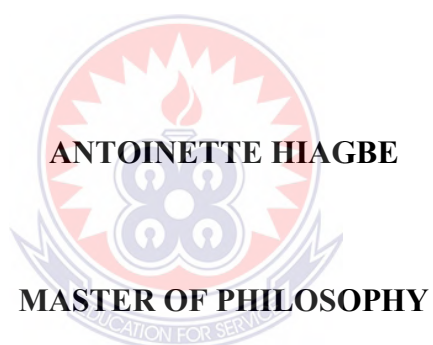


UNIVERSITY OF EDUCATION, WINNEBA

**RELATIONSHIP BETWEEN CONTINUOUS PROFESSIONAL
DEVELOPMENT AND JOB PERFORMANCE OF HEADTEACHERS OF
BASIC SCHOOLS IN THE KPONE-KATAMANSO MUNICIPALITY**



2021

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DEVELOPMENT AND JOB PERFORMANCE OF HEADTEACHERS OF
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**A thesis in the Department of Educational Administration and
Management, Faculty of Educational Studies, submitted to the School of
Graduate Studies in partial fulfilment
of the requirements for the award of the degree of
Master of Philosophy
(Educational Administration and Management)
in the University of Education, Winneba**

DECEMBER, 2021

DECLARATION

Student's Declaration

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

Signature:

Date:

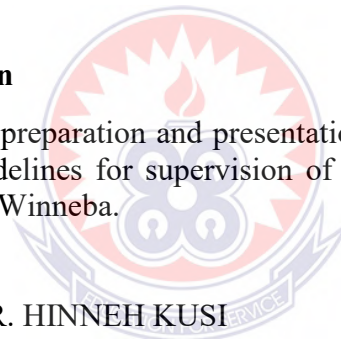
Supervisor's Declaration

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

Name of Supervisor: DR. HINNEH KUSI

Signature:

Date:



DEDICATION

To my family and friends.



ACKNOWLEDGEMENTS

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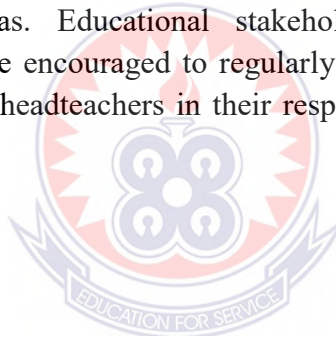
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ABSTRACT

The study examined the relationship between continuous professional development (CPD) and job-related performance among headteachers of public basic schools in the Kpone-Katamanso Municipality. The study was guided by four (4) objectives which were transformed into three research questions and one hypothesis. The descriptive survey design, specifically, the cross-sectional design, with a quantitative approach was employed in conducting the study. The study focused on headteachers in public basic schools within the Kpone-Katamanso Municipality, numbering 56. The census method was used to engage all the 56 headteachers in the study. Standardised questionnaires were administered to the 56 headteachers. The data collected were analysed using means and standard deviations, Pearson Correlation and one-way analysis of variance (ANOVA). The study discovered both positive and negative relationships between CPD and job-related performance. The study further revealed that among the three dimensions of job-related performance, respondents were low on tasks performance and counterproductive behaviours. Respondents were however, high on contextual performance. It was concluded that headteachers are more likely to perform excellently on their respective jobs when they are offered efficient trainings in their respective areas. Educational stakeholders in the Kpone-Katamanso Municipality are therefore encouraged to regularly organise continuous professional training programmes for headteachers in their respective areas to enhance their job-related performances.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The general importance of education cannot be denied for enhancing the capacity of citizens of a particular country. Education plays a central role in the training and provision of leaders for different spheres of life including government and other professions (King, 2004). The economic growth of any country is also closely linked with the system of education which provides educated and skilled manpower for the national economy. Thus, the effectiveness of educational institutions in any country is largely dependent on the performance of teachers and how headteachers manage educational institutions.

For this reason, teachers must be trained and developed to enable them perform their duties efficiently and effectively (Rao, 2004). Given the key importance of professional development programmes for the successful realization of any educational transformation, the quality of learning activities for school staff or teachers is a major issue in both policy discussion and educational research (Wilson & Berne, 1999).

Continuous professional development (CPD) is a broad term that describes the activities, learning and support that teacher and headteachers undertake throughout their professional career. The importance of teachers' professional development is that it enhances the quality of teaching and learning in all educational establishments (Pedder & Opfer, 2011). According to Gray (2005), the term "Continuous Professional Development" which was coined in the mid-1970's, has its notion rooted in the constructivist philosophy which claims that, a person's constructions and views of the world are not stable, but are in continuous change. In line with this argument,

headteachers are expected to engage themselves in professional development on continuous basis in order to cope-up with the rapidly changing world. In this regard, Amare and Temechegn (2002) noted that teacher development is an essential element required to bring meaningful changes in addressing equity, quality, relevance and efficiency.

Gray (2005) further asserted that CPD embraces the idea that individuals aim for continuous improvement in their professional skills and knowledge, beyond the basic training initially required to carry out the job. In teaching, such development was used to be called 'in-service training' with the emphasis on delivery rather than the outcome. Similarly, CPD is therefore viewed as a professional growth that a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically (Reimers, 2003; Institute for Learning, 2009). These professional growth or developments include formal experiences such as attending workshops and professional meetings, mentoring, among others, as well as informal experiences such as reading professional publications, watching television documentaries related to academic discipline (Ganser, 2000).

Regarding the benefits of CPD, Bubb (2006) explained that good teacher professional development contains key ingredients encompassing a clear and agreed vision, taking into account participants' previous knowledge and promoting continuous enquiry and problem solving. Additionally, CPD offers the opportunity for headteachers and teachers (staff) to develop subject knowledge, expand their range of teaching strategies and stay updated with advances in new and emerging technology (Bubb, 2006). Similarly, high-quality meaningful teacher professional development can affect teachers' skills and attitudes in the classroom, which could eventually increase the quality of the education that students receive in the classroom (Beavers,

2011). That is to say, the overall purpose of CPD is often associated with enhancing the work performance of educators in the school in order to increase students' academic achievement as well as teachers' and headteachers' performance. The quality of education is said to retract from effective school management and leadership, the quest for quality in education necessitates that headteachers stay up-to-date with developments in education and training fields (Mathibe, 2007).

The concept of job-related performance as explained by Colquitt, Lepine, Wesson, and Gellatly (2011) is an indication of an organisation's efficiency and productivity. Job related performance often assesses whether an employee performs his or her job well. It is an important contributing factor to organizational success because it is an appraisal of employees' job performance. In their view, Pradhan and Jena (2017) asserted that the concept of job-performance is a key criterion for organizational outputs, outcomes and success.

In sharing the same opinion with the aforementioned authors regarding the issue of job performance, Hedayati-Mehdiabadi and Li (2016) asserted that organizations often make various resources available just to enhance the job performance of their employees. Such organisations do this by providing employees with the required training in order to enhance employees' work performance which could eventually lead to the attainment of organizational goals (Stanislav & Walter, 2002).

In a similar view, Steers (1991), described job performance as the extent to which employees fulfill their assignments and meet the expected organizational goals. Contrary to this description, Gardner and Schermerhorn (2004), documented that job performance is often influenced by individual's ability, interest, satisfaction, motivation, environmental factor as well as the management styles employed at the

workplace. Mathis and Jackson (2009) also explained that employee performance is often associated with quantity of output, quality of output, timeliness of output, presence / attendance on the job, efficiency of the work completed and effectiveness of work completed. Job-related performance in a given sector is therefore the accomplishment of a given task measured against pre-set standards of accuracy, completeness, cost and speed (Pradhan & Jena, 2017). Therefore, headteachers' job performance is crucial in the achievement of educational goals.

The education strategic plan is a holistic approach which involves stakeholders and beneficiaries. Headteachers who happen to be part of the stakeholders of education are very important as far as implementation of educational policies are concerned. These headteachers are expected to play their roles in order to achieve improved educational services in schools. The Sustainable Development Goal four (4) focusses on inclusive education and equitable quality education and promotion of lifelong learning opportunities for all. The 2018 Sustainable Development Goal report on the progress of Goal four (4) reveals that more than half of children and adolescent worldwide are not meeting minimum proficiency standards in reading and Mathematics therefore refocused efforts are needed to improve the quality of education (Sustainable Development Goal, 2018). This condition has reflected in basic school pupils in the Kpone-Katamanso Municipality as well. Hence, the continuous professional development of basic school headteachers could be one of the areas that needs much attention in order to help improve the quality of education provided at the basic education level.

Furthermore, the rate of change in the standard of education in Ghana and the fallen standard of discipline in our schools coupled with the work load of headteachers require headteachers to undergo CPD in order to keep the schools under

control and lead the agenda of provision of quality education. Headteachers have both administrative and educational roles to play. Their duties are numerous. They are faced with the responsibility of answering to education directors about the performance of pupils after the Basic Education certificate Examination (BECE) results are released. They have constantly been under pressure on the performance of pupils and teachers respectively. This is because it is their duty to ensure that their teachers teach pupils what is required of them to ensure good performance at the end of their basic education.

Studies conducted by Bush (2008) as well as Hussin and Al Abri (2015) on teachers' continuous professional development has proven that CPD has an impact on the performance of teachers. However, one cannot really tell if public basic school heads have adequate CPD or not. One does not also know if the CPD of headteachers relates with headteachers' job-related performance. This study therefore seeks to examine the relationship that exists between CPD and the job-related performance among basic school headteachers in the Kpone-Katamanso Municipality.

1.2 Statement of the Problem

The development of manpower or workforce in every organization, including the educational sector, is very crucial for enhanced productivity (Speck & Knipe, 2005). According to Speck and Knipe (2005), there is the need for employers to provide opportunities for their employees to develop professionally through the organisation of training and workshop programmes. Continuous Professional Development (CPD) embraces the idea that individual teachers aim for continuous improvement in their professional skill and knowledge beyond the basic training initially required to carry out their job (OECD, 2005). CPD encompasses activities that develop and enhance an individual's skills, knowledge, expertise and other

characteristics. These activities or programmes often ensure teacher or headteacher up grading and continuous self-improvement.

Teachers' CPD plays a significant role in education, mainly because the quality of any educational system is often dependent on the quality of the instructors (Campbell & Elliot, 2013). Pedder and Opfer (2011) explained that a well-structured and appropriately organised CPD can lead to successful changes in teachers' practice at the institutional level which could in turn significantly improve students' academic achievement. Similarly, Mathibe, (2007) explained that the CPD of headteachers is undoubtedly very important in their day-to-day administration of schools. This is because the quality of leadership provided by the headteacher can go a long way to improve the quality of education offered to students in schools.

One reason that has always been given for poor results in schools is that principals are not appropriately skilled and trained for school management and leadership, and as a result, school principals are required to undergo some form of professional development in order to enhance their performances in schools (Mathibe, 2007). Most people have the perception that anyone who was good at managing organisational activities, will equally be good at managing a school. This perception has however been debunked on the basis that educational administration and management are unique responsibilities that require qualified personnel in the field of educational administration (Afful-Broni, 2004).

Headteachers are face with complex and multiple task in the management of their schools (Kusi, 2008). Unlike Senior High School heads who may have three assistant headmasters and an accountant helping in the day-to-day administration of the school, basic school heads have just one assistant and are faced with a lot of tasks. Apart from the general duties of headteachers of basic schools, they also play a lot of

roles which involve interpersonal roles, informational roles and decisional roles (Tovmasyan, 2017). Nevertheless, in all their roles, they are expected to exhibit effectiveness and efficiency. If headteachers will not be overwhelmed by their numerous duties and challenges in their profession and if they will be effective and efficient, then their CPD is highly important to enable them learn new ways of doing things for the betterment of their schools.

Following this, quite a number of studies have been conducted in the area of Continuous Professional Development (CPD). It is quite intriguing to state that among the literature reviewed, it appears majority of the studies focused on Continuous Professional Development among nurses, as well as teachers at the secondary and tertiary levels of education (Osei, Boahemaa, Peprah, Marfo-Kusi, & Pinamang, 2019; Dilshad, Hussain, & Batool, 2019; Nwakpa, 2018; Bartleton, 2018). In the case of headteachers at the basic level of education, it appears much has not been documented. This gap, therefore, triggers the need to conduct this current study. This study seeks to examine whether a relationship exist between CPD and job-related performance among basic school headteachers in the Kpone-Katamanso Municipality. It is important to state that basic school headteachers are key actors responsible for effective and smooth running of basic schools. They see to the day-to-day activities of the school. A study of this nature is very important, since it would bring to the fore the extent to which basic school headteachers benefit from continuous professional development and how it affects their job performance.

1.3 Purpose of the Study

The purpose of this study is to examine the relationship between continuous professional development (CPD) and job-related performance among headteachers of public basic schools in the Kpone-katamanso Municipality.

1.4 Objectives of the Study

This study sought to:

1. Explore the nature of CPD programmes among basic school headteachers in the Kpone-Katamanso Municipality.
2. Assess the level of job-related performance among basic school headteachers in the Kpone-Katamanso Municipality.
3. Examine the relationship between CPD and job-related performance among basic school headteachers in the Kpone-Katamanso Municipality.
4. Examine whether differences exist in job-related performance on the basis of experience.

1.5 Research Questions

The following research questions guided the conduct of the study:

1. What is the nature of CPD programmes among public basic school headteachers in the Kpone-Katamanso Municipality?
2. What is the level of job-related performance among basic school headteachers in the Kpone-Katamanso Municipality?
3. What relationship exists between CPD and job-related performance among public basic school headteachers in the Kpone-Katamanso Municipality?

1.6 Hypothesis

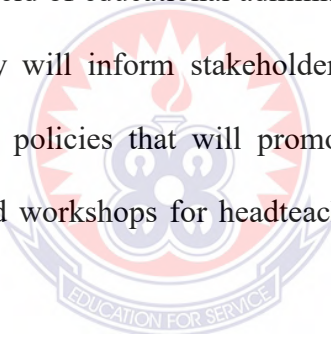
The study tested one hypothesis:

1. H_0 : There is no statistically significant difference between job-related performance and experience.
 H_1 : There is a statistically significant difference between job-related performance and experience.

1.7 Significance of the Study

The study adds up to the pull of knowledge within this subject area by addressing the academic gaps on the relationship between continuous professional development and job-related performance. The findings of this study would also inform educational stakeholders' decision regarding the importance of continuous professional development. Furthermore, the findings of the study will assist District, Municipal, Metropolitan and Regional Education Directorate and the Ministry of Education to identify the kind of CPD activities that will be more useful for headteachers and also strategize on how to monitor headteachers' CPD.

The findings of this study also provide a foundation upon which future studies will be conducted in the field of educational administration and management. Finally, the findings of this study will inform stakeholders in the educational industry to formulate and implement policies that will promote the provision of professional development trainings and workshops for headteachers that will assist in enhancing their job performances.



1.8 Delimitation of the Study

Delimitations are those characteristics of the study that limits its scope; the boundaries of a study are determined by the conscious exclusion or inclusion of certain decisions that are made throughout the development of the research (Mugenda, 2011). This study concerns itself with the CPD of headteachers of public basic schools in the Kpone-Katamanso Municipality. Headteachers of private schools in the municipality were exempted from this research. Headteachers of Public Basic Schools in the municipality provided data for this study.

The research questions of the study centred on the nature of CPD provided for headteachers of public basic schools in the Kpone-Katamanso Municipality, the level of their job-related performance and the relationship that exist between CPD and headteachers' job-related performance. Also the study examined whether there is a difference in the job-related performance of headteachers on the basis of the demographic characteristic of experience but not gender, age or qualification. The descriptive survey design was used for the study. The study adopted the quantitative approach with the positivist paradigm. Structured questionnaire was used to solicit information from respondents. Again, descriptive statistics such as means and standard deviations as well as inferential statistics such as pearson moment correlation and one-way ANOVA were used to analyse the data.

1.9 Limitations

A study of this nature revealed some challenges which might affect the validity of the responses. The self-report nature of the questionnaire predisposes the results to some biases as the validity and reliability of the results obtained are dependent on the accuracy of the responses provided by the respondents. Thus, respondents who provide false information cannot be easily traced and removed from the analysis. However, respondents were assured of confidentiality and informed consent was taken to ensure that respondents provided accurate and objective data. In addition, the sample of the study was small since only headteachers of public basic schools in the Kpone-Katamanso Municipality were considered for the study. The respondents in the study also came from public basic schools in one specific Municipality. As a result, the applicability of the study may be limited to only those public schools or other public schools with similar characteristics. This to a large extent also limits the scope for the generalisation of the findings.

1.10 Definition of Terms

Headteachers: Headteachers as used in this work refers to leaders of basic schools. These are the people who manage the day-to-day affairs of the school; this includes the administrative work, instructional supervision of teachers and sometimes teaching. **Public basic school:** Public basic schools are primary and Junior High Schools which are fully sponsored by government. Primary and Junior High Schools which are for religious groups but are assisted by government are also considered as public basic schools. **Experience:** Experience as used in this study refers to the length of service of the headteachers; that is the number of years they have served in their position as headteachers.

1.11 Organization of the Study

This study consists of five (5) chapters. Chapter one is the introduction to the study. It involves the background of the study and the statement of the problem. It also points out the purpose and research questions of the study. The significance of the study, delimitation and limitation of the study are also spelt out in this chapter. Definition of key words in the study were equally pointed out here.

Chapter Two involves the theoretical and conceptual frameworks and review of related literature. The following are some of the themes under which literature was reviewed: the concept of professional development, the concept of CPD, duties of headteachers, the headmaster as a manager, relationship between CPD and job-related performance among others.

