respect was accorded participants as subjects and not as objects to be used and then discarded. Participants were given a statement that participation is voluntary, refusal to participate involved no penalty or loss of benefits to which the participants were otherwise entitled, and the participant may discontinue at any time without penalty or loss of benefits to which the participants was otherwise entitled.

3.9 Data Processing and Analysis

The completed questionnaires were edited for completeness, coded and fed into the computer. The responses for „Yes“ and „No“ were given „1“ and „2“ respectively while response for the five (5) point Likert Scale were coded with “1” ranging to “5”. These data were also fed into the computer and SPSS programme was used to analyze the data. The data on all the research questions were analyzed by using descriptive statistics. Specifically, I employed simple frequency counts, percentages, means and standard deviations to analyzed all the quantitative data for interpretations and discussions. The qualitative data were organized and discussed in themes. For Research Questions 1 and 5, I used frequencies and percentages to analyze the data while the data concerning Research Questions 2, 3 and 4 were analyzed by using means and standard deviations. This enabled me to interpret and discuss the results of the study.

3.10 Chapter Summary

The quantitative approach and descriptive cross-sectional survey design was employed for this study. Colleges of Education Tutors from Komenda, Foso and OLA formed the accessible population for the study. Census method was adopted and questionnaire was used to gather data from respondents. On the collection of data, an introductory letter was obtained from the HOD of my department in the University of Education, Winneba to get permission from the principals of the three colleges. SPSS version 22 was used to analyse the quantitative data while thematic analysis was adopted for the qualitative data. The next chapter which is chapter four dealt with the presentation and discussion of the data obtained.



CHAPTER FOUR

RESULTS AND DISCUSSION

The thrust of the study was to explore the perceptions of tutors in Colleges of Education in the central region of Ghana about the need for professional development. The study further sought to find out how professional development activities improve teacher quality, the kinds of in-service education programmes that are available to college tutors, problems encountered by college tutors who participated in professional development activities as well as measures that can promote professional development among college tutors. A 48-item questionnaire was self –developed, validated and personally administered to collect data from 156 tutors in the Colleges of Education in Central Region. Descriptive statistics (frequencies, percentages, means and standard deviations) was employed to analyzed the data.

This chapter is devoted to the presentation and discussion of the results that emerged from the study. The first section deals with the discussion of the demographic information of the respondents. The second section focuses on the presentation and discussion of the major findings of the study.

4.1 Demographic Information of Respondents

Items were developed to collect information on the demographic characteristics of respondents who participated in the study. The demographic information comprised the name of college, gender, and tutors' level of qualification. Table 2 shows the distribution of the sample by gender.

Table 2: Distribution of respondents by college, gender and qualification

Variable	Scale	No.	%
Name of College	Fosu	56	38.9
	Komenda	41	28.5
	OLA	47	32.6
	Total	144	100.0
Gender	Male	101	70.1
	Female	43	29.9
	Total	144	100.0
Highest Qualification	B.A	21	14.6
	B. Ed	57	39.6
	M. Ed/M.PHIL	66	45.8
	Total	144	100.0

Source: Fieldwork (2013)

From table 2, 56 (38.9%) out of the 144 tutors who participated in the study were in FOSCO whereas 47 (32.6%) tutors were in OLA. Also KOMENCO had 41 tutors representing 28.5% that participated in the study. The results suggest that FOSCO had the highest number of tutors among the three colleges of education in the Central Region of Ghana.

The study further revealed that the male tutors in the three colleges out-numbered their female counterparts. Thus, from the results in Table 2, out of the 144 respondents, an overwhelming majority of 101 (70.1%) were males while only 43 (29.9%) of the respondents were females. This means that gender distribution among teaching staff in the colleges of education in Central Region is not proportional and hence, it is a male dominated service.

Moreover, it is obvious from table 2 that, 66 (45.8%) of the tutors had M.ED/M.Phil degrees while 57 (39.65%) and 21 (14.6%) had B.A and B. ED) degrees respectively.

The study showed that the majority of the tutors in the colleges of education in the study area possess bachelor degrees as the highest form of qualification.

4.2 Major Findings

This aspect of the chapter focuses on the presentation, discussion and interpretation of the main findings of the study. The results are organized and presented in central themes that are related to the research questions of the study. Attempts are also made to discuss the general meaning of the findings and how the findings fit with trends reported in the literature review.

Research Question 1: How do college tutors“ perceive the need for professional development?

The first research question of the study sought to explore the perception of college tutors“ about the need for professional development. The data were analyzed with the use of descriptive statistics (frequencies and percentages). The results are presented in Table 3.

Table 3: Tutors’ perceptions about the need for professional development

Statement	SD		D		A		SA	
	No.	%	No.	%	No.	%	No.	%
1. There is no need for professional development	95	66.0	11	7.6	26	18.1	12	8.3
2. I have already developed my teaching competencies	6	11.1	44	30.6	71	49.4	13	9.0
3. Attending workshop is a time – consuming activity	56	38.9	47	32.7	32	22.2	9	6.3
4. I feel that further training helps me to improve my lesson	68	47.2	37	25.7	29	20.1	10	6.9
5. I like professional learning activities	59	41.0	41	28.5	23	16.0	20	13.9
6. I feel that professional development is beneficial	4	2.8	7	4.9	37	25.7	96	66.7
7. Workshops contribute to my personal development	2	1.4	11	7.9	50	34.7	81	56.3
8. I prefer short-term workshops to long-term professional development	11	7.6	30	20.5	68	47.2	35	24.3

The results as depicted in Table 3 indicate that out of the 144 tutors who participated in the study, a majority of 95 (66%) of the strongly disagreed with the statement that there was no need for tutors in colleges of education to undertake professional development whilst only 12 (8.3%) of the respondents strongly agreed with the statement. This result of the study means that college tutors perceive the need for professional development although most of these tutors had already gained requisite professional and academic training in their respective subject areas. This confirms the findings of previous studies (Hustler et al., 2003; Yates, 2007) that teachers feel that professional development activities help them to refresh their knowledge on current trends in the subject areas.

Also, the tutors disagreed that they had already developed their teaching skills and hence, there was no need for further professional development. This further indicates that if the identified problems are solved, this will lead to the improvement on the kind of professional development activities that are made available. As in all professions, new teachers and principals take years to gain the skills they need to be effective in their roles. The complexity of teaching is so great that one-third of teachers leave the profession within three years and 50% leave within five years (Ingersoll, 2003). Even experienced teachers confront great challenges each year, including changes in subject content, new instructional methods, advances in technology, changed laws and procedures, and student learning needs. Educators who do not experience effective professional development do not improve their skills, and student learning suffers.