In Chapter Three (3), the methodology of the study is explained. The research design adopted for the study is stated together with the population, sample and sampling technique of the study. The method for data collection and the instrument that was used to collect data are also explained. This chapter also include the validity

and reliability of the instrument which involves the pilot testing of the instruments used and how data was analyzed. Finally, ethical considerations are given.

Chapter Four dwells on the presentation of results, analysis and discussion of the data collected. Chapter Five is the final part of the work. It touches on the summary of the entire research, summary of key findings, conclusions drawn from the study, recommendations made and suggested areas for further research.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter consists of the theoretical framework, conceptual framework and review of related literature. The theory on which the study is based is Human Capital Theory (HCT). Literature is reviewed on the following thematic areas: the concept of professional development; the concept of CPD; importance of CPD; models of CPD; empirical review of CPD; qualities and duties of headteachers; the concept of leadership; the headteacher as a manager; relationship between CPD and the job-related performance of headteachers.

2.1 Theoretical Framework

2.2 Human Capital Theory

The theory on which this study is based is the Human Capital Theory (HCT). The theory was propounded by Adam Smith in the 18th century. Gary Becker and Jacob Mincer later made it popular. The theory is based on the assumption that formal education is highly instrumental and necessary to improve the productive capacity of a population. In short, human capital theorists argue that an educated population is a productive population. Human capital theory lays emphasis on how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability, which is a product of innate abilities and investment in human beings.

The provision of formal education is seen as an investment in human capital, which proponents of the theory have considered as equally or even more worthwhile than that of physical capital (Woodhall, 1997). Based on this theory we can say that

the CPD that headteachers undergo is a form of investment which is supposed to benefit their schools and bring about improvement in the performance of the schools. This is because their cognitive stock will increase while they undergo the CPD activities. Their productivity will have to be seen in the way they manage their staff and affect the pupils.

According to Almendarez (2011), the rationality behind investment in human capital is based on three arguments: (1) the new generation must be given the appropriate parts of the knowledge which has already been accumulated by previous generations. (2) The new generation should be taught how existing knowledge should be used to develop new products, to introduce new processes and production methods and social services (3) People must be encouraged to develop entirely new ideas, products, processes, and methods through creative approaches.

It is clear from the above assertion that Human Capital theory lays emphasis on the importance for education. If headteachers of public basic schools will take their continuous professional development (CPD) serious and exhibit their expertise in managing their schools, teachers and pupils will gain the required outcomes and the Ministry of education and the Ghana Education Service will succeed in improving the quality of education in the nation.

There is empirical evidence for the Human Capital Theory; Almendarez (2011) states that based on the significance of education, the concept of human capital has been brought to the forefront of many discourses in the field of economic growth and development. He also states that studies have shown that improvements in education accelerates productivity and contributes to the development of technology, thus improving human capital. More than anything else, it has been the spectacular growth in East Asia that has given education and human capital their current

popularity in the field of economic growth and development. Countries such as Hong Kong, Korea, Singapore, and Taiwan have achieved unprecedented rates of economic growth while making large investments in education. The Government of Ghana and its development partners are making great efforts in investing in education. The outcomes of education must be worthwhile. This can happen when headteachers of basic schools are effective and efficient in playing their roles by ensuring that pupils are given the right foundational knowledge which will eventually lead to improved academic performance and eventually facilitate the achievement of educational goals. Hence headteachers' CPD is very crucial.

The Human Capital Theory is relevant for this study because it (the study) involves headteachers in whom education has been invested; the reward of the investment needs to be seen in the execution of their duties to benefit the community. Again, CPD is an investment in headteachers. The returns of this investment are for them to perform their task well and improve the quality of teaching and learning in their schools thereby improving the quality of education, hence the use of the Human Capital Theory (HCT) for this study on the relationship between the continuous professional development and the job-related performance of heads of public basic schools.

2.3 Conceptual Framework

This study presents a conceptual framework which explains the relationship between continuous professional development and job-related performance. The conceptual framework was based on the literature reviewed. Figure 1 presents the relationship between the variables.



Figure 1: Conceptual framework showing the relationship between continuous professional development and job-related performance

Source: Author's construct

From Figure 1, continuous professional development is related to job-related performance. Thus, the study proposes a relationship between continuous professional development and job-related performance. That is to say, if regular continuous professional development programmes such as training and workshops are organised for basic school headteachers, these headteachers are likely to have increased job performance as far as their duties are concerned. Similarly, headteachers of Public Basic Schools are likely to perform abysmally on their jobs when continuous professional development programmes such as training and workshops are not organised to sharpen their skills and knowledge as headteachers.

2.4 The Concept of Professional Development

Professional development is an essential requirement for educators. Guskey (2002) looks at professional development as “those processes and activities designed to enhance the professional knowledge, skills and attitudes of educators so that they might, in turn improve the learning of students” (p.16). Nasreen and Odhiambo (2018) also argue that all-natural learning experience and those conscious and planned activities which are intended to be of direct and indirect benefit to the individual, group, or school also form part of professional development. The views of Guskey and Nasreen and Odhiambo suggest that professional development is deliberate this means it must be planned and executed. Mizell (2010) sees professional development

as staff development, in-service training, professional learning or continuing learning. Mizell is also of the view that professional development refers to many types of educational experiences related to an individual's work. Doctors, lawyers, educators, accountants, engineers, and people in wide variety of professions and business participate in professional development to learn and apply new knowledge and skills that will improve on the job (Mizell, 2010).

In education, the term professional development may be used in references to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers and other educators improve their professional knowledge, competence, skills, and effectiveness (Nasreen & Odhiambo, 2018). The current researcher is of the view that professional development could therefore be described as the training professionals undertake in order to sharpen their knowledge and skills in their various fields of work to enhance their performance.

Educational research has shown that teaching quality and school leadership are the most important factors in raising pupils' achievement. Professional development is therefore the only strategy school systems have to strengthen educators' performance level. It is also the only way educators can learn so that they are able to better their performance and raise pupils' achievement or performance (Mizell, 2010).

When people use the term 'professional development' they usually mean a formal process such as conference, seminar, or workshop; collaborative learning among members of a work team; or a course at college or university. However, professional development can also occur in informal context such as discussions among work colleagues or other learning from a peer (Mizell, 2010). Professional development can be seen as an umbrella term which encompasses all forms of

training a professional undergoes; pre service training, recruitment, selection, appointment, induction, in-service training etc.

From the definitions above it is clear that professional development can be done through formal or informal means. However, it must be geared towards developing the skills and knowledge of the leader and also enhance his/her professional practice. Some of the ways through which professional development could be accessed include the following: furthering education in the leader's field of professionalism, training or mentoring, learning new technological skills etc.

2.5 Concept of CPD

CPD is one of the terms under the umbrella term professional development. It is also referred to as In-service Training (INSET). CPD has been defined differently by different scholars. Lessing and De Witt, (2007) posit that CPD could be described as any activity that is aimed at enhancing the knowledge and skills of teachers by means of training and support. This development is likely to affect attitudes and approaches and may therefore help improve the quality of teaching and learning. Just like professional development, CPD can also take the form of formal and informal. Kusi (2017) define CPD as “an ongoing training and education which are aimed at updating and enhancing the knowledge, skills and competence of professionals to enable them to carry out their duties effectively”. CPD involves the development of those qualities that are required for carrying out professional and technical duties during a professionals' life. Boyle, While and Boyle (2004) assert that “the continual deepening of knowledge and skills is an integral part of the professional development of any professional working in a profession”.

According to Health professions Council, UK, CPD can take the form of work base learning (learning by doing, case studies/presentations, reflective practice, coaching from others...), Professional activities (Involvement in a professional body, membership of a specialized interest groups, lecturing or teaching, mentoring, maintaining or developing specialist skills...), formal education (courses, workshops, further education, undertaking research, attending conference, writing articles or papers, going to seminars, distant learning /online learning, courses accredited by professional bodies...) and self-directed learning (reading journals or articles, conducting a literature search, updating knowledge through the internet or TV). The list of the above CPD activities is not in any way exhaustive.

Mtetwa, Chabongora, Ndemo and Mature (2015) are of the view that CPD is a systematic development, maintaining, improving, and broadening of relevant knowledge and skills intended to increase an individual's professional capacity in their area of practice. They also stated that the main aim of CPD is to maintain high standard of professionalism and to ensure that knowledge is translated into the best practices. They equally pointed out that apart from providing intellectual support to individuals in their area of practice, CPD should also be conceived in broader terms that include funding and material support to professionals in their working environment (Mtetwa, et al., 2015). It is clear from the discussion above, what CPD is all about through the various points of view of scholars.

2.6 Importance of CPD

The importance of CPD cannot be overemphasized. Headteachers' CPD is very beneficial as far as school management and administration are concerned. Several importance have been identified for CPD. However, Lessing and De Witt (2007) are of the view that CPD will not have a beneficial impact in less developed

countries unless it is carefully designed to meet the contextual needs of the teachers involved and contains built in monitoring and sustainable components. Nasreen and Odhiambo (2018) also comments that existing Inservice- training programmes should be organized in a more consistent, better designed and more comprehensive manner with greater emphasis on advanced knowledge and practice and more opportunities for sharing knowledge and learning of best practices. These suggest that the CPD organized for headteachers must meet their various administrative and managerial needs in order for them to exhibit effectiveness and efficiency.

Kusi (2017) asserts that CPD programmes organized for education professionals are important because they operate in turbulent environments. Kusi (2017) pointed out that CPD fulfils three functions. These functions include updating and extending the professionals' knowledge and skills on new development and new areas of practice to ensure continuing competence in current job; training for new responsibilities and for changing role (for example management, budgeting, teaching etc.) in developing new areas of competence in preparation for a more senior post; developing personal and professional effectiveness and increasing job satisfaction in increasing competence in a wider context with benefits to both professional and personal roles (Kusi, 2017).

Other importance of CPD is to ensure your capabilities keep pace with the current standards with others in the same field; it also maintains and enhances the knowledge and skills one needs to deliver a professional service to his/her customers, clients and community. In terms of education CPD helps headteachers to know how to relate with their staffs and influence them. CPD has also been identified to ensure that the leader and his/her knowledge stay relevant and up to date. It makes the leader more aware of the changing trends and direction in his/her profession.

Another thing CPD does is to help continue to make a meaningful contribution to a team. One becomes more knowledgeable in the work place. This assists one to advance in one's career and move into new positions where one can lead, manage, influence, coach and mentor others. CPD helps leaders to stay interested and interesting. Experience is a great teacher but does not mean that we tend to do what we have done before. Further, CPD can deliver a deeper understanding of what it means to be a professional along with a greater appreciation of the implications and impacts of one's work. It can lead to increased public confidence in individual professionals and their profession as a whole (Kusi, 2017).

2.7 Models of CPD

Kennedy (2005) examined a range of nine CPD models and proposed a framework through which they can be analyzed. The analyses focused on the perceived purpose of the model, identifying issues of power in relation to central control, individual teacher autonomy and profession wise autonomy. Nine models were proposed under which CPD could be grouped. Kennedy (2005) posits that "it is not merely the type of professional knowledge being acquired that is important but, the context through which it is acquired and subsequently used actually helps us to understand the nature of that knowledge". Kennedy (2005) outlined nine models of CPD and considered the circumstances in which they could be used. The models are as follows: training, award bearing, deficit, cascade, standard based, coaching/mentoring, community practice, action research and transformative models. Lalitha (2005) also outlined five models of CPD which involve: individually guided professional development, development improvement of process, observation/assessment, training and inquiry.

2.7.1 Individually guided professional development

This model indicates that effective teacher professional development involves teachers setting their own learning agenda. What this means is that teachers themselves plan their learning and the activities that will aid them in the achievement of the goals they have set for themselves in the learning process. Lalitha (2005), notes that it is assumed that “adults learn most efficiently when they initiate and plan their own learning activities rather than spending their time in activities that are less relevant than those, they will design themselves”. In the individually guided professional development, the steps the teacher follows is to first, identify what he/she needs to learn and develop a plan with the outcomes indicated. After this the teacher indulges in activities such as seminars, workshops, reading journals, watching videos on the areas to develop and following course work. After all this, the teacher summarizes and evaluates his/ her experiences.

The activities may take place with or without formal professional development programmes (Lalitha, 2005). Lalitha (2005), also argues that individually guided professional development is characterized by teachers being reflective professionals. Gusky also noted that “when educators design their own learning there is a lot of reinventing the wheel”. Lalitha pointed out that teachers will benefit from the CPD activities when they have more say about the form the CPD will take. Though, the individually guided professional development is beneficial to teachers, some shortcomings have been noted. For example, “when are teachers ready to take control of their own development? “Do they always know when they are ready?”

2.7.2 Observation

Observation refers to the process whereby a teacher observes a colleague teacher while he/she is teaching. This model is used as a means of self-evaluation for the teacher who is being observed. After the observation a feedback is provided on the instructional practice, classroom management and other issues. This model provides a structure by which teachers can be supervised while developing professionally. Peer coaching and clinical supervision are examples of the observation model (Lalitha, 2005). Lalitha (2005) again affirms that observation is a voluntary, ongoing process in which teachers can take responsibility for their own professional growth. Observation is a form of collaborative learning through which teachers also become active learners reflecting on their beliefs and experiences. It also helps schools build a learning community in which teachers can maintain continuity in their learning goals and improve their instruction from learning network.

A major advantage of the observation model is that it provides important benefits to both the observer and the one being observed. The observer gains professional expertise by watching a colleague, preparing the feedback and discussing common experiences. The one observed from the observer's point of view, gains new insights and receives helpful feedback. Unlike the individually guided professional development where the teacher him/herself identifies the areas he needs to be professionally developed, in observation the observer and the teacher who is observed determine what should be observed (Lalitha, 2005).

2.7.3 Development Process Model

Concerning the development process model, educators are engaged in developing curriculum, designing programmes, engaging in school improvement process to solve general or particular practical problem. Sometimes teachers are called

to develop or adapt curricular, design programmes or engage in systematic school improvement process that have as their goal improvement of classroom and curriculum (Lalitha, 2005). This model has an advantage of increasing the specific knowledge and skills of teachers and enhancing their ability to work collaboratively and share in decision making (Lalitha 2005).

2.7.4 Training Model

The training model is arguably one of the universally recognized dominant models of continuous professional development. Kennedy (2005) purports that the development model supports a skill based, technocratic view of teaching in which continuous professional development provides teachers the chance to update their skills in order to be able to demonstrate their competence. The training is generally given by an expert and the agenda is determined by the deliverer or the instructor. The role of the trainees is passive. Kennedy (2005) points out that while the training can take place in the institutions where teachers work, it is most commonly delivered off-site and it is often subject to criticism about its lack of connection to the current classroom context in which participants work.

Lalitha (2005), is of the view that the traditional training model include teachers in gaining knowledge through appropriate individual or group instruction. Despite the drawbacks of this model, it is acknowledged as an effective means of introducing new knowledge (Kennedy, 2005). Lalitha (2005) is of the opinion that traditional professional development models include one-day teacher training, one size-fits all presentation with minimal administrative participation and training with a lack of follow up support. In the training model the content and activities are determined by experts. This model is cost effective since many teachers can undergo

training at the same time with the same resources and the same activities and content delivered.

According to Rohan and Madhumita (2012), training is one of the parameters for enhancing the ability of workforce in order to achieve organizational goals. It is one of the crucial functions in human resource management which refers to capacity and capability building of employee or organization to meet standard performance level. The development of every organization is dependent on the degree of comprehensive training and development the organization provides for its employees.

2.7.5 Inquiry

In the inquiry model, teachers can develop through professional activity done individually or in small group. The activity can be done formally or informally. According to Lalitha (2005), “the inquiry model requires that teachers identify an area of instructional interest, collect data and make changes in their instruction based on an interpretation of those data”. This is said to develop reflection in teachers. The inquiry approach comes in a form of research; action research and case study. Case studies are geared towards identifying causes and find solutions systematically for an identified problem situation for an individual child or group of children (Lalitha, 2005). Lalitha (2005) tried to strengthen between teacher development and school improvement in the research model approach to professional development. He is said to have explained that teachers who followed the research model approach were more knowledgeable, more integrated into the life of their schools and had deep understanding of their own practice than traditional teachers.

2.7.6 Deficit Model

The deficit model addresses a perceived weakness in teachers' performance. Kennedy (2005) points out that performance management can be viewed as a means of raising standards or as element of government intervention to bring about great efficiency, effectiveness and accountability. One requirement for performance management is for someone to be responsible for evaluating and managing change in teacher performance and attempting to remedy the perceived weakness in teacher performance where necessary. Kennedy (2005) suggest that the root causes of poor teacher performance are related not only to individual teachers but also related to organizational and management practices.

2.7.7 Cascade Model

This model involves individual educators attending training programmes and sharing the information with their colleague educators. It is usually used in situations where resources are inadequate or limited. One drawback of the cascade model is that what is passed on in the process is generally skill focused but rarely focuses on values (Kennedy, 2005).

Looking at the models discussed above, one can deduce that they were developed bearing the teacher in mind. But it is worth mentioning that all the models discussed can be adopted and used by headteachers as well.

The CPD models or activities can be done technologically, independently, individually tailored, skill based and team work (Behzadi, Golshan & Sayadian, 2019). Technological CPD involves the use of technological devices and the use of the internet. Independent refers to headteachers' independent learning which include the use of available resources. Individually tailored CPD allows headteachers to create positive change in their supervision performance. This allows them to gain training

that equips them to monitor teaching activities. Regarding Skill-based CPD, headteachers get trained by experts to deliver planning skills, appraisal skills needed in appraising teaching in their schools and professional risk management skills. Team work CPD allows headteachers to engage in group development which allows them to develop their style of teaching and also gain training in mutual team work. This helps them to shape other individuals' understanding of the school community and its roles (Behzadi, Golshan, & Sayadian in 2019).