Furthermore, from Table 3 the study reveals that 103 (71.5%) out of the 144 respondents disagreed that attending workshop was a time-consuming activity whilst 41 (28.5%) of the tutor agreed with the statement. The tutors were of the view that professional development activities were not „time wasting“ ventures and therefore such activities were considered beneficial to enable them develop and improve their teaching skills, and contributes towards their personal development. Although this finding supports Lessing and De Witt (2007) and Hismanoglu and Hismanoglu (2010) that workshops are important for the professional development of teachers, it contradicts earlier findings by several researchers that teachers perceived workshops as boring and irrelevant and claimed to forget more than ninety percent of what they learn (Hayes, cited in Atay, 2006; Robb, 2000).

It was however, found out that 103 (71.5%) of tutors in the colleges of education preferred short-term workshops to long-term professional development activities like pursuing degree programmes in other learning institutions. This might be due the unwillingness of these tutors to vacate their teaching duties in the classroom in order to participate in professional development activities which would not augur well for the completion of the syllabus on the stipulated time. We can therefore say that if new teachers are given the opportunity to attend workshops, they will tend to juggle an overwhelming number of unfamiliar issues, such as classroom management, instruction, curriculum, school culture and operations, test preparation and administration, state standards, parent relations, and interactions with other teachers. Left to themselves, they may develop counterproductive behaviors. With extra support, however, new teachers learn more effective practices to apply to daily challenges. Additional support also helps districts retain new teachers and set them on the path to becoming effective educators. Many school systems provide mentors and

induction programs for novice teachers. These programs are required in many states for teachers to earn a professional license. Most importantly, research shows that new teachers who received intensive mentoring had a significant effect on student achievement after as little as two years (Strong, Fletcher, & Villar, 2004; Serpell & Bozeman, 1999).

This implies that if new teachers are not given the opportunity to develop themselves professionally to be able to succumb the challenges they encounter, they will form negative perception towards professional development. So it is very important that a new teacher finds himself in a school that encourages frequent workshops and training. Based on this, Clark and Conway (2003) suggested that it is hazardous for beginner teacher to fall into bad school. Being placed within a poor department in a poor school can be a catastrophe for an individual's career; affect the newly qualified teacher's self-esteem; and deprive the new teacher of essential support, counseling, encouragement and coaching and also of a perception of what it is like to be a successful teacher. Studies in the area stated that the absence of appropriate training provided for CPD leaders, (example: for principals and CPD facilitators) by incorporating input from experienced practitioners based on need analysis to the breadth of CPD activities hamper the practice of CPD. In the widest definition of CPD it should be recognized that the vast majority of CPD is provided internally, by colleagues and other CPD partners, as including professional discussion, observation, feedback, etc. (Day *et al.*, 2005).

In furtherance to the above, the participants' views were sought on whether or not professional development activities had impact on learners' classroom performance and the success of educational reforms. The results are shown in Table 4.

Table 4: Teachers' views on impact on professional development activities on learners' performance and educational reforms

Statement	Yes		No	
	No.	%	No.	%
It impacts on learners' classroom performance	140	97.2	4	2.8
It impacts on the success of educational reforms	140	97.2	4	2.8
It helps deepen teachers' knowledge and expertise	137	95.1	7	4.9

It is clear from the results in Table 4 that a majority of 140 representing 97.2% out the 144 tutors were of the view that professional development activities have impact on learners classroom performance whilst only 4 (2.8%) did not concur with the statement. Regarding the impact of professional development activities on the success of educational reforms, 140 (97.2%) of the respondents answered in the affirmative indicating that such activities have impact on the success of educational reforms. By implication, tutors' participation in professional development activities will contribute to the performance of students in the classroom and lead to the overall success of educational reforms at the college level in Ghana.

So it is very important to note that the quality of professional development and the pursuit of improved teaching and learning acknowledge the importance of teachers to engage in continuing career long development that meet their own personal and professional needs. So from the framework, if teachers realize that the professional development activities that are in place are not responding to their current needs, they will form a negative perception towards it. Hence, there will be low or no patronage of the activities. Thus, matching the appropriate professional development provision to particular professional needs is essential if effective learning is to take place. This fit between the developmental needs of the teacher and the selected activity is critically important in ensuring a positive impact at the school and classroom level (Harris, 2002). However, in schools where staff development opportunities are poorly

conceptualized; insensitive to the concerns of individual teachers; and make little effort to relate learning experiences to workplace conditions, they make little impact upon teachers or their pupils (Day, 1999).

This finding supports the view that improvements in the quality of teaching and learning can be enhanced through the provision of high quality of professional development for teachers. Thus, professional development has been in the forefront of the educational agenda of many countries (Yates, 2003; OECD, 2010). The traditional approaches to professional development of teachers, which are delivered in the form of workshops, seminars, conferences or courses, transmits the knowledge or information from the top to the lower stratified groups of teachers, are less likely to result in improvement of teaching (Kelleher, 2003). Villegas-Reimers (2003) also stated that, the traditional approaches have not promised so much and have been so frustratingly wasteful as the thousands of workshops and conferences that led to no significant change in practice when the teachers returned to their classrooms, because, teachers as learners are passive receivers of knowledge.

Research Question 2: How do professional development activities help to improve the quality and competence of college tutors?

Attempt was made to examine how professional development activities help to improve the quality of college tutors. In connection with this, section C of the questionnaire (see Appendix B) sought to collect the relevant data in order to answer research question two. The resultant data were analyzed with the use of mean and standard deviations. The mean range for the 5-point Likert-type scale is as follows: 1.0 - 1.4 = SD; 1.5 – 2.4 = D; 2.5 – 3.4 = U; 3.5 – 4.4 = A and 4.5 – 5.0 = SA. Table 5 contains the summary results.

Table 5: Tutors views on how professional development activities help to improve the quality and competence of college tutor (N = 144)

Statement	SD		D		U		A		M		SA	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
I learn new and different ideas from professional development	3	2.1	2	1.4	12	8.2	74	51.4	53	36.8	4.2	.81
Professional development helps to improve teacher quality	1	.7	3	2.1	11	7.6	70	48.6	59	41.0	4.3	.75
It increases teaching skills and competence	3	2.1	1	.7	11	7.6	80	55.6	49	34.0	4.2	.76
It increases knowledge about classroom practices	0	0	6	4.2	15	10.4	74	51.4	49	34.0	4.2	.77
It encourages teachers to share ideas	2	1.4	8	5.6	10	6.9	76	52.8	48	33.3	4.1	.86
It is clearly linked with classroom learning purposes	27	18.8	51	35.4	21	14.6	36	25.0	9	6.3	2.6	1.22

NB: SD = Strongly Agree; D= Disagree; U = Undecided; A = Agree; SA = Strongly

Agree Mean of means = 3.9 SD = .86

Generally, the study showed that the respondents in the selected colleges of education agreed that professional development activities help to improve the quality of college tutors (Mean of means = 3.9, SD = .86). Seunath (2009) also argues that advancement of skills, knowledge or expertise through continued education and learning are ways of promoting professional development. It was found that some of the measures of promoting professional development comprise training, research, workshops, courses, conferences, sabbaticals, internships, apprenticeships, residencies and teacher's collaboration with seasoned mentors. On measures to promote professional development among teachers, the Texas Education Agency [TEA] (1997) found that teachers will need to formulate profession-specific plans, using models for professional development that address their needs for innovation in approaches to teaching. Opportunities for professional development must be expanded for the teacher. Participant involvement and personal choice are key characteristics of

successful professional development programmes and activities. Hence, faculties and other departments must take the responsibility for identifying teachers' needs and determining goals for the professional growth of such teachers. This implies that teachers in the colleges of education perceive professional development as an important component of teacher development and teacher productivity. It is obvious from the summary results as depicted in Table 5 that most of the tutors agreed that they learn new and different ideas from participating in professional development ($M= 4.2$, $SD = .81$). This is not in line with the work of Little (1992) who stated that, in most cases teachers are poorly experienced to implement reforms in subject matter teaching that end with the absence of the integration of the content with students' opportunities to learn and systematic use of pedagogical skills. Moreover, the complexity and ambiguity of the school based co-operative development (CPD) program itself undermines ambitious educational reforms. As further indicated, the magnitude of school based CPD task when not well structured, frustrate teachers and discourage them to dilemmas. Additionally, when teachers are less committed and unwilling, it damages the funding and coordination of CPD programs. The training and coaching strategy of schools is sometimes incompatible with the on-going knowledge, skills and competence of teachers and the complex context of teaching. "In non-collaborative school situation, teachers appear to find it difficult to articulate definitions of school based CPD impact, discuss causal relationships between a change in practice and a change in pupil attainment, and describe whether CPD encouraged them to change their practice, or whether it was a desire to change their practice that encouraged them to participate in CPD in the first place. In this case, it is rare to find durable evidence of pupil improvement resulting from CPD" (Kennedy, 2005, p.234).

This suggests that when teachers engage in professional development activities, they acquire new and different ideas either than what they learnt at their initial teacher training programme. They indicated that such teacher development programme create ground for the participants to share ideas. Furthermore, the tutors agreed that professional development helps to improve teacher quality, and increases their teaching skills as shown in Table 5 by the $M = 4.3$, $SD = .75$ and $M = 4.2$, $SD = .76$ respectively. The views of the tutors indicate that professional development activities equip tutors with new and different knowledge and skills of teaching and this in turn helps improve upon the quality of teaching staff at the college level. The results of the study are in support of Leithwood (1992) and Yates (2007) that teachers become competent in the basic skills of teaching as well as enabling teachers to acquire instructional and professional expertise.

Concerning the impact of professional development on classroom practices, the tutors were in support of the statement that it increases their knowledge about classroom practices ($M = 4.2$, $SD = .77$). This means when tutors participate in professional development activities, they gain insight in such classroom practices as class control and management techniques among others. This finding confirms the previous finding of Lessing and De Witt (2007) that professional development opportunities help develop and apply their acquired knowledge in practice and hence, enables teachers to cope with learners with difficulties in their classrooms.

However, the study reveals the uncertainty of tutors about issue of professional development being clearly linked with classroom learning purpose as evident by $M = 2.6$ and $SD = 1.22$ in Table 5. This implies that even though professional development is a central component of teacher development in terms of helping the teachers to

acquire new and different ideas on teaching skills and approaches as well as general classroom practices, it does not directly impinge on how learner progress with own learning. Thus, the impact of such opportunities might be clearly manifested in teaching but not on the learning process although the two play complementary roles. This finding of the study supports the assertion of Morant (1981) that “Though often highly motivating to the teacher, these experience – frequently characterized by their irregularity and casual nature – do not necessarily lead to tangible results in terms of classroom performances” (p.2). Hence, professional development activities might not be linked with classroom learning purposes.

Furthermore, the respondents (N= 144) were required to rate the effect of in-service education programmes on teaching skills and teaching methods. Table 6 presents the results on that aspect.

Table 6: Tutors’ rating of the effects of in-service education programme on teacher skill and teaching methods

Response	No	%
Great Effect	106	73.6
Small Effect	27	18.8
No Effect	11	7.6
Total	144	100.0

The results of the study as shown in Table 6 clearly point out that out of the 144 tutors who participated in the study, 106 (73.6%) of them opined that in-service education programmes have great effect on teacher skills and teaching methods whilst only 11 (7.6%) of the respondents were of the view that in-service education have no effect on teaching skills and teaching methods. The study therefore shows that tutors perceive that in-service programmes can impact greatly by helping to improve upon their skills of teaching as well as aiding them to improve upon the approaches that they adopt to

teach lessons in the classrooms. This confirms Sifuna's and Kaime's (2007) assertion and INSET programmes effective in exposing teachers to student-centred approaches of teaching in the classroom. Further, this will allow teachers the opportunity to practice and reflect upon their teaching, and to be more embedded in ongoing teaching practices. Other research findings also indicate this by indicating that professional development activity that has a substantial number of contact hours and sustained over a long period of time is thought to have a stronger impact on teaching practice and to be more consistent with systemic reform efforts than professional development of limited duration (Corcoran, 1995; Darling- Hammond, 1995; Hargreaves & Fullan, 1992).

Research Question 3: What kinds of In-service Education Programmes are Available to College Tutors?