2.8 Dimensions of CPD

2.8.1 Technological CPD Programmes

Technological CPD Programmes can simply be defined as activities that develop headteachers' skills, knowledge and expertise on the use of digital technology purposely for improving the effectiveness and efficiency of their responsibilities as headteachers (Dilshad, Hussain & Batool, 2019). The twenty-first century leaders need technological skills to enhance their performance. Therefore by providing CPD, headteachers will be able to demonstrate and model those skills in their administrative functions in the school (Maria, 2014).

Maria (2014) observed that most headteachers experience some sort of technophobia particularly if they have not used digital technology such as computers for a considerable period of time. The purpose of technological CPD programmes is to enhance the job-related performance of headteachers. Srinivasacharlu (2019) points out that in this era of technological advancement, it will be a grave mistake for headteachers to ignore these developments and their impact. Therefore, it will be useful if headteachers could embrace the use of technology in performing their duties.

Stevenson, Hedberg, OSullivan and Howe (2016) opine that new opportunities for CPD are presented to headteachers through the increasing connected affordances of technology tools now available in most developed (and many developing) countries. Holmes (2013) revealed that technological CPD increases teachers' awareness of the potential benefits technological tools can offer them in carrying out their activities in school. However, Ertmer and Ottenbreit-Leftwich (2010) argue that headteachers have not yet achieved high levels of effective technology use and that the need for technological CPD is on the increase day in and day out. For example, in 2010 the Malaysian education ministry developed an online School Leadership Competency Instrument, KOMPAS, to help school leaders identify their current training and development needs. It provides instant, real-time feedback on the leadership competencies that need improvement to enable school leaders to plan their CPD programmes systematically. It is a platform for continuous professional development for school principals and the topic of emphasis is from knowledge acquisition to the creation and development of knowledge that may help them handle the different challenges in school change.

Technological CDP programmes take headteachers from learning how computers work to using technology to carry out their administrative functions (Ertmer & Ottenbreit-Leftwich, 2010). In the same vein, Williams (2020) argues that digital training, through Technological CDP programmes, has a tendency to examine the actual technology, rather than how technology can benefit a headteacher. Chebbi (2005) opines that through technological CPD programmes, headteachers acquire the necessary knowledge to lead their staff in integrating technology in schools. Technological CDP programmes for headteachers can take place via the internet. Through this form of technological CDP, online learning communities are formed.

This offers valuable opportunities for authentic and personalised learning (Holmes, 2013).

2.8.2 Independent CPD Programmes

Independent CPD programmes acknowledge headteachers as adult learners (Zepeda, Parylo & Bengtson, 2014). As adult learners, headteachers take charge of their own professional learning. They control their learning; focus on issues that concern them; use and maximize available resources (Zepeda, et al, 2014). Abida and George (2018) observed that in Pakistan most headteachers reported that their professional learning takes place through self-directed studies. Through independent CPD programmes, headteachers are intrinsically motivated to learn and develop themselves professionally. For independent CPD programmes to be effective, the programmes need to be built on ownership, appropriateness, structure, collaboration, internalization, reflection and motivation (Zepeda, et al, 2014).

Independent CPD programmes are the path of conscious and continuous personal pursuit in professional growth (Chu & Cravens, 2012). In a study conducted by Brown, Anfara, Hartman, Mahar and Mills (2002) most headteachers reported that they attend training programmes that involve headteachers' independent learning by introducing some reading materials such as; pamphlets, magazines and short brochures containing information headteachers are required to learn. Although the supplying of reading materials to headteachers for their independent reading is important for professional learning and growth, Brown, et al (2002) posits that, the inability of the haedteachers to read or comprehend the information presented to them means that they will not be able to learn and therefore develop professionally.

Sachs (2007) posits that headteachers' learning need to be inquiry oriented, personal and sustained, individual and collaborative. To achieve this it is necessary that headteachers take control over their learning. Sugrue (2004) states that this is the beginning for headteachers as well as teachers to feel empowered in the process and acquire new and emerging confidence to meet new challenges head on and in ways that previously they did not imagine were possible. It can be said that Independent CPD programmes train headteachers to be autonomous lifelong learners.

Zepeda et al (2014) advocates that headteachers must be independent learners. Through independent CPD programmes headteachers develop new practical knowledge by carrying out in-depth search of literature. The development of new practical knowledge by headteachers themselves is a prerequisite for developing professional practice (Corte, Brok, Kamp & Bergen, 2013). Independent CPD programmes make CPD an ongoing process other than a single episodic, one-shot event in which participants become passive receivers of already cooked information delivered by experts as witnessed in many CPD workshops and seminars (Holmes, 2013; Hourani & Stringer, 2015).

Independent CPD training programmes help headteachers to use their own available resources to achieve their professional development. Shodieva (2020) observed that CPD programmes that train headteachers to be independent aim at achieving harmony of personal development and development of professional competencies by combining available resources and all activities in the field of continuing education.

2.8.3 Individually-tailored CPD Programmes

Individually-tailored CPD Programmes helps headteachers to adopt positive changes in their work. It also develops scientific thinking among teachers. One of the

functions of school headteachers is to serve as supervisors in their respective schools. Amuasiwaa (2010) opines that the primary aim of every supervisor is to lead his school in the improvement of instruction. Individually-tailored CPD programmes build headteachers' capacity to implement credible and continuous professional development programmes for the teachers in their schools.

Welp, Johnson, Nguyen and Perry (2018) observed that participation in personal professional development activities encouraged reflective thinking, which is associated with better-perceived team-work and performance. Caena (2011) calls for a shift from a technical-rational-top-down approach to CPD, towards a more cultural-individual interactive approach to the professional development of teachers. Through individually-tailored CPD programmes headteachers gain the needed knowledge to adjust their role as well as their pedagogical repertoires (Elie, 2004). The study by Abida and George (2018) revealed that headteachers perceived that CPD programmes mostly prepare them to lead school learning, serve as instructional leaders, and manage school operations.

Individually-tailored CPD programmes equip headteachers with the skills required for monitoring teaching activities in their schools. Kelkay (2020) argues that monitoring and evaluation should be the day-to-day task of school principals to measure the effectiveness of the teaching and learning process. It is therefore imperative for headteachers to receive training on how to effectively monitor and evaluate school-based teaching and learning. Abida and George (2018) posit that effective headteachers are good instructional leaders who always monitor and provide constructive and timely feedback to new and veteran teachers alike to improve their instruction. Individually-tailored CPD helps headteachers in capacity building. Kin and Kareem (2018) opine that capacity building highlights the importance of school

principals (headteachers) to prepare teachers with the knowledge and skills to meet change requirements, especially in developing teachers' competencies in teaching and learning. However, Sachs (2007) is of the view that individually-tailored CPD focuses on individually directed skills development rather than on a profession-wide enterprise where teacher learning is acknowledged, valued, supported and rewarded.

2.8.4 Skill-Based CPD

Pashiardis and Brauckmann (2009) opine that different skills courses related to the headteachers' career stage must also be accounted for in any CPD programme. Other important aspects that need to be included concern school improvement practices, strategic planning, and human resources and financial management. Skill-based CPD helps headteachers to increase their confidence and motivates them to do their job more effectively. It also provides headteachers with the necessary administrative and management skills such as timetabling, activity planning, improved record-keeping, effective resource management and the planning of duty rosters (Mathibe, 2007). Abida and George (2018) are of the view that if headteachers can be effective, they must prioritize their own professional development as a highly important element in providing them with the insights necessary to perform their complex roles. Mizell (2010) further explained that teachers and school leaders should continually expand their knowledge and skills to implement the best educational practices to achieve success. A major part of headteachers' training should provide them with the knowledge and skills in leadership and in areas related to management and administration, to enhance their skills (Abida & George, 2018).

In most CPD programmes, the content related to legal and financial management issues is mostly neglected or less discussed in formal workshops or meetings (Abida & George (2018). Abida and George (2018) are of the view that

financial management should be a big part of CPD programmes and that headteachers should receive training on school budgeting and related information such as school funds, annual school audits, educational laws, rules and regulations along with other managerial duties and responsibilities. This implies that skill-based CPD develops personal qualities necessary to execute professional and technical duties (International Accounting Education Standards Board, 2008). This is necessary for headteachers' effective job-related performance.

2.8.5 Team-work CPD Programmes

Team-work CPD Programmes allow headteachers to show and share their experiences of training with their colleagues. Kempen and Steyn (2017) posit that headteachers' engagement in group training resulted in high levels of innovation and creativity. Team-work CPD Programmes can be undertaken through mentoring. Mathibe (2007) opines that through mentoring programmes, experienced principals (headteachers) guide the activities of other principals (headteachers). The study by Zepeda et al (2014) revealed that mentoring is an important initiative and beneficial for experienced and new headteachers. In their study, new headteachers described mentoring as the most powerful professional development they have received as novice leaders. Team-work CPD programmes provide guidance and technical support from experienced headteachers that help new and novice headteachers to adjust and succeed in their duties.

Lipscombe, Bukley-Walker and McNamara (2020) assert that team-work CPD Programmes provide high leverage interactions between team members, such as data-based decision-making and reflective dialogue. They further revealed that expert knowledge and past experiences, which are shared through team-work CPD Programmes, significantly impacted the work performance of teachers as well as

headteachers. An implication is that teamwork can be underpinned by sharing ideas and resources instead of shifting pre-existing ideas, trailing new practices and changing status quo beliefs and assumptions (Lipscombe, et al, 2020). Zepeda et al. (2014) observed that a form of teamwork CPD programme called just-in-time training was implemented in some public schools in Indian Hills, Georgia, USA. This training is delivered through focus groups with the aim of equipping headteachers with the skills to deal with issues and tasks as they emerged.

Service, Dalgic and Thornton (2018) posit that mentoring intervention is a reciprocal one that reduced headteachers' isolation. Mentoring also help to stimulate critical reflection on their leadership actions; encouraged them to view their school culture through a new lens and improved connectivity between schools. In the same vein Ioannidou-Koutselini, and Patsalidou (2015) state that through mentoring trainees interact, exchange ideas, reflect upon and enrich their practice based on their interactions and come to a new enriched or changed discourse during the process of each interaction, and after that as part of their reflective practice. Brown et al (2002) revealed that headteachers value the opportunity to be givers as well as receivers of ideas, services, and skills. The process of being helpful, sharing experiences with colleagues, and becoming a resource for others is one of the most powerful ways for principals (headteachers) to generate insight into their own work.

From the discussions above it could be said that the various dimensions of CPD (technological, independent, individually-tailored, skill based and team-work CPD programmes) are necessary to develop headteachers professionally and improve their job-related performance. Therefore if headteachers must be effective and efficient in performing their duties, then these dimensions of CPD must not be neglected.

2.9 Empirical Review on CPD

Several researchers have conducted research on CPD. Marwa (2012) in his research “Benefits of continuous professional development on teaching effectiveness: A study of selected secondary schools in Mombasa County, Kenya” which was aimed at examining teachers’ perception of the benefits of CPD programmes and effective teaching, revealed that there was a positive association between attending CPD programmes and effective teaching. This happened to be confirmed in another study which was conducted on “Teacher professional development: Keys to basic school teachers’ curriculum practice success in Ghana” conducted by Mensah (2016). This study reported a strong positive association between teacher quality and effective teaching. This implied that teacher quality was significantly influenced by their professional development knowledge (Mensah, 2016). These studies did not indicate if there could be same relationship between the CPD of headteachers and their performance. The study was therefore replicated on headteachers of Kpone-Katamanso Municipality to check if the same relationship exists between headteachers’ CPD and their performance.

A research on “Managing Junior Secondary Schools in Sunyani Municipality (Ghana): The challenges for headteachers and their professional development needs” which aimed at exploring the problems facing JSS heads in the Sunyani municipality and their professional development needs showed that headteachers are faced with a lot of issues and concerns such as indiscipline on the part of students, teachers lack of concern about students’ progress and lack of commitment on the part of teachers etc. It was also realized that headteachers carry out complex and multiple roles and responsibilities. The complexity and multiplicity of headteachers roles and responsibility and poor motivation was said to affect their performance negatively

(Kusi 2008). This suggests that attention needs to be given to the CPD needs of headteachers' so they can manage the challenges they are faced with in order to avoid stress and improve their performance. The study looked at all aspects of professional development which involve recruitment / selection / appointment of Headteachers, PRESET of Headteachers and CPD/INSET of headteachers. However, the current researcher concentrated on headteachers CPD.

McCraken (2017) also researched on "Principal's perception of professional development". Her purpose was to understand the perception and experiences of one school districts principals related to their professional learning. It emerged that the CPD influenced participants practice and extended to the classroom. McCraken employed the qualitative approach in her research. However, the current researcher employed the quantitative approach to see if the result will be similar or the same.

Another research conducted by Nasreen and Odhiambo (2018) on the "Continuous professional development of school principals: the current practice in Pakistan" was aimed at examining the current practices of CPD and the obstacles that the principals had to face in the pursuit of CPD. It emerged from this research that principals disagree with certain CPD activities such as workshops, long courses, lectures, peer coaching, observation, group activities, networks, videos, action research, self-directed visits to professionals and membership of professional organizations which have been identified by some scholars as the most typical. The current research sought to find out if headteachers of Kpone-Katamanso municipality also go through some of these activities and if they also disagree with them.

Amo-Richmond (2018) conducted an investigation into CPD needs of public basic schools headteachers in the Ningo-Prampram District, Ghana using the sequential explanatory mixed method approach. The investigation was aimed at

determining the nature of CPD programmes organized for the headteachers; assessing the general perception of the headteachers on CPD programmes; identifying factors that inhibit headteachers from benefiting from CPD programmes; finding out the CPD needs of the headteachers and identifying learning opportunities or strategies that could be provided to enable the headteachers meet their training needs. Amo-Richmond found out that CPD programmes organized for the headteachers of basic schools in the Ningo-Prampram District were in the form of workshops and circuit based In-Set. It emerged that headteachers exhibited a general positive perception about CPD programmes. However, headteachers were not satisfied with the organization and conditions surrounding the provision of CPD training.

It was also found out that no need assessment was conducted before planning CPD programmes for the headteachers. Another finding that emerged from the investigation is that headteachers of basic schools wanted to pursue Masters Programmes because they see it as an opportunity to meet their CPD needs. They also expressed interest in networking with other professionals in education, mentoring, observation, conducting action research, study group formation and coaching. This research of Amo-Richmond (2018) came out with a good number of findings. However, it did not look out for the relationship between the headteachers' CPD and their job-related performance. For this reason, the current research looked at the relationship that exist between headteachers' CPD and their job related performance.

2.10 Qualities of a Headteacher

Every headteacher is required to possess certain qualities that will enable him/her to function properly, as such several writers have come out with certain qualities that leaders must possess to qualify them to work. Mankoe (2007) outlined some of the qualities as follows: energy and good health, leadership potential, job

know-how and technical competence, initiative, self-control under pressure, dedication and dependability, integrity and transparency, positive attitude towards superordinate and subordinates.

Callaghan (2012) is of the view that when managing a group of people who all have different personalities, abilities and who may or may not interact well with each other is not an easy task and, in her opinion, to be successful the headteacher must possess an excellent communication skill. The headteacher needs to relay instructions very clearly so every part is well understood in order to avoid mistakes. He/she also needs to listen carefully to what his/her employees tell him/her. A very good way for the headteacher to make sure teachers understood his/her instructions is to ask them to repeat everything in their own words. To make sure they have received information correctly. The headteacher should say "so what you are saying is..." and repeat in his/her own words. This simple method avoids many misunderstandings.

Another quality that Callangahn (2012) pointed out is fairness. Human beings react badly to what they perceive as unfair. So, if the headteacher delegates work to teachers he/she must make sure to be scrupulous in allocating pleasant and unpleasant tasks evenly. Good organizational skills are essential. It is the job of the headteacher to coordinate the work and allocate resources. He/she should know where everything is and be prepared for the task.

The headteacher must be knowledgeable. Part of his/her job is to train others. So, it goes without saying that the headteacher should be at least one step ahead of the people he/she is leading. The headteacher must also possess the quality of accountability. If a mistake is made by one of his/her team members he/she should acknowledge responsibility every time unless the team members have deliberately disobeyed his/her instructions.

It is very important for headteachers to be efficient. For the school to work like the clock works the headteacher should always have the next task ready to be allocated to the right person so no one spends any time doing nothing. He/she must be ready to manage change efficiently as and when it happens even if he/she does not agree with it (Callaghan, 2012).

Social skill is also one of the qualities a headteacher should portray. He/she should be courteous at all times. When he/she has to tell someone off, it should be done assertively but politely and never in front of other people. Everyone makes mistakes and nobody needs to be humiliated. Shouting at people is not a good idea as they will become resentful and unhappy. He/she will get more done with a smile than with rudeness. The headteacher needs not be afraid to praise his/her team for a task well done (Callaghan, 2012).

The headteacher as a leader, has loyalty to the Ghana Education Service who pays his/her salary but also loyalty to his/her team who are responsible for his/her results. A difficult balance which requires a great deal of tact. Therefore, headteachers must be diplomatic in handling issues. They should also be self-disciplined so that they can inspire respect, so discretion in his/her private life is essential. A headteacher cannot tell people off for lateness if he/she is always late himself/herself (Callaghan, 2012).

The views of Mankoe and Callaghan on the qualities of a headteacher are clear. If a headteacher will be successful he or she must possess the qualities mentioned above. The CPD of headteachers will sharpen these qualities in them and make them more practical as they (headteachers) will be exposed to how to apply these qualities in their administration and management process.

It is important for headteachers to possess the technique of delegation as one of their qualities. Kusi (2017) mentioned that it is an important technique for leaders to acquire, not simply because it relieves them from work load, but because it can be used as a way of motivating those with whom they work. Delegating tasks to staff is very essential for a number of reasons. The following are but a few: It enables a leader to concentrate on high level task such as planning, monitoring, coordinating and controlling. It is also a way of building staff or subordinate confidence and training and developing staff to handle higher and more challenging responsibilities.

Again, delegation encourages cooperation and team work and helps leaders to manage their workload thereby reducing stress. It again facilitates efficiency and quick action and improves employees' morale (Kusi, 2017). Nasreen and Odhiambo (2018) are also of the view that successful school leaders develop colleagues for distributing leadership responsibilities and sharing the school vision. Nasreen and Odiambo also state that the leaders develop mechanisms for teachers' professional development and engage various stakeholders in making decisions for school improvement.

Sutcliffe (2014) in his article, the "Eight qualities of successful school leaders" pointed out that good school leaders are visionary and have a clear sense of moral purpose. They also have courage; this is to say that they must show great determination with the will power and patience to see things through. Courageous headteachers are willing to take risk and are steadfast in challenging under-performed or poor behaviour. Sutcliffe (2014) also noted that good school leaders must be passionate about teaching and learning and show great commitment to children. They also possess emotional intelligence. They understand relationships, empower their staff and show great empathy. They have a sense of judgment; they make the right

calls and are wise leaders. Another quality of headteachers is to be resilient. This means they must be optimistic and remain calm in crisis, they must be energetic and be positive at all times. Sutcliffe added that good school leaders must be persuasive; they must be confident communicators and great motivators.

Last but not least headteachers must be curious. They must be outward looking. “Headship is about having at least one foot outside of the school looking at what is going on elsewhere and picking up good ideas”. A good school leader should be an excellent networker, great opportunist. It is very important to note that Continuous professional development can help headteachers develop their delegating quality and the other qualities mentioned by Sutcliffe above.

Headteachers also need to possess the skill of managing time properly. Time management as defined by Kusi (2017), refers to the process of planning and exercising conscious control over the amount of time spent on specific activities especially, to increase effectiveness, efficiency or productivity. Kusi (2017), pointed out that time management is actually self-management. Jones pointed out that successful time management enables staff to gain better perspective of activities and enables them to attain objectives consistently and systematically. Acquisition of this skill help headteachers to be more effective in the discharge of their duties.

2.11 The Duties of the Headteacher

The headteacher, in his or her position as an administrator has duties to perform to aid the attainment of the quality of education that Ghana and the International bodies seek to achieve in the Ghanaian schools. The headteacher by virtue of his/her position could be said to be the engine of the school. He can make or destroy the school by how efficient or inefficient he/she is in the performance of his/her duties. This is because he/she occupies a special place in the administration

and the organization of the school system. The attitude of teachers towards teaching and the academic performance of pupils can be managed properly if headteachers engage themselves in CPD.

Mankoe (2007) states that instructional supervision provides direct assistance to the classroom teacher for the improvement of instruction and the improved learning by pupils. The assistance, he says, include instructional materials, demonstrations, and acquisition of appropriate facilities and equipment. Harris (1985:18) cited in Mankoe (2007) suggests that the headteacher's activities are basic units of behaviour towards various tasks. Some of these tasks include developing curriculum, provision of materials and facilities for instruction, organizing instruction, provision of staff for instruction, arranging for in-service education, developing public relations, relating special people service and evaluating instruction.

Under the task of developing curriculum, the headteacher is expected to set instructional goal, design instructional units, develop and adopt curricula. Providing materials involve the headteacher evaluating learning materials, producing learning materials and evaluating the utilization of learning resources. Providing facilities for instructions is about developing and planning a questionnaire and outfitting a facility. Organizing instruction refers to revision of existing structures, assimilation of programmes and monitoring of new arrangements. In providing staff for instruction the activities that are needed at this stage are developing a staffing plan, recruiting and selecting personnel and assigning personnel.

In arranging for in-service education, the headteacher is expected at this point to undertake the following activities: supervising a clinical mode, planning for individual growth, designing in-service training sessions, conducting in-service training sessions, training for leadership roles, assessing needs for in-service

education, developing a master plan, writing a project proposal, designing self-instructional packets, and designing a training programme series.

Developing public relations involves informing the public, and utilizing public opinions. Relating special pupil service also involve activities such as analyzing and security service, orienting and utilizing special personnel, scheduling services and evaluating the utilization of services. Evaluating instruction refers to observing and analyzing, designing questionnaire, interviewing, in- depth analyzing and interpreting data (Mankoe, 2007).

Esia-Donkor (2014) is of the view that the duties of the headteacher encompasses planning, effective school community relationship; staff personnel services; pupil personnel services; curriculum and instructional development, improvement and appraisal, financial and business administration/management; physical facilities (school plant) and educational materials; record keeping and management and general task.

Concerning planning, Esia-Donkor (2014) affirms that it goes beyond trying to attain stated organizational objectives. He explained that planning involves developing strategies and procedures for effective realization of the whole plan. This he said include: determination of objectives and goals, control of resources, direction and methods of achieving overall objectives of the organization.

School community relationship is about the need of the headteacher to know the community in which the school is situated. The teacher together with his staff are supposed to take active part in the development of the community. The headteacher is also supposed to facilitate the community's participation in the activities of the school. It is also important that the head finds out the occupational practices, values and aspirations and norms of the people in order for the school to formulate policies

and strategize on how to educate the students (Esia-Donkor, 2014). Decision making in the public basic school involves a number of reference groups. They include: The school Management Committee (SMC); Parent teacher Association (PTA); chiefs, elders and unit committees; Metropolitan/Municipal/District Education Oversight Committees (MMDEOC); religious bodies; non-Governmental organizations (NGOs); Association of past pupils. It is the responsibility of the headteacher to maintain a very good relationship between these reference groups and the school. He/she must also ensure that decision taken at meetings are adhere to (Esia-Donkor, 2014).

Esia-Donkor purports concerning staff personnel services that the educational leader must attract, select, motivate, supervise, develop and maintain teaching and non-teaching staff. He also stated that the educational leader must identify and indicate the staff needs of the school as well as the specific type of staff needed to meet the needs of the school. Another thing he mentioned concerning staff personnel services is that it is the duty of the headteacher to see to it that teachers who are posted to the school are given orientation. He/she must also involve the staff in the development and operation of the regular and proper personnel policies such as working condition and schedules of staff assignment. The headteacher needs to ensure that good conditions are in place in the school so that teachers can enjoy their work (Esia-Donkor, 2014). Also, with regards to staff personnel service, the relationship between the headteachers and their staff should be close such that he can monitor their attitude towards work because the success of the staff is also the success of the headteacher. Again the failure of staff is the failure of the headteacher (Iram, 2009). Teachers are said to be the key persons who provide quality education. Education depends on the effort of teachers to succeed (Soibamcha & Pandey, 2016). Teachers' attitudes can influence pupils' academic performance. However, the relationship

between headteachers and teachers can also determine the kind of attitude teachers will develop towards their jobs. The attitude of the non-teaching staff also contribute to a good school climate. This suggests that headteachers must find a way to relate well with both teaching and non-teaching staff so that they will develop positive attitudes towards work thereby laying the right foundation for the attainment of the goals of education.

Another duty of the headteacher is pupil personnel services. Over here, the headteacher's administrative tasks are to provide, encourage and supplement regular classroom instruction. Esia-Donkor (2014) state that this role is important because it involves selection, orientation, placement as well as guidance and counseling of students which constitutes an essential aspect of educational administration. According to Esia-Donkor, in Ghana, headteachers of public basic schools are to ensure that pupils are adequately motivated and given the opportunity to learn. Therefore, headteachers must organize their teachers such that they will see to the welfare of the pupils. They also have to promote guidance services by making sure that material assistance is given to the guidance and counseling coordinator in cooperation with teachers to achieve a smooth running of guidance programmes in the schools (Esia-Donkor, 2014).

As stated by Esia-Donkor (2014), in Ghana, headteachers of public basic schools are to ensure that pupils are adequately motivated and given the opportunity to learn. Therefore, in raising students' achievements, school leaders are only as effective as their faculty (Croft, Cogshall, Dolan, Powers & Killion, 2010). In other words headteachers are as important as their teaching staff as far as improvement in pupils' academic performance is concerned. Pashiadis & Brauckman (2009) states that "in the current era of globalization, school leadership issues have become

increasingly debated and explored in an international and comparative context. This is mainly due to research evidence produced so far that the principal's role is indeed crucial for improving students' academic achievement". If headteachers' (leadership) role is very important then we should also be concerned about how they do their job to contribute to student's academic performance (Crow, Lumby & Pashiardis, 2008). Headteachers may not have direct connection with students' academic performance since they are not directly involved with classroom practice and instruction. However, since effective leadership in schools can bring about the success or failure of the school of which pupils' academic performance is part, headteachers need to put in certain measures which can improve the academic performance of pupils.

A vital finding that came up from the research of Pont et al. (2008) is that the relationship between school leadership and student learning is mostly indirect. This is because school leaders work mostly outside the classroom so, their impact on students' learning is largely mediated through other people, events and organisational factors such as teachers, classroom practices and school climate (Pont, Nusche & Moorman, 2008). The finding that the relationship between leadership and student learning is mediated through such factors provides headteachers the opportunity of putting in measures that can aid teachers in giving off their best during the teaching and learning process which will eventually translate into better academic performance of pupils. Some of the measures that can be put in place to aid teachers is to support their continual learning by emphasizing the importance of their CPD; develop school culture among teachers in which CPD is considered as essential aspect of professional practice; identify and support effective instructional facilitators among teachers; provide common teachers' learning times which will involve collaborative teaching and finally use student (pupil) data to inform decision (Croft et al, 2010). Putting

these measures in place will ensure that the pupil personnel service role of the headteacher is performed effectively.

Curriculum and instructional development, improvement and appraisal is another duty of the headteacher. This duty is said to involve all activities that are planned, implemented, supervised and evaluated. Esia-Donkor purport that such activities are aimed to develop the cognitive, psychomotor and affective domains of the students' personalities. He also mentioned that the curriculum deals with what students are to do in the learning situation and also deals with the learning outcomes to be achieved through the experiences and opportunities exposed to the students in the school. The curriculum is said to be based on the dynamic needs of the community.

Headteachers therefore, have the responsibility of noticing, understanding and making good judgement about the needs of the community and how the needs will affect the curriculum. Esia-Donkor stated that the implication of the curriculum and instructional development, improvement and appraisal is that headteachers must be aware of basic curriculum theories in order to adequately influence the determination of instructional goals and objectives, the selection and organization of subject matter and the learning experience (Esia-Donkor, 2014).

Financial and business administration duty allows the headteacher to provide and disburse funds for the attainment of educational goals. Headteachers are to keep proper financial records such as GES receipt books, capitation grant analysis cash book, school bank accounts (savings and current), Bank reconciliation (statement of account). Heads are also expected to write monthly, quarterly and annual financial reports and make their financial documents available to the district education directorate in the district (Esia-Donkor, 2014).

It is the duty of the headteacher to ensure that physical facilities (school plant) and educational materials for the school are available in the school. The physical facilities are facilities such as school building, school grounds, laboratories, workshops, school buses and instructional equipment needed for effective teaching and learning. These facilities are provided by the government, communities, corporate bodies, philanthropist and non-governmental organizations (NGOs). Esia-Donkor noted that Headteachers of public basic schools in Ghana ought to make their environment child friendly to ensure that the pupils are physically safe, emotionally secure and psychologically enabling. To prevent people from intruding unnecessarily, headteachers are to ensure the fencing, walling or hedging of the school (Esia-Donkor, 2014).

Another duty of headteachers which Esia-Donkor pointed out is record keeping and management. This duty is viewed as one of the essential roles of the headteachers. From time to time, important information is required by the educational authorities and other stakeholders from the headteachers. The pieces of information in the form of data returns, or evaluation reports must be factual and reliable. Information of this kind can be obtained from record keeping. Esia-Donkor says record management assists in controlling the quality and quantity of information created so that it effectively serves the need of the school. Headteachers must see to it that all letters addressed to them are properly and carefully kept in appropriate files with the records of receipt of letters clearly indicated on the letters. The headteachers also have the responsibility of keeping record on the following: movement book, visitors' book, log book, admission registers and inventory books (Esia-Donkor, 2014).

In addition to all the duties mentioned above, headteachers have the responsibility of doing some general tasks which involve organizing and conducting meetings; publicizing the work of the school; handling interpersonal issues; responding to correspondence; preparing reports for local or district boards; attending headteachers meetings; attending school functions among others (Esia-Donkor, 2014).

A critical look at the tasks (duties) mentioned above, shows clearly that headteachers have a lot of duties to undertake which could possibly come with challenges. However, they are not supposed to be passive leaders, rather they have to be active in performing their duties in order to improve upon teaching and learning in our schools and thus bring about quality education in the Ghanaian public basic schools and particularly basic schools in the Kpone-Katamanso Municipality. Hence the continuous professional development of headteachers needs to be given attention to enable headteachers perform effectively and efficiently.

The duties of headteachers are grouped into task performance, contextual performance and counter-productive behaviours (Ramos-Villagras, Barrada, Fernandez-del Rio & Koopmans, 2018). Task performance refers to planning to work and finishing it on time and keeping in mind the result to achieve. It also include setting priorities and management of time. Contextual performance involves headteachers taking initiative on their own and starting a new task. Headteachers taking on challenging tasks and keeping their job knowledge up to date, proposing creative ways of resolving problems among others also fall under the contextual performance. Counter-productive behaviours include headteachers complaints about minor work related issues, making problems at work look bigger than they actually look, focusing on negative aspect of work rather than the positive and telling people

in and outside the school about it (Ramos-Villagras, Barrada, Fernandez-del Rio & Koopmans, 2018).

2.12 The Concept of Leadership

Leadership has been defined differently by many theorists. Sharma and Jain (2013) define leadership as a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. Lim (2016) seem to have a similar view of Sharma and Jain's definition. He defined leadership as the 'ability of an individual to influence, motivate and enable others to contribute toward the effectiveness and success of the organizations of which they are members'. Lim (2016) states that leadership is a multifaceted process in identifying a goal or target, motivating others to act and providing support and motivation to achieve mutually negotiated goals, which could occur in either formal or informal settings and structures. This suggests that leadership involves the participation of subordinates in the achievement of the organizational target. Sharma & Jain (2013) identified four factors of leadership namely, leader, followers, communication and situation.

Concerning 'leader', Sharma and Jain (2013), pointed out that leaders must have an understanding of who they are, what they know and what they can do. It must be noted that it is the followers who determine if the leader is successful. If the followers don't have trust in their leader, then they will not be inspired. To be successful leaders must convince their followers that they (leaders) are worthy to be followed. Concerning the second factor of leadership which is "followers", Sharma and Jain remarked that different people require different styles of leadership as such leaders must have a good understanding of human nature such as needs, emotions and motivation.

Further, 'communication' is done by the leaders in two ways-verbal and nonverbal but much of it is nonverbal. Example is when leaders set an example that communicates to their followers that they will not ask them to perform anything they the leaders will not be willing to do. What and how leaders communicate either builds or harms the relationship between leaders and their followers. The fourth factor identified by Sharma and Jain (2013) is 'situation'. They mentioned that all situations are different. What one does in one situation may not always work in another situation. Leaders must therefore use their judgment to decide the best course of action and the employees for inappropriate behaviour, but if the confrontation is too late or too early, too harsh or too weak, then the result may prove ineffective.

It has been purported that vision is regarded as an essential component of effective leadership. It has been generalized that outstanding leaders have a vision for their organizations. This vision must be communicated in a way which secures commitment among members of the organization. The communication of the vision requires communication of meaning. Articulation of a clear vision is said to have the potential to develop schools. Finally, attention should be given to institutionalizing vision if leadership is to be successful (Bush, 2008). A careful look at the factors discussed reveals that leadership is not to be viewed as a simple process which can be achieved without effort. Leaders must put in much effort in order to be successful.

2.13 The Concept of Leadership and Management

Management and leadership have been have viewed differently by many authorities. Some use the two terms interchangeably while others see both leadership and management as subset of each other. Lim (2016) presented five perspectives of management and leadership namely: bipolar, uni-dimensional, bi-dimensional,

hierarchy (management as part of leadership), and hierarchy (leadership as part of management).

Lim (2016) is said to have come up with the bipolar perspective of management and leadership. The scholar who viewed the management and leadership concepts to be at opposite ends of the continuum. He also views them to be mutually exclusive. The uni- dimensional is an integrated leadership and management view which suggests that the two concepts are interchangeable.

Lim (2016) states that notable scholars such Fayol, Kotter, and House view the two concepts as a hierarchy whereby management is seen as part of leadership. This implies that management is seen as a subset of leadership. In the fifth perspective which is another hierarchy, scholars such as Mintzberg and Bedeian and Hunt see leadership as part of management. In essence leadership is subset of management (Lim, 2016). Whichever way leadership and management are viewed headteachers are leaders as well as managers.

2.14 The Headteacher as a Manager

The current structure of basic education in Ghana is two years kindergarten, six years Primary school and three years Junior High School (JHS). Headship in the basic school is in two parts- primary school head and the Junior high school head. The primary school headship includes both the two years kindergarten and six years primary school. Nevertheless, there are headteachers who head all three sections of the basic school (kindergarten, primary and JHS). Some headteachers also head either the primary (kindergarten and Primary) section only or the Junior high school section only. All headteachers in these categories are regarded as headteachers of basic school. The basic school headteacher, at whichever category he or she may belong to is a manager.