The thrust of research question three was to examine the kinds of in-service education programmes that are available for tutors to access in order to learn new and different ideas, increase their knowledge as well as sharpen their teaching skills. The results that were generated are presented in Table 7.

Table 7: Availability of kinds of in-service education programmes

Programme	MA		LA		NA		UA	
	No.	%	No.	%	No.	%	No.	%
Training activities within staff meeting	7	4.9	98	68.1	29	20.1	10	6.9
Award bearing courses in University	30	20.8	66	45.8	27	18.8	21	14.6
Peer coaching	17	11.8	94	65.3	23	16.0	10	6.9
Workshops/conference/ Seminar	27	18.8	97	67.4	12	8.3	8	5.6
International visits/Exchange Programmes	1	0.7	43	29.9	75	52.1	25	17.3
Research scholarship	2	1.4	37	25.7	72	50.0	33	22.9

From Table 7, majority of 98 (68.1%) out of the 144 respondents indicated that training activities within staff meetings were less available at the college level. This

means that there were less training opportunities where members of staff can meet as group of upgrade their knowledge and improve upon their professional skills. Moreover, majority of 94 (65.3%) and 66 (45.8%) of the tutors stated that peer coaching and awarding bearing courses in university were less available respectively. This further shows that there were less opportunities for tutors to benefit from the service or the pool of knowledge of more experienced colleagues and also pursue courses in universities. Also, an overwhelming majority of 97 (67.4%) out of the 144 tutors were of the view that such in-service education programmes as seminars, workshops and conferences were less available for college tutors. Seventy-five (52.1%) respondents were not aware of the availability of international visits / exchange programmes as forms of in-service education programmes for them. This is in line with Chambers, Lam and Mahitivanichcha (2008) who indicated that in-service education programmes should extend beyond traditional workshops to include activities such as peer observation, the creation of teacher portfolios, action research projects, whole-faculty or team/department study groups, curriculum planning and development, literature circles, critical friends groups, data analysis activities, school improvement planning, the shared analysis of student work, lesson study or teacher self-assessment and goal-setting activities. Professional development activities should be collaborative but also differentiated to meet the individual needs of teachers. It is needful to add that professional development has traditionally been provided to teachers through school in-service workshops. In the classic conception of that model, the district or school brings in an outside consultant or curriculum expert on a staff development day to give teachers a one-time training seminar on a garden-variety pedagogic or subject-area topic. Such an approach has been routinely lamented in professional literature. Experts variously say that it lacks continuity and coherence,

misconceives the way adults learn best and fails to appreciate the complexity of teachers' work. This leads to the formation of perceptions of teachers regarding professional training and development. If the tutors observe that what they have learned is not relevant to their classroom activities, then a negative perception is formed about professional development. If they however appreciate what has been presented to them, then a positive perception is formed, which will increase their likelihood of acquiring more of such training and development to increase their skills.

The results of this study are suggestive of the fact that although in-service education programmes are important for the professional growth and development of teachers, such programmes as training programmes at staff meetings, courses in universities, peer coaching, workshops/seminar and exchange programmes are less available for college tutors to participate. The tutors are not also aware of the availability or otherwise of research scholarship as a kind of in-service education programmes. Even though tutors perceive professional development as important, they do have limited access to various kinds of in-service education programmes. Thus, those programmes are less available to them. Similarly, Hismanoglu and Hismanoglu (2010) in their study also found that opportunities for professional development, although relevant for increasing teacher knowledge and quality, are very limited.

Research Question 4: What problems do college tutors encounter in their quest to participate in professional development activities

It has been found that most teachers are unable to achieve the objectives of their professional development programmes because of certain difficulties (SAHE, as cited in Hustler et al., 2003). The fourth research question of the study focused on finding

out the problems that college tutors do encounter in their quest to participate in professional development activities. Table 8 presents the results that were generated.

Table 8: Problems that college tutors encounter in participating in professional development activities

Statement	D		U		A	
	No.	%	No.	%	No.	%
Higher teacher education programmes are inaccessible	83	57.7	24	39.9	36	25.7
Opportunities for me to improve my knowledge are unavailable	98	68.1	14	9.7	32	22.2
Restricted to participate only in certain professional development	49	34.0	0	0	95	66.0
Inadequate time to undertake professional development	84	58.3	9	6.2	51	35.5

NB: D= Disagree; U = Undecided; A = Agree

The study revealed that higher teacher education programmes are accessible and 98 representing 68.1% of the 144 respondents disagreed that there are opportunities for them to improve their knowledge are unavailable. This contradicts OECD's (2010) report which indicates that teachers lack suitable professional development activities to satisfy their needs. However, 95 (66%) tutors agreed with the statement that they were restricted to participate only in certain kinds of professional development activities. By implication, although teachers are aware education programmes are available for teachers to improve upon their knowledge and teaching skills, there remains a barrier since there are restrictions in the kinds of education programmes that they can undertake. Hence, tutors are not allowed to pursue development programmes of their choices. Too often than not, professional development as the typical means of improving instruction is poorly targeted at what teachers need most to know. It is common for the content of professional development to be too general and becomes a challenge to connect with specific instructional strategies that meet the

needs of particular students. For example, refreshing teachers' knowledge of subject matter or teaching about research on particular instructional strategies is usually insufficient. "In developing a professional program for teachers, the content of professional development should focus on what students are to learn and how to address the different problems students may have in learning that material" (Day, 1999, p.53). Falk (2001) also specified that lack of uniformity of the CPD formats for the portfolio and absence of guide line about what should be included in the format confuses teachers. Similarly, principals and the school based CPD facilitators or mentors are not performing their responsibilities of providing clear feedback for teachers on the portfolio documents. This absence of feedback on the portfolio development compels teachers to repeatedly copy the already existing portfolio documents. Another challenge worth noting is that most teachers have no knowledge about the purpose of the portfolio. Thus, teachers see it as time wasting paper work rather than as means of professional development. Many teachers are filling in the format not knowing why and what the outcome of the task could be. This creates less commitment and resistance against the implementation of the CPD practices.