Tovmasyan (2017), describes a manager as one who contributes to the organization's goal indirectly by directing the efforts of others- not by performing the task himself. He added that managers are responsible for setting and achieving the firm's goals with and through people. It is a well-known fact that a manager sets goals, plans, organizes, controls, coordinates, reports, directs and budgets (Kaehler & Grundei, 2019). All these functions are seen in the duties the headteacher does. It is worth noting that there has been a number of researches which identified what managers actually do. Tovmasyan (2017) concluded after following managers around for several weeks that managers assume multiple roles. This is confirmed in Esia-Donkor (2014) who also came up with several duties that the educational leader or headteacher is supposed to perform which has been discussed in 2.10 (Duties of a headteacher) above. As cited by Tovmasyan (2014) professor Henry Mintzberg identified ten roles of the manager which he put into three groups. The three groups are interpersonal roles, informational roles and decisional roles.

The interpersonal role portrays the manager as a figurehead who has social, ceremonial and legal responsibilities. He is viewed as a person with authority who people can be looked up to. The manager is also seen as a leader who provides leadership for the team and manages the performance and responsibilities of the team members. He/she is also seen as liaison who communicates with internal and external contacts. These roles are also evident in the performance of the headteacher. For example the headteacher is the leader of the teachers on his staff. He provides leadership to them and they also look up to him concerning their needs in the school. The social responsibility of the headteacher can be equated to effective school community relationship which Esia-Donkor (2014) stated as one of the duties of a headteacher. Again, the headteacher liaises between the education office and the

school. In this sense he/she could be termed a liaison as far as interpersonal role is concerned. As far as his/her ceremonial roles are concerned, he/she addresses the gathering during programmes or ceremonies organized by the school or ceremonies which the school is invited to participate in elsewhere.

Informational role of the manager deals with monitoring, disseminating and being a spokesperson. In terms of monitoring, managers look for information related to the organization and relevant changes in the environment. The manager also monitors the productivity and wellbeing of his/her team. In terms of dissemination, the manager passes on useful information to his/her team members. As a spokesperson, the manager represents his or her organization. He/she is responsible for transmitting information about the organization to people outside the organization. The headteacher is seen as a manager in terms of monitoring. The headteacher monitors the work of his teachers to ensure that they are working as per the requirement of the Ghana Education Service (GES). He/she also sees to it that important information from GES and the Ministry of Education (MOE) are transmitted to the teachers. He/she serves as a spokesperson for the school and gives parents and the public information about the school during PTAs, speech and prize giving days and other important functions.

Decisional roles comprise entrepreneur, disturbance handler, resource allocator and negotiator. As an entrepreneur the manager creates and controls change in the organization. This means he/she solves problems, generates new ideas and implements them. The manager as a turbulence handler, takes charge when the organization hits an unexpected roadblock. As a resource allocator the manager determines where resource is best applied. This include allocating funds and assigning of staff and other resources in the organization. As a negotiator, the manager takes

part in, and directs important negotiations within the organization. Over here, the headteacher exhibits his decisional roles by bringing up innovative ways by which school activities could be undertaken to ensure that the school achieves its goals and objectives.

Also, when the staff is faced with a challenge concerning students, parents and the community it is the headteacher who takes charge of the situation. The head also solves disputes between staff members and calms any turbulence among teachers. Most importantly the headteacher allocates funds and materials appropriately in order to ensure a good working environment for the staff thereby resulting in good performance of pupils. Looking at the discussion above, the notion that the headteacher is a manager cannot be overemphasized. The duties, functions and, or roles of the manager are equally the duties, functions and, or roles of a headteacher. Hence the current researcher is of the view that the headteacher is a manager in his position.

2.15 Relationship between Headteachers' CPD and their own Performance

The effective and efficient management of schools is a major thing that is expected of headteachers across the nation. According to (Phillips, 2008) "It has been long recognized that the most important thing a teacher can do is to continue to learn". This statement is not different for headteachers. They must continually learn if they must lead their schools to bring about significant change in themselves, teachers and students. According to Pont, Nische and Moorman (2008) "school leadership has become a priority in education policy agendas internationally. It plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. Effective school leadership is essential to improve the efficiency and equity of schooling." This goes without saying that the

role of the headteachers in the execution of their duties is very important if they must succeed in their jobs.

Headteachers are faced with several tasks which they have to perform to bring about change in the schools. Some of the roles/duties have been mentioned in 2.9 above. Kusi (2008) notes that headteachers are faced with multiple and complex roles. Some of the roles he stated from the findings of his research on “Managing Junior Secondary Schools in Sunyani Municipality (Ghana): The challenges for headteachers and their professional development needs” revealed that some headteachers are officially instructed to combine administrative /managerial and teaching roles.

Such headteachers are the ones that lead single stream schools, usually a Junior Secondary School (JSS) which is now known as Junior High School (JHS). On the other hand, other headteachers were mandated to limit themselves to administrative/managerial roles in double-stream school, encompassing a JSS and Primary school and or Kindergarten. The research suggested that the multiplicity and complexity of the headteachers roles and responsibilities were some of the factors that affect headteachers’ performance. This is confirmed in another study conducted by the member countries of the Organization for Economic Co-operation and Development (OECD) (Pont, Nusche & Moorman, 2008).

Pont, Nusche and Moorman (2008) argue that school leaders need specific training to respond to broadened roles and responsibilities. According to a number of studies conducted on the member countries of the Organization for Economic Co-operation and Development (OECD), many frustrations principals go through are connected to role overload and the fact that principals constantly feel unable to achieve all their tasks and responsibilities. The researchers were of the view that the stress principals go through may diminish their ability to do their best on their jobs

and over time it can eat away their commitment to the job. It was therefore suggested that school principals need to be given support and retraining (Pont, Nusche & Moorman 2008). Pashiards and Brauckmann (2009) are also of the view that Professional development should continue after appointment in order to support principals in facing the diverse challenges they may encounter at school.

Hussin and Al Abri (2015) in their research on Professional development needs of school principals in the context of educational reform pointed out that effective school leadership and management does not come naturally in the appointment process of school principals; hence, it is essential that school principals must undergo professional training programs, which can impart the necessary competencies, knowledge and dispositions to enable them to function and perform effectively in the educational reform.

The education system of Ghana has undergone some reforms which were geared towards improving the education system. The role of headteachers in the improvement process is essential. Therefore, the view of Hussin and Al Abri (2015) stated above is applicable in the context of this research. Mathibe (2007) captures the essence of training as they state that:

... Education and training are about the use that people make of their knowledge and skills, their value to them personally in their living and thinking and they are what the acquisition of knowledge and skills had done to their minds, their attitudes, values, ideas, motives and intentions. (p. 524).

Looking at the points raised above, it is evident that Continuous Professional Development is needed for headteachers effectiveness and efficiency. It is necessary for it to be given special attention so that it will help headteachers to overcome the challenges they face in the execution of their duties.

2.16 Continuous Professional Development and Job-related Performance

Bartleton (2018) examined stakeholders' perception of the impact of continuous professional development on professional practice of teachers in educational colleges in the West Midlands. The study adopted the mixed method approach by gathering data from respondents using semi-structured interviews and questionnaires. Using a convenient sampling procedure, the author sampled 30 teachers and 4 college managers from educational colleges in the West Midlands. The teachers were made to respond to some items on a questionnaire regarding their perception of the impact of CPD. The college managers on the other hand were granted interviews.

The data collected were analysed using available themes. The overall findings of the study revealed the benefits of CPD and the impact on job-performance of teachers. The study discovered that, CPD has significant benefits in terms of updating subject knowledge, sharing of good practice and the opportunities it provides for collaboration, reflection and future progression. That is to say, the training teachers receive from CPD programmes are beneficial, in that, the training assist in updating their subject knowledge and also equips them with new initiatives in the teaching industry which cumulatively leads to increased work performance.

In another study, Nwakpa (2018) investigated the relationship between teachers' continuous professional development practices and their job performance among Secondary school teachers in Eobnyi State in Nigeria. The population of the study comprised 4500 teachers from the state public secondary schools. Out of this population, a random sampling procedure was used to enage 450 teachers in the study. A questionnaire titled "teachers continuous professional development practices and job performance" was used to elicit information from the respondents.

Data collected were analyzed using Pearson product moment correlation coefficient. Findings of the study revealed a moderate positive correlation between teachers' continuous professional development practices and their job performance in secondary schools in Ebonyi State. The study among others recommended that teachers should take interests in professional growth and development through regular workshops, seminars and conferences in order to increase their job performance.

In another study, Laing (2009) examined the impact of training and development on worker performance and productivity in public sector organizations. The study was specifically conducted among employees of Ghana Ports and Harbours Authority (GPHA). The population of the study comprised all employees of GPHA, totaling 1245. The convenient sampling technique was however used to sample 100 employees who were willing and ready to participate in the study. Questionnaire and interview guides were employed as the main data collecting instruments for the study.

The data collected was analysed using frequency counts and percentages as well as thematic analysis. The results indicated that GPHA's employees were not well informed about training and development programmes in the organization. Most of the employees were of the view that training and development were effective tools for both personal and organizational success. The study further discovered that learning through training influences organizational performance by greater employee performance and it is the key factor in achieving the corporate goals.

2.17 Experience

Experience as they say, is the best teacher. This paragraph seeks to throw more light on the importance of teaching experience in the teaching field of education. To begin with, it is imperative to get to the literal meaning of experienced teachers. Gatbonton (2008) defines experienced teachers as those with many years of teaching

experience behind them, at least four to five years. Thus, experienced teachers are those teachers who have gained at least some few years of experience in the teaching industry. In his view, Meyer (2004) makes a comparison between experienced and novice teachers. He believes that the novices lack experiences to organise their thinking into useful constructs for making predictions about future events. On the contrary, the experienced teachers have well-developed knowledge bases and organizations that are responsive to multiple external and internal cues and are highly linked allowing for flexible patterns of solving organisational problems.

The importance of experienced teachers in schools has been highlighted by many researchers (Akinleye, 2001; Ogundare 2001; Commeyras, 2003). Researchers have also given different opinions about teaching experience and students' learning outcomes in schools (Ijaiya, 2000; Akomolafe, 2001). Their arguments were centred on the fact that experience improves teaching skills while pupils learn better at the hands of teachers who have taught them continuously over a period of years (Ijaiya, 2000). In investigating possible differences in teaching strategies, Commeyras (2003) grouped teachers into three levels of teaching experience (3-6, 7-10 and more than 10 years). His findings revealed that experienced teachers' perception of their teaching objectives were significantly more subject-oriented than were those who had less years of teaching experience.

In his study, Adeyemi, (2003) examined teachers' teaching experience and students' learning outcomes in the secondary schools in Ondo State Nigeria. As a correlational survey, the population of the study comprised all the 257 secondary schools that presented students for the year 2003 senior secondary certificate (SSC) examinations in the State. Out of the population, a sample of 180 schools was drawn through the process of stratified random sampling technique. An inventory and a

semi-structured interview schedule were the instruments used to collect information for the study. The data collected were analysed using the chi square test, correlation analysis and t-test. The semi-structured interview was conducted with selected principals and education officers. Their responses were analysed through content analysis. The findings of the study revealed that teachers' teaching experience was significant with student' learning outcomes as measured by their performance in the SSC examinations. That is to say, schools having more teachers with five years and above teaching experience achieved better results than schools having more teachers with less than five years teaching experience. Considering the findings, it was recommended that government should encourage experienced teachers to stay on the job through the provision of incentives such as better promotional prospects, better welfare package and better conditions of service.

The findings of this study drive home the point that teaching experience is positively associated with student achievement gains throughout a teacher's career. Thus, gains in teacher effectiveness associated with experience are steepest in teachers' initial years, but continue to be significant as teachers reach the second, and often third, decades of their careers. As teachers gain experience, their students do not only learn more, as measured by standardized tests, they are also more likely to do better on other measures of success, such as school attendance.

2.18 Chapter Summary

This chapter highlighted the theoretical and conceptual frameworks of the study and explained how CPD could be viewed as an investment in headteachers. Again, literature was reviewed on various themes which include: the concept of professional development, concept of CPD, importance of CPD, qualities of a headteacher, duties of a headteacher, job-related performance, CPD models, empirical

review on CPD, the headteacher as a manager, relationship between CPD and job-related performance and experience.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the methodology used in conducting the study. The chapter, specifically, presents a step-by-step procedure in gathering valid and reliable information as well as how the data is analysed with the aim of achieving the overall objective of the study. The chapter is organised into the following sections: research design, study area, population, sampling technique, data collection instrument, data collection procedures, data analysis, and chapter summary.

3.2 Research Design

Punch (2005) states that a design of any research is an action plan for getting investigators from here to there, where “here” is described as the preliminary series of questions to be responded to, and “there” comprise of some series of conclusions (answers) about the stated questions. In between “here” and “there” reveals a number of key steps, comprising the collection and analysis of relevant data (Punch, 2005). A research design may also be defined as the plan, structure and strategy of investigation employed by the researcher in order to obtain appropriate answers to a set of research questions (Creswell, 2009).

The study adopted a descriptive survey design with a quantitative approach (Creswell, 2009). This study was also grounded in the positivists’ paradigm. The positivists believe that reality is stable and objective, and as a matter of fact, the positivist believe that reality can be observed and measured (Cohen, Manion, & Morrison, 2013). This belief is confirmed in Creswell’s opinion which is cited in Taylor and Medina (2011) that the positivist paradigm is a scientific research paradigm which strives to investigate, confirm and predict law-like patterns of

behaviour, and is commonly used in graduate research to test theories and hypothesis. This is said to be particularly useful in natural science, physical science, and to some extent in social science. The positivist paradigm is based on the idea that human behaviour can be understood through observation and reason. Research in the positivist paradigm is said to rely on deductive logic, formulation of hypotheses, testing those hypothesis, offering operational definitions and mathematical equations, calculations, extrapolations and expressions to derive conclusions (Kuvunja & Kuyuni 2017). This paradigm is aimed at providing explanations and for making predictions based on measurable outcomes. The positivist paradigm was deemed appropriate for this study because CPD as a variable is observable, objective, and measurable.

From Leedy and Ormrod's (2010) view, survey research includes obtaining data about one or more individuals, maybe about their opinions, characteristics, previous experiences or attitudes by asking a number of questions and summarizing their responses. Creswell (2013) has noted that employing survey as a research design permits the investigator to choose a group of interest and present to them a questionnaire, and or even carry out an interview to gather data about a phenomenon. Creswell (2013) further recognized the idea that surveys are commonly employed in educational research because precise information can be gathered from a huge number of individuals with a small sample.

The descriptive survey design was deemed appropriate because the researcher intended to observe and explain existing patterns of behaviour, why they occur, and what they imply in relation to continuous professional development and job-related performance of headteachers (Creswell, 2009). Again, this design was chosen because the study was mainly based on numerical analyses of data drawn from primary data. Moreover, the basis for the choice of the quantitative approach using descriptive

design was guided by the research objectives and questions, one of which sought to investigate relationships between the variables.

The descriptive survey was again employed for this investigation since the design allows the administration of instrument to participants either in groups or individually to gather information in order to explain or describe an organisational phenomenon. It must be stated that high reliability is less difficult to be achieved by giving the participants a standardised instrument which largely reduces subjectivity. Nevertheless, findings from a study which employed descriptive survey cannot be described as a conclusive answer or to invalidate a hypothesis, and also, the findings are open to questioning and to diverse explanations.

3.3 Study Area

The study was conducted in Kpone-Katamanso Municipality. The Kpone-Katamanso Municipality is situated in the Greater Accra region of Ghana. The municipality shares boundaries with Tema Metropolitan Assembly, Ningo Prampram District, Ashaiman Municipality and Adenta Municipality. The people of Kpone-Katamanso Municipality are relatively poor. Their major occupation is fishing and farming. Many children in the area do not seem to like schooling. Most of them stay at home after their Basic School Education and do not seem to be motivated to go higher in their education probably due to their weak performance in their BECE or lack of interest in education. Although, the Municipality shares boundary with about four areas, it shares some characteristics with the Tema Metropolitan Assembly because the Kpone-Katamanso Municipality was formerly part of the Tema Metropolitan Assembly.

3.4 Population

The target population for this study comprised all headteachers in public basic schools within the Kpone-Katamanso Municipality. Records from the Municipal Directorate of Education indicates that there are 56 public basic schools in the Metropolis with a total of 56 headteachers.

3.5 Sampling technique

The census method was used to engage all the 56 headteachers in this study. According to Creswell (2013), it is possible in survey research to study the entire population because it can be easily identified. This type of survey study, sometimes called a census study, permits conclusions to be drawn about the entire population. The census method was used because it was more effective since there was no sampling error because all members within the target population were engaged in the study. According to Franenkel, Wallen, and Hyun (2012), a minimum number of 100 respondents is essential for a descriptive study. Considering the assertion of Franenkel, et al., the population of this study is less than 100, this does not give more room for the researcher to sample from the population hence the census method.

3.6 Method for Data Collection

Structured questionnaire was used for this research. A structured questionnaire is a data collection instrument which is used for quantitative studies. It contains predetermined questions or items meant to collect numerical data that can be subjected to statistical analysis (Kusi, 2012). A structured questionnaire, which consist of a number of sections, was employed as the data collection instrument. The use of questionnaire was preferred since it is not costly and can be given to several people within the shortest possible time to respond to the questions (Newman, 2007).

The utilization of a questionnaire does not require the researcher to be available (in-person) throughout data gathering; however, people can be well-trained to carry out the administration of the instrument (Leedy & Ormrod, 2010). In this study, in particular, five persons were recruited and trained to help in the administration of the questionnaire.

The self-report nature of questionnaire increases the risks of respondents giving false information which in turn affects the validity of the findings (Leedy & Ormrod, 2010). However, several efforts were made by the researcher to assure respondents of confidentiality and anonymity of data gathered, and further sought for their consent, even though participation was voluntary. By ensuring that, it was expected that respondents would, at best, provide accurate answers to the questions on the instrument (Newman, 2007).

The questionnaire had three sections (A, B, & C) with 45 items. The first section (Section A) elicited information on respondents' demographic characteristics. This demographic information included gender, age, experience, and educational qualification of the respondents.

Section B had 23-items and focused on soliciting information on continuous professional development on a four-point Likert scale (Strongly Disagree, Disagree, Agree, and Strongly Agree). The continuous professional development scale was developed and validated by Behzadi, Golshan, and Sayadian in 2019. The adapted scaled had 5 dimensions: technological CPD programme (7-items), independent CPD programmes (5-items), individually-tailored CPD programmes (4-items), skill-based CPD programmes (3-items) and team-work CPD programmes (4-items). The reliability estimate reported by Behzadi, et. al (2019) were .89 for technological CPD programme, .82 for independent CPD programmes, .77 for individually-tailored CPD

programmes, .74 for skill-based CPD programmes, and .76 for team-work CPD programmes.

The final section of the question (Section C) was made up of 18-items. These items solicited information on job-related performance on a four-point Likert scale (Strongly Disagree, Disagree, Agree and Strongly Agree). The job-related performance scale was developed by Ramos-Villagrasa, Barrada, Fernandez-del-Rio, and Koopmans in 2018. The adapted scale had three dimensions: task performance (5-items), contextual performance (8-items), and counterproductive behaviour (5-items). The authors tested the reliability of the various dimensions using Cronbach alpha. The reliability estimate reported by Ramos-Villagrasa, et al. (2018) were .83 for task performance, .87 for contextual performance and .77 for counterproductive behaviour.

The reliability co-efficient for the CPD scale ranged from .74 to .89. Similarly, the reliability co-efficient for the job-related performance scale ranged from .77 to .87. Generally, these coefficients are good indicators of internal consistency, since they were not below .70. This is in line with Pallant (2010), who asserted that a reliability coefficient of .70 or above is a good indication of internal consistency of an instrument.

3.6.1 Validity of the instrument

The questionnaire was pilot-tested using 40 headteachers in public basic schools within the Tema Metropolis, after which feedback on the pilot test was used to refine the questionnaire before the final data collection. The questionnaire was given to my supervisor and two other experts in the area of educational administration and management to vet the content and how it is appropriate. This helped in ensuring content and construct-related validity evidence.

3.6.2 Reliability of Instrument

According to Creswell (2009), reliability of an instrument is a matter of what a particular technique, applied repeatedly to the same object would yield the same result every time it is administered.

The reliability evidence for this study was gathered using Cronbach's alpha coefficient. This was used to determine the internal consistency of the items on the various sub-sections of the questionnaire. Table 1 presents the reliability estimates.

Table 1: Internal Reliability

Name of Scale	No. of Items	Pilot Test	Final Data
CPD			
Technological CPD	7	.83	.85
Independent CPD	5	.75	.78
Individually-tailored CPD	4	.74	.76
Skill-based CPD	3	.71	.73
Team-work CPD	4	.75	.77
Job-Related Performance			
Task performance	8	.84	.86
Contextual performance	5	.80	.82
Counterproductive behaviour	8	.83	.85

Source: Field survey (2019)

The reliability coefficients for the CPD scale during the pilot test ranged from .71 to .83, and that of the final sample ranged from .73 to .85. In the same vein, the reliability coefficients for the job-related performance scale during the pilot test ranged from .80 to .84, and that of the final sample ranged from .82 to .86. These coefficients are above .70, therefore, the scales on the questionnaire can be referred to as highly reliable.

3.7 Data Collection Procedure

Before the data collection, a letter from the Department of Educational Administration and Management of the University of Education, Winneba was presented to the Kpone-Katamanso Municipal Education Directorate for a permission letter which was sent to headteachers of public basic schools in Kpone-Katamanso Municipality to seek approval to conduct the study. It is essential to gain the permission of people in authority to provide access to participants in a study (Babbie, 2007). Moreover, the questionnaire for the study was designed to equally seek the consent and approval from the respondents in order to meet ethical requirements as proposed by Babbie (2007). The data collection lasted for a period of one month.

3.8 Data Analysis

According to Creswell (2009), analysing data is a means through which meaning is derived from the data before presented in a manner which is understandable. In order to present an accurate statistical analysis of the data, the Statistical Product and Service Solutions (SPSS) Version 25.0 was employed in processing the gathered data. Prior to analysing the data gathered, the data was screened and cleaned for data entry errors. This clean-up encompasses grouping or sorting, matching, editing coding responses and transcribing gathered information into a convenient format (Cozby, 2001).

3.8.1 Research Question One

What is the nature of CPD programmes among public basic school headteachers in the Kpone-Katamanso Municipality?

To find out the nature of CPD programmes among public basic school headteachers in the Kpone-Katamanso Municipality, mean and standard deviation

were used to analyse the data collected. Based on the scale used (Strongly Agree-4, Agree-3, Disagree-2, Strongly Disagree-1), a mid-point of 2.5 was used as the baseline for comparison. That is, mean value above 2.5 indicated that most of the respondents were in agreement to the statement. Conversely, a mean value less than 2.5 showed that most of the respondents were in disagreement to the statement. However, a mean of 2.5 depicted that the greater proportion of the respondents were neutral about the statement.

3.8.2 Research Question 2

What is the level of job-related performance among basic school headteachers in the Kpone-Katamanso Municipality?

The study examined the level of job-related performance among public basic school headteachers in the Kpone-Katamanso Municipality. An 18-item scale was used to measure respondents' job-performance. The items were measured on 4-point scale (Strongly Disagree-1, Disagree-2, Agree-3, and Strongly Agree-4). A midpoint of 2.5 was used as the basis for judging the responses. Items with mean scores above 2.5 were considered as high level of the trait measured whereas items with mean scores below 2.5 were considered as lower presence of the trait. Means of means were also computed for all the dimensions of the scale. They were also interpreted in the same regard as earlier stated.

3.8.3 Research Question 3

What relationship exist between CPD and job-related performance among basic school headteachers in the Kpone-Katamanso Municipality?

The study also examined the relationship between CPD and job-related performance among public basic school headteachers in the Kpone-Katamanso

Municipality. To establish this, Pearson's moment correlation analysis was conducted. The analysis showed a positive relationship between CPD and job-related performance. The independent variable was continuous professional development, which had five dimensions: technological CPD programmes, independent CPD programmes, individually-tailored CPD programmes, skill-based CPD programmes, and team-work CPD programmes. The dependent variable was the composite score of job-related performance. The analysis was conducted at 95% confidence interval at .05 alpha level. Tables and figures were employed to clarify the findings. Finally, hypothesis one which sought to find out if difference existed in headteachers job related performance on the basis of their experiences was tested using one way Analysis of variance (ANOVA)

3.9 Ethical Considerations

The study was conducted in accordance with ethical standards to ensure that the information gathered was not brought to disrepute. In the conduct of the study, information from respondents were gathered in accordance with the codes of ethical conduct in research in social science as indicated by Cozby (2001). Anonymity, informed consent, confidentiality, and voluntary participation were largely considered. The participants responded to the questionnaire with their consent. Prior to the administration of the questionnaire, respondents were made aware of the rudiments of the investigation.

Thus, the nature and purpose of the research was explained to respondents. Respondents were informed that their participation was voluntary and that each one was to answer the questionnaire without any compulsion. Each respondent was given verbal instructions and asked to anonymously complete the survey for immediate collection. Respondents were also informed of the purpose of the study in order to

minimize any associated bias. Respondents who did not wish to participate in the study were asked to return the blank survey to the researcher. During the data collection ethical considerations were duly upheld by the researcher. These ethical considerations include informed consent, anonymity, volition, confidentiality and participants were protected from any harm.

3.10 Chapter Summary

This chapter described the research methods used to conduct the study. It comprised research design, study area, population, sampling technique, data collection instruments, data collection procedures, and data analysis. The descriptive survey design was used to conduct the study in the Kpone-Katamanso Municipality using headteachers of public basic schools. A sample of 56 respondents was used for the study. Structured questionnaire was used to collect data from respondents. The collected data was analysed using descriptive statistics of frequencies percentages, means and standard deviations as well as inferential statistics such as pearson moment correlation analysis.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

The study examined the relationship between continuous professional development (CPD) and job-related performance among headteachers of public basic schools in the Kpone-Katamanso Municipality. This research was carried out using the descriptive survey design specifically the cross-sectional design, with the census method. Structured questionnaire was used to gather data from the respondents. Out of the 56 questionnaires administered, 51 of them were completely responded to and returned. This led to a response rate of 91%. This percentage is above Amedahe and Asamoah-Gyimah's (2015) assertion that 5% to 20% of the population size is enough for generalisation purposes. Hence, all the analysis in this chapter was based on 51 respondents. The chapter presents a description of the sample characteristics, followed by the analysis of the main data and then the discussion of the findings.

4.2 Demographic Characteristics of Respondents

This section presents results on the demographic characteristics of the respondents. The demographic information includes gender, age-range, experience and educational level of respondents. Table 1 presents details of the demographic distribution.

Table 2: Demographic Characteristics of Respondents

Demographic Characteristics	Frequency	Percentage (%)
Gender		
Male	13	75%
Female	38	25%
Age-range		
30-39 years	30	58.8%
40-49 years	16	31.4%
50-59 years	3	5.9%
60 years and above	2	3.9%
Experience		
1-5 years	11	21.6%
6-10 years	22	43.1%
11-15	8	15.7%
16 years and above	10	16.6%
Educational Qualification		
Diploma	14	27.4%
Degree	19	37.3%
M.ED	11	21.6%
M.A	7	13.7%

Source: Survey Data (2021)

As shown in Table 2, there were more female respondents (N = 38, 75%) than male respondents (N = 13, 25%). Majority of the respondents (N = 30, 58.8%) were also between the ages of 30-39 years while just a hand full of the respondents (N = 2, 3.9%) were 60 years and beyond. Regarding the experience of the respondents, the results in Table 2 indicates that most of the respondents (N = 22, 43.1%) had served for a period of 6-10 years whereas a few of the respondents (N = 8, 15.7%) had served as headteachers for a period of 11-15 years.

The results in Table 1 further revealed that majority of the respondents 19(37.3%) had degree as their educational qualifications while 7(13.7%) of the respondents had M.A as their highest educational qualifications. By inference, this suggests that all the respondents had the requisite professional qualification as required by the Ghana Education Service to serve as headteachers of their respective basic schools.

4.3 Analysis of Response to the Research Questions and Hypothesis

This section of the research report focuses on the research questions. The analysis was done to address following specific objectives:

1. Explore the nature of CPD programmes among public basic school headteachers in the Kpone-Katamanso Municipality.
2. Assess the level of job-related performance among public basic school headteachers in the Kpone-Katamanso Municipality.
3. Examine the relationship between CPD and job-related performance among public basic school headteachers in the Kpone-Katamanso Municipality.
4. Examine whether differences exist in job-related performance on the basis of experience.

4.4 Research Question 1

What is the nature of CPD programmes among public basic school headteachers in the Kpone-Katamanso Municipality?

This research question was interested in exploring the nature of CPD programmes among public basic school headteachers in the Kpone-Katamanso Municipality. Twenty-three (23) items were used in measuring this construct which were on a four-point Likert-type scale (Strongly Disagree = 1, Disagree = 2, Agree = 3, and Strongly Agree = 4). These items had five sub dimensions. Means and standard deviations were used to analyse the data collected. A mid-point of 2.5 was used as the baseline for comparison such that mean values above 2.5 indicated that most of the respondents were in agreement with the statement whereas a mean value less than 2.5 showed that most of the respondents were in disagreement with the statement. The mean of means was also computed for all the dimensions. The details of the results are presented in Table 3.

Table 3: Nature of Continuous Professional Development among Headteachers

Statements	Mean	SD
Technological CPD Programmes	2.23	.49
Independent CPD Programmes	2.26	.51
Individually-tailored CPD Programmes	2.42	.48
Skill-based CPD Programmes	2.58	1.53
Team-work CPD Programmes	2.29	1.22
Overall Mean	2.32	.51

Source: Survey Data (2021), Standard Deviation = SD

As shown in Table 3, the overall mean of respondents on the nature of Continuous Professional Development (CPD) programmes was found to be generally low among headteachers in the Kpone-Katamanso Municipality ($M = 2.32$, $SD = .51$). The low nature of CPD programmes in the Municipality is evident in the sub-dimensions of the CPD programmes. For instance, technological CPD programmes among respondents was low ($M = 2.23$, $SD = .49$), independent CPD programmes was equally low among respondents ($M = 2.26$, $SD = .51$), the nature of individually-tailored CPD programmes was also low among respondents ($M = 2.42$, $SD = .48$). Similarly, team-work CPD programmes was low among respondents ($M = 2.29$, $SD = 1.22$). Interestingly, although four of the dimensions of CPD programmes were low among the respondents, Skill-based CPD programme was however high among headteachers in the Kpone-Katamanso Municipality ($M = 2.58$, $SD = .153$).

Among the five dimensions of CPD programmes, it was found that, four of the dimensions of CPD programmes were low among respondents while only one dimension of the CPD programme was high among respondents. Thus, respondents were low on technological CPD programmes, independent CPD programmes, individually-tailored CPD programmes, and Team-work CPD Programmes. On the contrary, respondents were high on skill-based CPD programmes.

The results imply that headteachers in the Kpone-Katamanso Municipality rarely engaged themselves in continuous professional development. That is to say, although professional development on continuous basis is a requirement for enhanced work performance, headteachers in the Kpone-Katamanso Municipality do not often engage themselves in these continuous professional developments. The implication of this result could also suggest that, educational stakeholders of the various schools in the Kpone-Katamanso Municipality do not often organise CPD programmes for headteachers to assist in their professional development.

4.5 Research Question 2

What is the level of job-related performance among public basic school headteachers in the Kpone-Katamanso Municipality?

This research question sought to find out the level of job-related performance among basic school headteachers in the Kpone-Katamanso Municipality. For this research question, there were 18 items on 4-point Likert-type scale which were scored from 1 to 4 (thus, strongly Disagree = 1, Disagree = 2, Agree = 3, and Strongly Agree = 4). These 18-items had three sub dimensions. A mid-point of 2.5 was used as the baseline for comparison such that mean values above 2.5 indicated that most of the respondents were in agreement with the statement whereas a mean value less than 2.5 showed that most of the respondents were in disagreement with the statement. The details of the results are presented in Table 4.

Table 4: Job-related Performance

Statements	Mean	SD
Task Performance		
I manage to plan my work so that I finish it on time	2.76	.95
I always keep in mind the work result I needed to achieve	1.63	.79
I am able to set priorities	2.27	.78
I am able to carry out my work efficiently	2.47	.83
I managed my time well	2.45	.76
Overall Mean	2.32	.46
Contextual Performance		
With my own initiative, I often start new tasks whenever old tasks are completed.	2.10	.90
I often take on challenging tasks when they are available	2.80	.98
I often work on keeping my job-related knowledge up-to-date	2.27	1.06
I often work on keeping my work skills up-to-date	2.86	.63
I propose creative ways of resolving new problems experienced at the workplace.	3.33	.55
I often take on extra responsibilities	3.06	.61
I continually seek new challenges in my work	2.57	.57
I actively participate in meetings and/or consultations	3.06	.86
Overall Mean	2.76	.47
Counterproductive Behaviour		
I usually complain about minor work-related issues at work	2.76	.95
I often make problems at work bigger than they really look.	1.63	.79
I focus on the negative aspects of situations at the workplace instead of the positive aspects.	2.27	.78
I usually talk to colleagues about the negative aspects of my work.	2.47	.83
I often talk to people outside the organization about the negative aspects of my work	2.45	.76
Overall Mean	2.32	.46

Source: Survey Data (2021), Standard Deviation = SD

Job-related performance among headteachers in the Kpone-Katamanso Municipality was sought. As shown in Table 4, it was found that respondents were generally low on task performance (M=2.32, SD=.46). Reporting on the specifics of task performance, respondents disagreed to the following statement: “I always keep in mind the work result I needed to achieve” (M= 1.63, SD=.79), “I am able to set priorities” (M= 2.27, SD=.78), “I am able to carry out my work efficiently” (M= 2.47, SD=.83), “I managed my time well” (M= 2.45, SD=.76). The respondents however agreed to the fact that, “they manage to plan their work so that they finish it on time” (M= 2.76, SD=.95).

The results in Table 4 further revealed that respondents were generally high on contextual performance ($M= 2.76$, $SD=.47$). Specifically, the respondents agreed hierarchically to the following statements regarding contextual performance: “I propose creative ways of resolving new problems experienced at the workplace.” ($M= 3.33$, $SD=.55$), “I actively participate in meetings and/or consultations” ($M= 3.06$, $SD=.86$), “I often take on extra responsibilities” ($M= 3.06$, $SD=.61$), “I often work on keeping my work skills up-to-date” ($M= 2.86$, $SD=.63$), “I often take on challenging tasks when they are available” ($M= 2.80$, $SD=.98$), “I continually seek new challenges in my work” ($M= 2.57$, $SD=.57$). On the contrary, most of the respondents disagreed to the following statements regarding contextual performance: “I often work on keeping my job-related knowledge up-to-date” ($M= 2.27$, $SD=1.06$), “With my own initiative, I often start new tasks whenever old tasks are completed” ($M= 2.10$, $SD=.90$).