The results in Table 8 indicate that 84 (58.3%) of the respondents indicated that inadequate time to undertake professional development poses a challenge to them. This means that college tutors do not have adequate time to participate in the teacher education programmes that are available and accessible to them. This finding is consistent with the findings of several previous studies that lack of time serve as a major problem for teachers who want to participate in professional development activities (Abdal-Haqq, 1996; Oreck, 2004; GTCE, 2008). Also, the experience and satisfaction that a teacher owns determines the attitudes of teachers towards their professional reforms. For instance, Birkel and Johnson (2003) reported that "new

teachers who felt successful in their profession are more likely to remain in the profession, because they like the job but are dissatisfied with the number of changes and the workload and the strong impact of the workplace on new teachers’ development”. This is indicated by the double arrow, pointing to the fact that the challenges encountered by the tutors will form their perception, as well as the success of professional development activities. It is therefore paramount to ensure that the challenges encountered are dealt with to ensure the formation of positive perception towards professional development. Also, a number of studies show that teachers’ career development can influence the role of teachers in updating their professional growth which can also be influenced by their experiences in the years of professional practices. Non-supportive school appeared to be the strongest negative influence on career development. A heavy workload, detachment between school based CPD achievements and teachers’ career developments are teachers’ inhibitors (Davidson, Hall, Lewin & Wilson, 2006).

The tutors were further asked to indicate other problems that they face when they undertake professional development activities. The frequencies and percentages for their responses are shown as follows.

Table 9: Other problems faced by college tutors

Statement	Yes		No	
	No.	%	No.	%
Problem with principal of college	26	18.1	118	81.9
Financial problem	121	84.0	23	16.0
Problem of workload	75	52.1	69	47.9

From table 9, it is indicative that a majority of 118 (81.9%) tutors did not concur with the statement that they had a problem with the college principal when there was the

need to undertake professional development activities. This implies that principals of colleges did not pose difficulties when tutors desire to participate in approved educative programmes which would help to increase the knowledge and skills of the tutors.

On the other hand, 121 representing (84%) of the tutors, answered in the affirmative that they rather had financial problems with regard to undertaking professional development activities, which a major problem meeting their professional development needs. This correlate with their opinion, as earlier on pointed out that, there are no research scholarships to support them and hence, they lack the necessary funding that would enable them to cope with the financial burdens that usually accompany most of these professional development activities. Indeed, this emergent financial problem in professional development is not peculiar to teachers in Ghana only. Studies in other countries (such as Corcoran, 1995; Guskey, 1995a; Hismanoglu & Hismanoglu, 2010) also revealed that lack of financial support seems almost impossible for teachers who want to undertake professional development programmes to improve their skills and upgrade their knowledge. It is also found that although certain kinds of professional development activities do exist, other responsibilities might pose a challenge to prevent teachers from fully utilizing these activities to their advantage. From the results depicted in Table 9, 52.1% of the respondents were of the opinion that workload hinders them from undertaking professional development activities whereas 47.9% of the respondents did not view workload to be a problem.

This implies that tutors in the colleges of education had several duties and responsibilities to carry out and they found it problematic to abandon such duties and responsibilities in order to undertake professional development activities. Similarly,

Abdal-Haqq's (1996) study revealed that it is difficult to spend some time on professional development programmes as a result of doing extra work like preparing for exams, invigilating during the exams and evaluating the papers. The needs of new teachers differ from those of the more experienced colleagues. Unlike the experienced teachers, new teachers want their individual development needs to be met and are more likely to undertake CPD related to classroom management or specific aspects of the curriculum. On the other hand, researchers argue that there are circumstances when CPD may not be based upon diverse interrelated personal and professional needs. Some evidences also indicate that particular attention is less paid to CPD for academically able recruits to the teaching profession (Davidson et al., 2006). It can therefore be concluded that the main challenges that can hinder teachers from active involvement in professional development are lack of skill, less commitment and teachers' resistance, low level of understanding about the significance of CPD, scarcity of need based trainings, lack of uniformity on how to use the portfolio modules, and absence of consolidated collaborative school system. It is also evident that among the challenges, "organizational (school) factors or workplace conditions strongly affect the implementation of teachers' professional development in shaping teachers' practices and attitudes towards school based CPD" (Hammond, 2002, p. 253). There is a high degree of confusion in schools on the practice of CPD by focusing on training, sharing new knowledge and skills. These activities often focused upon sharing the content of the CPD rather than implementation and gauging the impact of the school based CPD (Day et al., 2005).

The quality of professional development and the pursuit of improved teaching and learning acknowledge the importance of teachers to engage in continuing career long development that meet their own personal and professional needs. So from the

framework, if teacher realize that the professional development activities that are in place are not responding to their current needs, they will forxxm a negative perception towards it. Hence, there will be low or no patronage of the activities. Thus, matching the appropriate professional development provision to particular professional needs is essential if effective learning is to take place. Also, the findings of Brockman (2012) revealed that It was finally examined if there are other factors that influence their perception. The factors that were examined included “type of school, school setting, school system size, characteristics of students, and characteristics of the principals”. Additionally, the perceptions of school district staff development administrators were analyzed regarding topic importance, topic provision by the local district, and the usefulness of those topics. There was also a comparison between the perceptions of the principals and the staff development administrators. This was done to examine if there was convergence or divergence into terms of their perceptions.

Furthermore, item 33 (see Appendix) was aimed at eliciting the opinions of the tutors on other issues that posed problems to them in their quest to participate in professional development activities. The responses that were generated are outlined below:

1. Non-proximity of teacher training centres poses transportation problem
2. Difficulty and unfairness in securing study leave with pay
3. Complaints from trainees during absence of regular tutors
4. Family/domestic problems
5. Expensive nature tuition and research activities
6. Frustration from supervisors during dissertations/theses writings.
7. Lack of relevant reading materials.

Research Question 5: What measures can be put in place to promote professional development among college tutors?

It has been stated that professional development can be particularly troublesome and uncomfortable considering the time and resources that are needed to help people participate in such in-service educational opportunities (Cook, 1997). Consequently, the fifth objective of the study was aimed at examining the measures that can be used to promote professional development among college tutors. The results obtained are shown in Table 10.

Table 10: Measures to promote professional development

Statement	SD		D		U		A		M		SA	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Providing instructors with adequate time	5	3.5	15	10.4	4	2.8	88	61.1	32	22.2	3.9	.99
Collaboration among teachers in difficult school	4	2.8	13	9.0	16	11.1	86	59.7	25	17.4	3.8	.93
Allocation of resources to support professional development activities	6	4.2	8	5.6	8	5.6	66	45.8	56	39.9	4.1	1.0
Identifying the needs of the teacher	5	3.5	10	6.9	9	10.3	74	51.4	46	39.9	4.0	.96
Providing teachers with mentors and coaches	2	1.4	19	13.2	11	7.6	65	45.1	47	32.6	3.9	1.0
Reading professional materials and documents	5	3.5	6	4.2	8	5.6	66	45.8	59	41.0	4.2	.98
Providing more opportunities for professional development	5	3.5	6	4.2	4	2.8	48	33.3	81	56	4.3	.98

NB: SD = Strongly Agree; D= Disagree; U = Undecided; A = Agree; SA = Strongly

Agree Mean of means 4.0 SD = .98

The study revealed that there are myriads of mechanisms that can be put in place to help improve the pursuit of professional development activities among tutors in colleges of education in the country. From Table 10, majority of the tutors agreed that providing instructors with adequate time was measure which can be used to promote professional development among tutors in colleges in education (M = 3.9, SD = .99).

This presupposes that the instructors of professional development activities would need adequate and sufficient time to enable them make their knowledge and expertise readily available for the benefit of participants. This is consistent with Darling-Hammond's (1995) assertion that providing blocks of time for teachers for collegial work and collaborative professional learning needs to be put in place in order to allow for teachers' professional growth and development.

Moreover, the study showed that the respondents agreed that allocation of resources to support professional development activities ($M = 4.1$, $SD = 1.0$) as well as providing teachers with mentors and coaches ($M = 3.9$, $SD = 1.0$) are measures that can be used to promote development among tutors in the colleges of education. This means that resources (Financial, material and human resources) need to be thoughtfully allocated in order to support and promote the professional development of teachers (Sparks *et al.*, 1989). Tutors also need to be provided with more experienced and knowledgeable mentors who would in turn assist and coach these tutors to gain additional knowledge on classroom practices as well as teaching skills. According to Seunath (2009), providing teachers with mentors and coaches will help in advancement of skills, knowledge or expertise and hence, promote continued education among teachers.

It is also clear from Table 10 that a majority of 111 (77.1%) out of the 144 respondents agreed that collaborative work among teachers in difficult schools is a measure that can be used to promote professional development among tutors in colleges of education ($M = 3.8$, $SD = .93$). Seunath (2009) also argues in line with this that advancement of skills, knowledge or expertise through continued education and learning is ways of promoting professional development. It was found that some of

the measures of promoting professional development comprise training, research, workshops, courses, conferences, sabbaticals, internships, apprenticeships, residencies and teacher's collaboration with seasoned mentors. This supports the finding of Atay (2006) supports Kutner *et al.* (1997) when he revealed that teachers need to be given some time off to do research is the most effective in updating and refreshing themselves. In other words, there needs to be sufficient time to practice new instructional strategies, as information alone is not sufficient to produce change. This will allow teachers the opportunity to practice and reflect upon their teaching, and to be more embedded in ongoing teaching practices. Other research findings also indicate this by indicating that professional development activity that has a substantial number of contact hours and sustained over a long period of time is thought to have a stronger impact on teaching practice and to be more consistent with systemic reform efforts than professional development of limited duration (Corcoran, 1995; Darling-Hammond, 1995; Hargreaves & Fullan, 1992).

Where there is collaboration among tutors in various institution, there would be joint effort on their part which would invariably help them to solve knotty problems in different schools. Moreover, 91.3% of the tutors were of the view that identifying the needs of teachers could help to promote professional development among them ($M = 4.0$, $SD = .99$). This means that in order to promote professional development among tutors, authorities and all stakeholders should make conscious efforts to identify the needs and challenges of individual teachers and schools. This supports earlier research finding that faculty's and other departments must take the responsibility to identify teachers' needs and hence, determine goals for the professional growth of such teachers (TEA, 1997). This also implies that if change is to come about, organizations need to adapt to new structures and norms, formally mentored by other teachers and

networking with other teachers outside the school (Cafarella, 1994). This means that schools and their staff need to be re-cultured and oriented in order to equip them with recent knowledge and skills. In relation to adapting new structures and norms, the active support of principals and district administrators is crucial to the success of any targeted improvement effort. It is obvious that the foundation of quality is respect and support. Therefore, the supportive role from leadership can promote communication, and foster a spirit of collegiality. This supportive role extends to the thoughtful allocation of resources including up-to-date materials, classroom equipment, time to pursue professional development and time to practice and implement new teaching strategies. It is also essential to support ongoing staff improvement efforts, follow-up on student performance, and evaluation of the implementation of targeted change (Sparks *et al.*, 1989).

The tutors further identified the following as ways of promoting professional growth among them:

1. Providing exchange programmes and scholarship grants for professional development.
2. Ensuring equity and fairness in granting study leave with pay for professional development.
3. Provision of loans and other forms of financial assistance to tutors
4. Organizing more workshops, seminars and other in-service training programmes.
5. Provision of distance education programmes.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This final chapter of the study deals with a summary of the research and the resultant key findings. It also deals with the conclusions drawn and the recommendations that are made based of the findings of the study. Finally, it contains areas that suggested for further research.

5.1 Summary

This descriptive study sought to examine the perception of tutors in colleges of education about the need for professional development. Specifically, the study sought to:

- i. examine how college tutors perceive the need for professional development
- ii. find out how professional development activities help to improve the quality of college tutors
- iii. highlight the kinds of in-service education programmes that are available to college tutors
- iv. find out the problems that college tutors encounter in their quest to participate in professional development activities
- v. find out measures that can be used to promote professional development among college tutors.

I employed the descriptive survey design to help describe the opinions and views held by tutors in colleges of education towards the need for professional development. The target population for this study comprised 156 tutors in the three colleges of education in the Central Region namely OLA College of Education, Foso College of Education and Komenda College of Education. A census survey was used to collect data from all

the 156 college tutors in the study area. A 48-item self-developed questionnaire with reliability co-efficient of .87 was personally hand delivered to collect data from the respondents. Data collected were analyzed with the use of descriptive statistics (frequencies, percentages, means and percentages) in order to answer the research questions which were formulated to guide the study.