Evidence from Table 4 further revealed that respondents were generally low on counterproductive behaviours ($M= 2.32$, $SD= .46$). This is evident in the specific responses of the respondents. Thus, most of the respondents disagreed to the following statements regarding counterproductive behaviours: “I usually talk to colleagues about the negative aspects of my work” ($M= 2.47$, $SD= .83$), “I often talk to people outside the organization about the negative aspects of my work” ($M= 2.45$, $SD= .76$), “I focus on the negative aspects of situation at the workplace instead of the positive aspects” ($M= 2.27$, $SD= .77$), “I often make problems at work bigger than they really look” ($M= 1.63$, $SD= .79$). When respondents were however asked whether “they usually complain about minor work-related issues at the workplace, most of the respondents were in agreement to this statement ($M= 2.76$, $SD=.95$).

Among the three dimensions of job-related performance, it was found that respondents were low on tasks performance and counterproductive behaviours. Respondents were however high on contextual performance. Regarding, the issue of task performance, the findings of study suggest that headteachers in the Kpone-Katamanso Municipality were unable to exhibit behaviours that generally contributes to the provision of quality services in their respective schools. Similarly, regarding the issue of counterproductive performance, the findings of this study suggests that headteachers in the Kpone-Katamanso Municipality were able to exhibit voluntary behaviours that protected the well-being of their respective schools. That is to say, rather than projecting the negative aspects of their respective institutions, headteachers in the Kpone-Katamanso Municipality protected the goodwill of their respective schools.

Concerning the issue of contextual performance, the findings of the current study suggests that headteachers in the Kpone-Katamanso Municipality were able to display behaviours that promoted organisational citizenship. Thus, headteachers were able to exhibit behaviours that contributed to realising the goals of their respective schools. In order words, headteachers exhibited behaviours that promoted the effective functioning of their schools within the Municipality.

4.6 Research Question 3

What relationship exist between CPD and job-related performance among public basic school headteachers in the Kpone-Katamanso Municipality?

The intent of this research question was to find out the relationship between continuous professional development (CPD) and job-related performance among basic school headteachers in the Kpone-Katamanso Municipality. To answer this research question, Pearson moment correlation was conducted to find out the

relationship between CPD and job-related performance. The independent variables were technological CPD programmes, independent CPD programmes, individually-tailored CPD programmes, skill-based CPD programmes, and team-based CPD programmes. The dependent variable was the composite score of job-related performance. Both variables were measured on a continuous basis. The results of Pearson correlation are presented in Table 5.

Table 5: Pearson Correlation Matrix between Job-related performance and Dimensions of CPD

	T-CPD	I-CPD	IT-CPD	SB-CPD	TW-CPD
Job-related Performance	.378**	.045	-.179	-.186	-.021
Sig.	.006	.756	.209	.191	.885
T-CPD	-	.672**	.406**	.066	.391**
Sig.	-	.000	.003	.647	.005
I-CPD	.672**	-	.712**	.321*	.378**
Sig.	.000	-	.000	.022	.006
IT-CPD	.406**	.712**	-	.359**	.265
Sig.	.003	.000	-	.010	.060
SB-CPD	.066	.321*	.359**	-	.099
Sig.	.647	.022	.010	-	.491
TW-CPD	.391**	.378**	.265	.099	-
Sig.	.005	.006	.060	.491	-

T-CPD = Technological CPD SB-CPD = Skill-based CPD
I-CPD = Independent CPD IT-CPD = Individually-tailored CPD
TW-CPD = Team-work CPD

The results in Table 5 clearly shows a linear relationship between job-related performance and the various dimensions of Continuous Professional Development (CPD). The study revealed a weak positive relationship between technological CPD and job-related performance ($r = .348$); the relationship was however significant ($p = .006$). There was also a weak positive relationship between independent CPD and job-related performance, this relationship was not significant ($r = .045$, $p = .756$). The study further revealed a weak negative relationship between individually-tailored CPD and job-related performance, this relationship was not significant ($r = -.179$, p

=.029). Similarly, there was a weak negative relationship between skill-based CPD and job-related performance; this relationship was also not significant ($r = -.186$, $p = .191$). The relationship between team-work CPD and Job-related performance was also negatively weak; this relationship was not significant ($r = -.021$, $p < .885$). Generally, the results imply that, there is a relationship between continuous professional development and job-related performance. Most of the relationships were however negatively weak so far as the various sub-dimensions of CPD was concerned. While some of the relationships were significant, others were not significant.

Although most of the results show negative relationship, the results also show a positive relationship between independent CPD and job-related performance. Again there was a positive relationship between technological CPD and job-related performance. This implies that headteachers are more likely to perform excellently on their respective jobs when they are offered efficient trainings in their respective areas. That is to say, headteachers who often receive continuous training are more likely to perform excellently on their jobs compared to headteachers who rarely receive any form of training. The findings of this study further suggest that respondents are more likely to perform excellently on their jobs as headteachers when they are offered training in the area of technological CPD. The implication is that effective continuous professional development enhances job-related performance. It is important to note that although the study proposed a positive relationship between CPD and job related performance some of the results showed negative relationship.

4.7 Hypothesis Testing

The study tested one hypothesis. This hypothesis was tested with a significance level of .05 and a confidence level of 95%.

4.7.1 Hypothesis 1

H₀: There is no statistically significant difference between job-related performance and experience.

This hypothesis was interested in finding out whether significant differences exist between job-related performance and experience. The independent variable (i.e., experience) was made up of four groups (1-5 years, 6-10 years, 11-15 years, and 16 years and above) while the composite score on “job-related performance” served as the dependent variable, this was measured on a continuous basis. One-way ANOVA was used to test this hypothesis.

Prior to the analysis, assumptions underlying the use of ANOVA were checked. Results from normal Q-Q plot revealed that the data did not violate the normality assumption (Appendix B). Similarly, the homogeneity of variance assumption was duly satisfied ($p = .006$), this warranted the use of ANOVA. Table 6 presents the results of the ANOVA test.

Table 6: One-Way ANOVA Results on Difference in Job-related Performance on the Basis of Experience

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	705.495	3	235.165	4.583	.007
Within Groups	2411.682	47	51.312		
Total	3117.176	50			

Source: Survey Data (2021)

As shown in Table 6, a one-way between group analysis of variance (ANOVA) was conducted to explore the differences in headteachers' job-related performance on the basis of their experience. The dependent variable was the composite score for "job related performance" which was measured on a continuous basis while the independent variable (i.e., experience) was made up of four groups (1-5 years, 6-10 years, 11-15 years, and 16 years and above). As shown in Table 6, the findings of the study revealed a statistically significant difference, [F (3, 47) = 4.583, p = .007,] in job-related performance on the basis of experience.

This implies that job-related performance differed for headteachers based on their experiences (1-5 years, 6-10 years, 11-15 years, and 16 years and above) as headteachers in their respective schools. To make the results clearer, descriptive statistics of each year group is presented in Table 7. Based on the result, the null hypothesis which stated that "There is no statistically significant difference between job-related performance and experience" was rejected in favour of the alternate hypothesis. Despite reaching statistical significance, the actual difference in the mean scores between the groups was quite small. The effect size calculated using eta square, was 0.226 which Cohen (1998) classified as small.

$$\text{Eta Square} = \frac{\text{Sum of squares between groups}}{\text{total sum of square}} = \frac{705.495}{3117.176} = 0.226$$

Table 7 provides details regarding the descriptive statistics of the various 4 groups.

Table 7: Descriptive Statistics

Experience	Frequency	Mean	SD
1-5 years	11	47.909	10.606
6-10 years	22	42.818	6.367
11-15 years	8	52.250	7.536
16 years and above	10	42.000	2.055
Total	51	45.235	7.896

Source: Survey Data (2021), Standard Deviation = SD

As shown in Table 7, the overall mean score was 45.24 with a standard deviation of 7.89. The mean scores and standard deviations of the various groups were as follows: 1-5 years (M = 47.91, SD = 10.61), 6-10 years (M = 42.82, SD = 6.37), 11-15 years (M = 52.25, SD = 7.54), and 16 years and above (M = 42.00, SD = 2.06).

The descriptive statistics in Table 7 only gave the mean and standard deviations. Even though differences exist in the mean scores among the various year groups, the results failed to tell whether the observed differences are significant or not, and if significant, where the differences lie. In view of that, a post hoc test (multiple comparison analysis) was conducted. The Tukey HSD was performed as a follow-up. The Tukey HSD is used when equal variances are assumed and when the sample size among the levels are equal. Since the result of this study assumed equal variance and the sample sizes were equal across the various year groups, using Tukey HSD for the post hoc test was deemed appropriate. The result of the post hoc are presented in Table 8.

Table 8: Multiple Comparison Test

Experience (I)	Experience (J)	Mean Difference (I-J)	Sig.
1-5 years	6-10 years	5.091	.483
	11-15 years	-4.341	.727
	16 years and above	5.909	.320
6-10 years	1-5 years	-5.091	.483
	11-15 years	-9.432*	.040
	16 years and above	.818	.947
11-15 years	1-5 years	4.341	.727
	6-10 years	9.432*	.040
	16 years and above	10.250*	.025
16 years and above	1-5 years	-5.909	.320
	6-10 years	-.818	.947
	11-15 years	-10.250*	.025

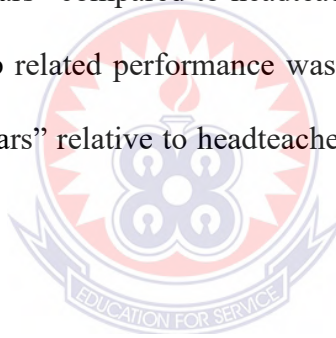
*The mean difference is significant at the 0.05 level.

The results from the post hoc (Table 8) showed a statistically significant difference in the mean scores of headteachers who had served for a period of “6-10 years” and headteachers who had served for a period of “11-15 years” ($p = .04$). Similarly, there was a statistically significant difference in the mean scores of headteachers who had served for a period of “11-15 years” and headteachers who had served for a period of “16 years and above” ($p = .03$).

The post hoc (multiple comparison test) suggests that, the mean score of headteachers who had served for a period of “6-10 years” ($M = 42.82$) was less than the mean scores of headteachers who had served for a period of “11-15 years” ($M = 52.25$). This result implies that headteachers who have longer years of service are able to perform excellently on their respective jobs compared to headteachers who have shorter years of service. The results further suggests that the mean score of headteachers who had served for a period of “11-15 years” ($M = 52.25$) was greater

than the mean scores of headteachers who had served for a period of “16 years and above” ($M = 42.00$). The implication of this result could suggest that, as headteachers spend 16 years and beyond in their capacity as headteachers, they become a little bit complacent in the discharge of their duties, this complacency in the discharge of the duties tends to affect their job-related performance.

In all, the findings of the study revealed a significant difference in headteachers’ job-related performance on the basis of experience. In order words, job-related performance differed for headteachers based on their experiences (1-5 years, 6-10 years, 11-15 years, and 16 years and above) as headteachers in their respective schools. Thus, job-related performance was higher for headteachers who had served for a period of “11-15 years” compared to headteachers who had served for a period of “6-10 years” Also, job related performance was higher for those who had served for a period of “11-15 years” relative to headteachers who had served for a period of 16 years and beyond.”



4.8 Discussion

This section discusses the results of the study as presented in the previous paragraphs. The discussion was organised under the following topical issues:

1. Nature of CPD Programmes among public basic school headteachers.
2. Level of Job-Related Performance among public basic school headteachers.
3. Relationship between CPD and Job-Related Performance among public basic school headteachers.
4. Demographic characteristics (i.e., experience) and Job-related Performance.

4.8.1 Nature of CPD programmes among basic school headteachers

The study examined the nature of CPD programmes among headteachers in the Kpone-Katamanso Municipality. Among the five dimensions of CPD programmes, it was discovered that, respondents were low on four of the dimensions of CPD programmes. On the contrary, respondents were found to be high on only one dimension of the CPD programme. Thus, respondents were found to be low on technological CPD programmes, independent CPD programmes, individually-tailored CPD programmes, and Team-work CPD Programmes. On the contrary, respondents were found to be high on skill-based CPD programmes.

The results imply that headteachers in the Kpone-Katamanso Municipality rarely engaged themselves in continuous professional development. That is to say, although professional development on continuous basis is a requirement for enhanced work performance, headteachers in the Kpone-Katamanso Municipality do not often engage themselves in these continuous professional developments. The implication of this result could also suggest that, educational stakeholders of the various schools in the Kpone-Katamanso Municipality do not often organise programmes for headteachers to help in their professional development.

The finding of this study is inconsistent with the findings of Kusi (2017) who highlighted the importance of organizing CPD programmes for employees in a given organization. Kusi (2017) explained that CPD programmes are important in that, they assist in updating and extending the professional knowledge and skills of employees on new development and new areas of practice to ensure continuous competence in current job; and training for new responsibilities. Regarding the importance of organising CPD programmes for employees, Nasreen and Odhiambo (2018) discovered that CPD enhances a deeper understanding of what it means to be a

professional along with a greater appreciation of the implications and impacts of one's work. In addition, organizing of effective CPD programmes leads to increased public confidence on the part of individual professionals and their profession as a whole.

Also, the findings that, the nature CPD programme is low among headteachers in Kpone-Katamanso Municipality disagrees with Kusi (2017) who explained that there is the need for educational stakeholder to regularly organize CPD programmes for headteachers/principles. By extension, Kusi explained that CPD is very crucial in the educational sector, on the basis that CPD programmes equips headteachers with the requisite skills of how to effectively relate with staffs, it also helps headteachers to have a positive influence on their supervisees/teachers. Furthermore, CPD has also been identified to ensure that the leader and his/her knowledge stay relevant and up to date. This makes the leader more aware of the changing trends and direction in his/her profession.

4.8.2 Level of job-related performance among basic school headteachers

The study examined the level of job-related performance among headteachers of public basic schools in the Kpone-Katamanso Municipality. Among the three dimensions of job-related performance, respondents were found to be low on tasks performance and counterproductive behaviours. Respondents were however found to be high on contextual performance. Regarding, the issue of task performance, the findings of study suggest that headteachers in the Kpone-Katamanso Municipality were unable to exhibit behaviours that generally contribute to the provision of quality services in their respective schools. Similarly, regarding the issue of counterproductive performance, the findings of this study suggests that headteachers in the Kpone-Katamanso Municipality were able to exhibit voluntary behaviours that protected the well-being of their respective schools. That is to say, rather than

projecting the negative aspects of their respective institutions, headteachers in the Kpone-Katamanso Municipality protected the goodwill of their respective schools.

Concerning the issue of contextual performance, the findings of the current study suggests that headteachers in the Kpone-Katamanso Municipality were able to display behaviours that promoted organisational citizenship. Thus, headteachers were able to exhibit behaviours that contributed to realising the goals of their respective schools. In other words, headteachers exhibited behaviours that promoted the effective functioning of their schools within the Municipality.

The findings that, the level of job-related performance (contextual performance) was high among headteachers in the Kpone-Katamanso Municipality supports the assertion of Colquitt, Lepine, Wesson, and Gellatly (2011). Colquitt et al. (2011) explained that job-related performance is an indication of an organisation's efficiency and productivity. Thus, the issue of job-related performance assesses whether or not employees are performing on their respective jobs. The authors further explained that, the issue of job-related performance is an important contributing factor to organizational success because it is an appraisal of employees' job performance. The findings of this study also agrees with Hedayati Mehdiabadi and Li (2016) who asserted that organizations often make various resources available in order to enhance the job performance of their employees. Such organisations do this by providing employees with the required training in order to enhance employees' work performance which could eventually lead to the attainment of organizational goals.

On the contrary, the findings that headteachers of Kpone-Katamanso Municipality were low on tasks performance contradicts that of Steers (1991) who described job performance as the extent to which employees fulfil their assignments and meet expected organizational goals. Similarly, the findings of the current study

disagree with Mathis and Jackson (2009) who explained that employee performance is often associated with quantity of output, quality of output, timeliness of output, presence /attendance on the job, efficiency of the work completed and effectiveness of work completed.

4.8.3 Relationship between CPD and Job-related performance among public basic school headteachers

The relationship between CPD and Job-related performance among headteachers of public basic schools in the Kpone-Katamanso Municipality was examined. Generally, the findings of the study revealed that there is a relationship between continuous professional development and job-related performance. It is however important to emphasise that, all the sub-dimensions of CPD did not holistically show a positive relationship between CPD and job-related performance. Thus, the results revealed that, technological CPD and independent CPD were the only independent variables that relate positively to job-related performance. The other dimensions (individually tailored CPD, skill based CPD, and team-work CPD) did not relate positively with job related performance.

The result implies that headteachers are more likely to perform excellently on their respective jobs when they are offered efficient trainings in their respective areas. That is to say, headteachers who often receive continuous training are more likely to perform excellently on their jobs compared to headteachers who rarely receive any form of training. The findings of this study further suggest that respondents are more likely to perform excellently on their jobs as headteachers when they are offered training in the area of technological and independent CPD. The implication of this study is that effective CPD enhances job-related performance.

The findings of this study agree with Pont, Nische and Moorman (2008) who discovered that there is a significant relationship between CPD and job-related performance. The authors explained that school leadership has become an international priority in educational policy agendas. Thus, it plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. Effective school leadership is essential to improve the efficiency and equity of schooling. In explaining the findings of their study, Pont, Nusche and Moorman (2008) further argued that school leaders/headteachers need specific training in order to respond to broadened roles and responsibilities. Pont, et al. (2008) emphasized that headteachers go through a lot of frustrations which are often connected to role overload and the fact that principals/headteachers constantly feel unable to achieve all their tasks and responsibilities. The researchers were of the view that the stress principals go through may diminish their ability to do their best on their respective jobs and over time, this can eat away their commitment to the job. It is therefore important for principals/headteachers to undergo the necessary training for enhance work performance.