5.2 Key Findings

The main results of the study can be summarized as follows:

1. The college tutors perceive the need to for professional development although most of these tutors had already gained the prerequisite professional and academic training in their respective subject areas. The study revealed that a majority of 95 (66%) tutors supported the statement that there was need for tutors in colleges of education to undertake professional development. They were also of the view that attending workshops, seminars and conferences were not time-consuming activities since such professional development activities contribute to their personal development by increasing teacher knowledge and expertise.
2. The study showed that the respondents in the selected colleges of education agreed that professional development activities helped to improve the quality of college tutors (Mean of means = 3.9, SD = .86). It was also found that 106 (73.6%) of the tutors opined that in-service education programmes had great effect on teachers skills and teaching methods. From the viewpoint of the tutors, professional development activities help them to share ideas, increases their knowledge of classroom practices, learn new and different knowledge and ideas on teaching skills and methods apart from what they learnt at their

initial teacher training programme. Furthermore, the tutors agreed that professional development helps to improve teacher quality.

3. On kinds of in-service education programmes for college tutors, it has been found that professional development opportunities were less available for the benefit of college tutors. The study showed that while research scholarships and exchange/international programmes were found to be unavailable, such activities like peer coaching, workshops, conferences, seminars, and training activities within regular staff meetings were less available.
4. Furthermore, although teacher education programmes were available to some extent, it was found that there are some problems that tutors faced in their quest to undertake professional development. The study revealed that 84% of the tutors answered in the affirmative that they rather had financial problems with regard to undertaking professional development activities. Moreover, workload, inadequate time, non-proximity of training centres, securing study leave with pay, domestic/family issues, lack of relevant reading materials, complaints from teacher-trainees in the colleges and lack of supportive supervision during dissertation /thesis writing were the problems that tutors encountered in their quest to undertake professional development.
5. Most of the respondents were of the opinion that professional development could be promoted through the provision of adequate time to course instructors, thoughtful allocation of resources, identifying the needs and difficulties of teachers and schools and determining goals to meet such needs, as well as providing teacher with more experiences and seasoned mentors. The study also revealed that providing exchange programmes and scholarship schemes, supporting teachers with funds, organizing more workshops,

seminars and other in-service training programmes as well as ensuring equity and fairness in awarding study leave with pay to teachers were others institutional measures that could be used to promote professional development among tutors in the colleges of colleges in the country.

5.3 Conclusions

Based on the findings of the study, the following conclusions can be made:

In references to the objectives that guided the study, it is concluded that tutors in the colleges of education feel the need for professional development. Therefore, providing professional development activities will not be seen as a wasteful venture by college tutors. As a consequence, they will readily make use of such opportunities as seminars, workshops, conferences among others. It is also concluded that professional development activities can play a vital role in teacher education and development. It can contribute to overall improvement in teacher quality as well as his/her knowledge of general practices in education. Through professional development, teachers will further increase their knowledge of the subject matter and classroom management techniques.

It is also concluded that there is a yawning gap between the tutors desire to participate in professional development programmes and the availability of professional development activities. Thus, professional development activities like research scholarships and exchange/international programmes are unavailable while other programmes like peer coaching, workshops, conferences, seminars, and training activities within regular staff meeting are less available. There are certain factors serving as glass walls that prevent teachers from participating in the few professional development opportunities that are less available in the country. Notable among these

challenges is inadequacy of funds on the part of the tutors to undertake professional development activities. Moreover, workload, inadequate time, non-proximity of training centres, securing study leave with pay, domestic/family issues, lack of relevant reading materials, complaints from teacher-trainees in the colleges and lack of supportive supervision during dissertation/thesis are problems being encountered by college tutors in their quest to participate in professional development activities.

It is also concluded that the challenges tutors encounter in their quest to undertake professional development can be eliminated or to say the least reduced if certain measures are put in place. Some measures that can be put in place to tackle the challenges identified include the following: providing adequate time to course instructors and participant as well, thoughtful allocation of financial and material resources, identifying the needs and difficulties of teachers and schools and determining goals to meet such needs, as well as providing teachers with more experiences and seasoned mentors.

5.4 Recommendation

Based on the conclusions that were arrived at, the researcher makes the following recommendations for improving practice and policy formulation in the area of professional development among tutors in colleges of education:

Teacher Education Division of the Ghana Education Service should liaise with the Ministry of Education to provide more and well-designed professional development opportunities to cater for the professional development needs of tutor in colleges of education since it is concluded that tutors desire professional training in order to remain relevant in their various fields of study. This calls for the provision of available opportunities for scholarships, exchange/international programmes, peer

coaching, workshops, conferences, seminars, and various forms of in-service training activities for the tutors.

It is further recommended that the Ministry of Education in conjunction with the Ghana Education Service negotiates for more quotas in the study leave with pay scheme for tutors. This will help to regulate the number of tutors who can annually undertake professional development as well make possible for the tutors to meet their financial obligations. The Government of Ghana should also appeal to the various financial institutions to promptly offer loan facilities to needed tutors who have the quest to embark on professional development. This will help the tutors to meet the financial demands that are associated with participating in professional development programmes.

It was concluded that tutors encounter countless challenges in their quest for professional training. For this reason, there is the need for the Ministry of Education to re-design the academic calendar for the Colleges of Education in Ghana. The long vacation time should be made to coincide with the periods that most universities in Ghana do organize their sandwich programmes on teacher education and development. This will make it possible for practicing teachers to successfully embark upon professional development programmes without necessarily bemoaning the case of willfully neglecting their trainees to fend for themselves in the classrooms.

5.5 Limitations of the Study

The shortcomings of a descriptive survey which consist of how to ensure clarity and unambiguity in the questions that are to be answered, and getting sufficient return of the completed questionnaires so that meaningful analysis can be made of the data (Fraenkel & Wallen, 200) might have affected the findings of this study. The

respondents might not provide accurate information on the questions posed and this would affect the international validity of results. Moreover, the scope of the study would limit the generalizability of the findings of the study. Since the study was conducted among tutors in few colleges of education in Central Region, this might not provide comprehensive findings on tutors' perception of professional development in the country. The fact that the tutors were allowed to complete items in the questionnaire on their own will create the chance for them to fake their responses. This also will lead to "Hawthorne" effect" (Macmillan, 1996). Thus because the respondents are also the same people who have such perceptions about professional development they might respond favourably and not in line with their real mindset. However, the researcher took stringent measures to minimize the negative impacts of these limitations on the validity of results.

5.6 Suggestions for Further Research

The following areas are suggested for further research to be conducted:

1. A nation-wide survey should be carried out to explore the impact of teacher professional development on the quality of teacher-trainees.
2. A research should be undertaken to examine the whether there is any significant difference between male and female tutors in their attitudes towards professional development.
3. A study should also be conducted to find out the perspectives of course instructors and supervisors of tutors who undertake sandwich programme.
4. Finally, a cross-sectional survey on college tutors' and principals' views on the curriculum on teacher development programmes should also be conducted.

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APPENDICES

APPENDIX A

INTRODUCTORY LETTER



3rd November, 2020.

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION: MR. ALHAJI WAZIRI IBRAHIM (20029618)

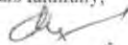
We write to introduce Mr. Alhaji Waziri Ibrahim to your outfit to assist him conduct his research. Mr Waziri is pursuing a Master of Philosophy in Social Studies in the Department of Social Studies Education of the University of Education, Winneba.

As part of the requirements for the award of Master of Philosophy in Social Studies Education, he is undertaking a research on the topic "*Tutors Perception of Professional Development. A survey of Colleges of Education in the Central Region of Ghana*"

We would be very grateful if he could be offered any courtesies he may need to enable him achieve the purpose of his study.

Thank you.

Yours faithfully,


Mr. Cletus K. Ngaaso
Ag. Head of Department

APPENDIX B

QUESTIONNAIRE FOR COLLEGE TUTORS

UNIVERSITY OF CAPE COASE

Dear Participant,

This research is purely an academic exercise and your views would contribute immensely towards the success of this exercise. Please, your responses would be treated confidentially and your anonymity is assured.

The questionnaire is divided into five sections and you are required to tick [] the appropriate option to reflect your opinion. For others, you may specify by writing in the space provided.

Thank you.

SECTION A

Background Information of Respondents

1. Name of College:

Fosco []

Komenco []

OLA []

2. Gender:

Male []

Female []

3. Highest Qualification:

Diploma []

B.A []

B. ED []

M.ED/M.PHIL []

Others, (Specify)

SECTION B

Perception towards Professional Development

Please, tick [] on the scales provided in the spaces to indicate most clearly your perception about the statement by using the key:

SA = Strongly Agree; A = Agree; U = Undecided

SD = Strongly Disagree; and D = Disagree

	STATEMENT	SA	A	U	SD	D
4	I feel that there is no need for professional development.					
5	I have already developed my teaching competencies.					
6	Attending workshop is a time-consuming activity.					
7	I feel that further training will help me to improve my lessons.					
8	I like professional learning activities.					
9	I fell that professional development is beneficial					
10	Workshops contribute to my personal development					
11	I prefer short-term workshops to long-term professional development.					
12	I perceive that the teacher's initial training and education is adequate.					

13. Does professional development have impact on learners' classroom performance?

Yes [] No []

14. Does professional development have impact on the success of educational reforms?

Yes [] No []

SECTION C

Importance of Professional Development Activities

15. Do in-service education programmes help to deepen teachers' knowledge and expertise? Yes [] No []

16. I learn new and different ideas from Professional development

Strongly Disagree [] Disagree [] Undecided [] Strongly Agree [] Agree []

17. Professional development helps to improve teacher quality.

Strongly Disagree [] Disagree [] Undecided [] Strongly Agree [] Agree []

18. It increases teaching skills and competence.

Strongly Disagree [] Disagree [] Undecided [] Strongly Agree [] Agree []

19. It increases knowledge about classroom practices.

Strongly Disagree [] Disagree [] Undecided [] Strongly Agree [] Agree []

20. It encourages teachers to share ideas.

Strongly Disagree [] Disagree [] Undecided [] Strongly Agree [] Agree []

21. There is clear link between classroom learning purposes and professional development activities.

Strongly Disagree [] Disagree [] Undecided [] Strongly Agree [] Agree []

22. To what extent will you rate the effect of in-service education programmes on teacher skills and teaching methods?

Great Effect [] Small Effect [] No Effect []

23. Have you ever participated in any workshop? Yes [] No []

24. If „Yes“ what benefit(s) did you get from participating in it?

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

SECTION D

Problems Associated with Professional Development

Please, tick [] in the appropriate space provided to reflect your agreement or disagreement with the following challenges that might be associated with professional development activities.

25. Higher teacher education programmes are accessible to me

Strongly Disagree [] Disagree [] Undecided [] Strongly Agree [] Agree []

26. There are opportunities for me to improve my knowledge and teaching skills.

Strongly Disagree [] Disagree [] Undecided [] Strongly Agree [] Agree []

27. I am restricted to participate only in certain professional activities.

Strongly Disagree [] Disagree [] Undecided [] Strongly Agree [] Agree []

28. I get enough time to undertake professional development activities

Strongly Disagree [] Disagree [] Undecided [] Strongly Agree [] Agree []

29. Do you have any problem with your principal when there is the need for you to undertake professional development activities? Yes [] No []

30. If „Yes“ what sort of problem(s)?

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.....

31. Do you have any financial problem with regard to undertaking professional development activities? Yes [] No []

32. Does your workload hinder you from undertaking professional development activities? Yes [] No []

33. In your opinion, what other problems do you encounter in your quest to undertake professional development activities?

- i.
- ii.
- iii.

SECTION E

Kinds of In- Service Training and Education Programmes

Please, tick [√] in the appropriate space provided to indicate whether or not these types of programmes are available to you.

34. Training activities within regular staff meetings.

Most Available [] Less Available [] Not Available [] Not Aware []

35. Award bearing courses in Universities

Most Available [] Less Available [] Not Available [] Not Aware []

36. Peer Coaching.

Most Available [] Less Available [] Not Available [] Not Aware []

37. Workshops/ Conferences/Seminars.

Most Available [] Less Available [] Not Available [] Not Aware []

38. International visits/Exchange programmes

Most Available [] Less Available [] Not Available [] Not Aware []

39. Research scholarships.

Most Available [] Less Available [] Not Available [] Not Aware []

40. Which other kinds of in-service education programmes are available to you?

- i.
- ii.
- iii.

SECTION F

Measures to Promote Professional Development

Please, tick [√] indicate or disagree with each of the following statement on measures to promote professional development among teachers.

STATEMENT		SD	D	U	A	SA
41	Providing instructors with adequate time					
42	Collaborating among teachers in difficult schools					
43	Allocation of resources to support professional development activities					
44	Identifying the needs of teachers					
45	Providing teacher with mentors and coaches					
46	Reading professional materials and documents					
47	Providing more opportunities for professional development					

48. In which way(s) do you think professional development of teachers can be promoted?

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Thank you