The findings of this study that there is a significant positive relationship between continuous professional development and job-related performance is also consistent with Pashiards and Brauckmann (2009) who recommended that since a strong relation exist between CPD and employees' job-related performance, professional development should continue after appointment in order to support principals/headteachers in facing the diverse challenges they may encounter at school. This assertion also supports the findings of Hussin and Al Abri (2015) who conducted a study on Professional development needs of school principals in the context of

educational reforms. Hussin and Al Abri (2015) discovered that effective school leadership and management does not come naturally in the appointment process of school principals; hence, it is essential for school principals to undergo professional training programmes, which can impart the necessary competencies, knowledge and dispositions to enable them function and perform effectively in the educational reform.

In addition, the finding of this study is in harmony with Bartleton (2018) who examined stakeholders' perception of the impact of continuous professional development on professional practice of teachers in educational colleges in the West Midlands. Bartleton discovered that, CPD has significant benefits in terms of updating subject knowledge, sharing of good practice and the opportunities it provides for collaboration, reflection and future progression. That is to say, the training teachers receive from CPD programmes are beneficial, in that, the training helps in updating their subject knowledge and also equips them with new initiatives in the teaching industry which cumulatively leads to increased work performance. Although the findings of this study agree with Bartleton (2018), Bartleton's study adopted the mixed method approach in his investigation while the current study employed the quantitative approach in the conduct of the study.

4.8.4 Demographic characteristic (i.e., experience) and job-related performance

Demographic characteristics play a significant role as far as job-related performance of headteachers is concerned. This study explored demographic characteristics of respondents such as experience against the job-related performance of headteachers in the Kpone-Katamanso Municipality. Thus, the study sought to find out whether or not the job-related performance of respondents would differ on the

basis of experiences in their respective schools as headteachers. The findings of the study revealed a significant difference in headteachers job-related performance on the basis of experience. In other words, job-related performance differed for headteachers based on the number of years they have served (1-5 years, 6-10 years, 11-15 years, and 16 years and above) as headteachers in their respective schools. Thus, job-related performance was higher for headteachers who had served for a period of “11-15 years” compared to headteachers who had served for a period of “6-10 years” Also, job related performance was higher for those who had served for a period of “11-15 years” relative to headteachers who had served for a period of 16 years and beyond.”

This result implies that headteachers who have longer years of service are able to perform excellently on their respective jobs compared to headteachers who have shorter years of service. The results further suggests that the mean score of headteachers who had served for a period of “11-15 years” ($M = 52.25$) was greater than the mean scores of headteachers who had served for a period of “16 years and above” ($M = 42.00$). The implication of the result of this research could be that, as headteachers spend 16 years and beyond in their positions as headteachers, they become a little bit complacent in the discharge of their duties, this complacency in the discharge of the duties tends to affect their job-related performance.

As indicated in the result of the analysis, experience plays a significant role as far as job-related performance of headteachers is concerned. This confirms Meyer’s (2004) comparison between experienced and novice teachers. He stated that the novices lack experiences to organise their thinking into useful constructs for making predictions about future events. On the contrary, the experienced teachers have well-developed knowledge bases and organizations that are responsive to multiple external and internal cues and are highly linked allowing for flexible patterns of solving

organisational problems. The findings of this current study also agrees with the findings of the study of Adeyemi (2003) which examined teachers' teaching experience and students' learning outcomes in the secondary schools in Ondo State, Nigeria. The study revealed that teachers' teaching experience was significant with student' learning outcomes as measured by their performance in the SSC examinations. This indicates that, the role of experience in the performance of teachers or in students learning outcome is significant. Similarly the current research reveals a significant difference between experience and the job-related performance of headteachers. Therefore, the experience of professionals must not be overlooked when measuring their performance on their jobs.

4.9 Chapter Summary

The current study examined the relationship between Continuous Professional Development (CPD) and job-related performance among headteachers of Public Basic Schools within the Kpone-Katamanso Municipality. The study was guided by four (4) objectives which were transformed into three research questions and one hypothesis. The study discovered that the nature of CPD programmes among headteachers in the Municipality was generally low. Thus, CPD programmes were rarely organised for headteachers in the Kpone-Katamanso Municipality. Regarding the level of job-related performance, the study generally discovered a high level of job-related performance among headteachers in the Kpone-Katamanso Municipality. The study further discovered both positive and negative relationships between continuous professional development and job-related performance of which some were significant and others were not significant. Finally, the study revealed a significant difference in headteachers' job-related performance and their experience. Thus, job-

related performance was higher for headteachers who had served for a longer period compared to headteachers who had served for a shorter a period of time.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary of the study, the conclusions drawn from the study, suggestions and recommendations for further studies were also captured in this chapter. The suggestions and recommendations for further studies were based on the findings of the study.

5.1 Summary of the Study

The study examined the relationship between continuous professional development (CPD) and job-related performance among headteachers of public basic schools in the Kpone-Katamanso Municipality. The study was guided by four (4) objectives which were transformed into three research questions and one hypothesis. The descriptive survey design, specifically, the cross-sectional design, with a quantitative approach was employed in the conduct of the study. The positivist paradigm was employed for the study. The study targeted headteachers in public basic schools within the Kpone-Katamanso Municipality, numbering 56. The census method was used to engage all the 56 headteachers in the study. Standardised questionnaires were administered to the 56 headteachers. Five (5) of the questionnaires were however not filled and returned, this resulted in a 91% response rate. Hence, all the analyses were based on 51 respondents. The data collected were analysed using both descriptive statistics and inferential statistics. While data on research questions one and two were analysed using means and standard deviations, research question three was analysed using Pearson moment correlation while the hypothesis was tested using one-way analysis of variance (ANOVA).

5.2 Summary of Key Findings

The study revealed the following findings:

1. Among the five dimensions of CPD programmes, it was found that, four of the dimensions of CPD programmes were low among respondents while only one dimension of the CPD programme was high among respondents. Thus, respondents were low on technological CPD programmes, independent CPD programmes, individually-tailored CPD programmes, and Team-work CPD Programmes. On the contrary, respondents were high on skill-based CPD programmes.
2. Among the three dimensions of job-related performance, it was found that respondents were low on tasks performance and counterproductive behaviours. Respondents were however high on contextual performance.
3. Generally, the findings of the study revealed that there is a relationship between continuous professional development and job-related performance. It is however important to emphasise that, all the sub-dimensions of CPD did not holistically relate positively to job-related performance. Thus, the results revealed that, technological CPD and independent CPD were the only independent variables which relate positively to job-related performance. The relationship between technological CPD and job-related performance was found to be significant. The other dimensions (individually tailored CPD, skill based CPD, and team-work CPD) did not relate positively to job-related performance.
4. The findings of the study revealed a significant difference in headteachers job-related performance on the basis of their experience. In other words,

job-related performance differed for headteachers based on the number of years they have served (1-5 years, 6-10 years, 11-15 years, and 16 years and above) as headteachers in their respective schools. Thus, job-related performance was higher for headteachers who had served for a period of “11-15 years” compared to headteachers who had served for a period of “6-10 years” Also, job related performance was higher for those who had served for a period of “11-15 years” relative to headteachers who had served for a period of 16 years and beyond.”

5.3 Conclusions

Based on the findings of this study, it can be concluded that, headteachers in the Kpone-Katamanso Municipality rarely engaged themselves in continuous professional development. That is to say, although professional development on continuous basis is a requirement for enhanced work performance, headteachers in the Kpone-Katamanso Municipality do not often engage themselves in these continuous professional developments. The implication of this result could also suggest that, educational stakeholders of the various schools in the Kpone-Katamanso Municipality do not often organise programmes for headteachers to assist in their professional development. Again, although headteachers in the Kpone-Katamanso Municipality were generally low on continuous professional development, the study concluded that headteachers were high on the skill-based dimension of the CPD programme.

It can further be concluded that headteachers in the Kpone-Katamanso Municipality were high on contextual job-related performance. This is evident in the fact that headteachers were able to exhibit voluntary behaviours that protected the well-being of their respective schools. That is to say, rather than projecting the negative aspects of their respective organisations, headteachers in the Kpone-

Katamanso Municipality protected the goodwill of their respective schools. Additionally, the study concluded that headteachers were able to display behaviours that promoted organisational citizenship.

More so, the current study concluded that, although there were some CPD programmes that related negatively with job-related performance, some of the CPD programmes such as technological CPD and independent CPD also related positively with job-related performance. This implies that headteachers are more likely to perform excellently on their respective jobs when they are offered efficient trainings in their respective areas. That is to say, headteachers who often receive continuous training are more likely to perform well on their jobs compared to headteachers who rarely receive any form of training.

The study finally concluded that job-related performance differed for headteachers based on their experience, thus, job-related performance was higher for headteachers who had served for a longer period of time relative to those who had served for a shorter period of time.

5.4 Recommendations

Based on the findings of the study and the conclusion drawn, the following recommendations are made to guide the development of policy and practice:

1. Based on the finding that headteachers were low on four dimensions of CPD programmes, it is recommended that the Ghana Education Service (GES) under the supervision of the Ministry of Education (MoE) organise regular CPD programmes for headteachers of Public Basic Schools in the Kpone –Katamanso Municipality. Thus, educational stakeholders are encouraged to organise CPD training programmes for headteachers in the area of

technological CPD, independent CPD, individually-tailored CPD as well as team-work CPD.

2. Regarding job-related performance it emerged that headteachers were high on contextual performance and low on their counterproductive behaviours. It is therefore recommended that headteachers within the Kpone-Katamanso Municipality continue and also intensify their job-related performance in the areas of protecting the goodwill of their schools as well as displaying the behaviours that promoted organisational citizenship.
3. In view of the finding that respondents were low on task performance, it is recommended that headteachers of public basic schools within the Kpone-Katamanso Municipality increase and improve their task performance as headteachers. The headteachers can do this by exhibiting behaviours that would generally contribute to the provision of quality services in their respective schools.
4. Since there is a significant positive relationship between technological CPD and job-related performance, it is recommended that the Ministry of Education, educational stakeholders as well as District, Municipal, Metropolitan and Regional Education Directorates regularly organise CPD training in this area for headteachers in Public Basic Schools. This will help enhance headteachers' job-related performances since effective CPD improves job-related performance, headteachers who often receive continuous training are more likely to perform excellently on their jobs compared to headteachers who rarely receive any form of training.
5. Again, experience played a significant role in headteachers' job-related performance, it is therefore recommended that headteachers aspire for longer

years of service in their respective schools in order to gain more experience to improve their performance.

5.5 Suggestions for Future Research

The following are suggestions made for future studies:

1. The current research focused on only Public Basic Schools. It is recommended that this study be replicated in Private Basic Schools, since some variations in internal policies could bring about variations in the results.
2. The current study focused on only one municipality, other studies can be carried out on a broader perspective by looking at two or more municipalities. This will facilitate easy comparison of continuous professional development programmes as well as job-related performance among headteachers from different municipalities.
3. Further, research can also be conducted in the Senior High Schools in Ghana to establish the relationship between headmasters'/headmistresses' CPD and the academic performance of students.
4. Further research ought to include qualitative analysis that would either compliment and/or challenge the findings and interpretations of this study.

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APPENDICES

APPENDIX A

Questionnaire

This study sought to examine the relationship between continuous professional development and job-related performance. Your participation is essential to the success of this study. Information provided is solely for academic purposes and would be kept as *confidential* as possible. Responses provided would be anonymous during data collection. Participation is voluntary and thus, you have the right to withdraw any time without any given reason(s).

SECTION A – DEMOGRAPHIC INFORMATION

Kindly provide the right response by checking [√] in the blank spaces provided.

1. Gender

- a. Male [] b. Female []

2. Age-range

- a. 19-29 years [] b. 30-39 years [] c. 40-49 years []
d. 50-59 years [] e. 60 years and Above []

3. Experience (as headteacher)

- a. 1- 5 years [] b. 6-10 years []
c. 11-15 years [] d. 16 years and Above

4. Educational Qualification

- a. Diploma [] b. Degree []
c. M. ED [] d. M.A []

SECTION B- CONINUOUS PROFESSIONAL DEVELOPMENT

Please read the following statements carefully and check [√] the option which best applies to you using the following options: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree

S/N	Statements	SA	A	D	SD
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Technological CPD Programmes

1. I take part in training programmes and workshops that requires the use of technological devices such as: computers, the Internet, etc.
2. I take part in training programmes that is centralized and headteachers share information and skills using the internet.
3. I take part in training programmes that explores new concepts and demonstrates modelling of skills that includes computers and the internet
4. I take part in training programmes that is helpful in headteachers' exploration of new ideas and ways of doing things via the internet.
5. I take part in training programme that demonstrates systematic pedagogical knowledge and instructional methods by using the internet.
6. I take part in training programmes where presented materials are centralized for all the headteachers via the internet
7. It is a good idea to have headteachers' training workshops or meetings by using technological devices.

Independent CPD Programmes

8. I take part in training programmes that involves headteacher's independent learning by introducing some educational books.
9. I take part in training programmes that involves using my own available resources.
10. I take part in training programmes that helps me to be an autonomous lifelong learner.
11. A training programme that assists headteachers in designing their own professional development and sharing pedagogical materials is useful.
12. A training programme that makes headteachers independent is essential for headteachers' pedagogical

improvement.

Individually-tailored CPD Programmes

13. I take part in training programmes that create positive changes in my supervision performance as a headteacher.
14. I take part in training programmes that equips me with the skills required for monitoring teaching activities in my school.
15. I take part in training programmes that focus on headteacher's individual learning and autonomy in planning and managing school activities.
16. I take part in training programmes that empowers me to take responsibility to remedy my own professional weaknesses as a headteacher.

Skill-based CPD Programmes

17. I take part in training programmes where planning experts deliver planning skills to headteachers.
18. I take part in training programmes that easily connect me to the needed appraisal skills required for appraising teaching in my school.
19. I take part in training programmes that helps me to update my professional risk management skills as a headteacher of my school.

Team-work CPD Programmes

20. I take part in training programmes that include headteachers group engagement.
21. I take part in training workshop part develops headteachers' styles of teaching practically.
22. I take part in training programmes that help headteachers to understand and tune their enterprise in mutual team work.
23. I take part in training methods where the collective wisdom of dominant members of the group shapes other individuals' understanding of the community and its roles.

SECTION C- JOB-RELATED PERFORMANCE

Please read the following statements carefully and check [√] the option which best applies to you using the following options: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree

S/N	Statements	SA	A	D	SD
-----	------------	----	---	---	----

Task Performance

1. I manage to plan my work so that I finish it on time
2. I always keep in mind the work result I need to achieve
3. I am able to set priorities
4. I am able to carry out my work efficiently
5. I managed my time well

Contextual Performance

6. With my own initiative, I often start new tasks whenever old tasks are completed.
7. I often take on challenging tasks when they are available
8. I often work on keeping my job-related knowledge up-to-date
9. I often work on keeping my work skills up-to-date
10. I propose creative ways of resolving new problems experienced at the workplace.
11. I often take on extra responsibilities
12. I continually seek new challenges in my work
13. I actively participate in meetings and/or consultations

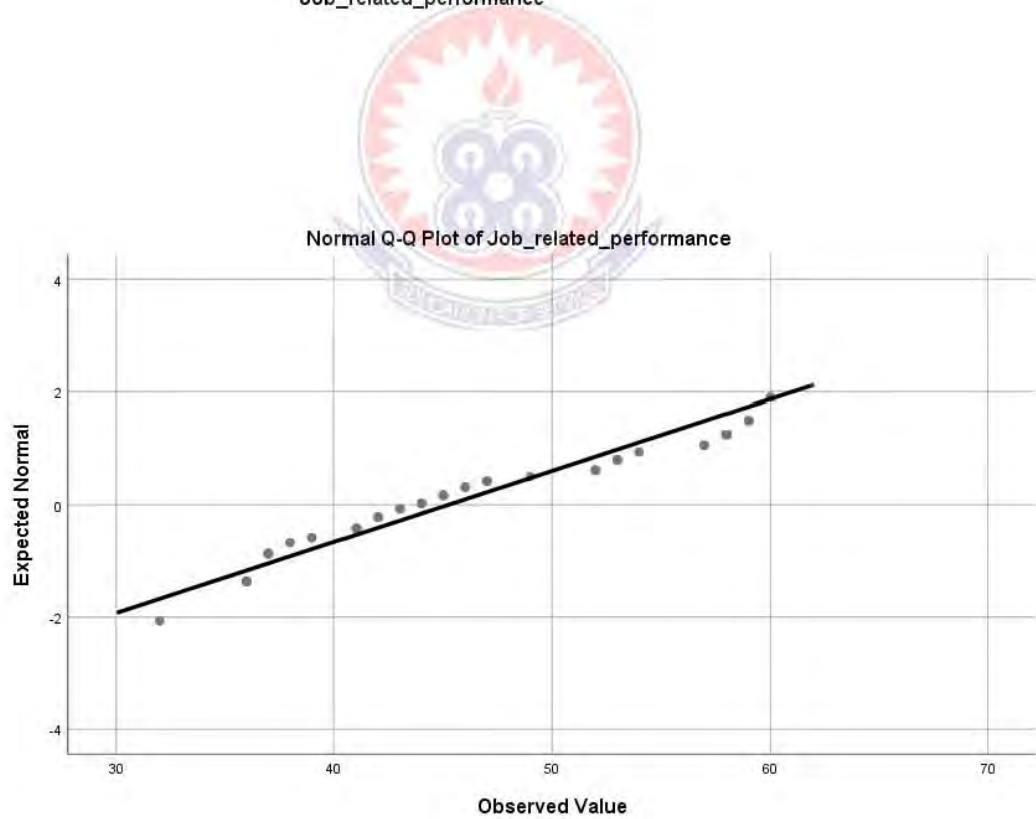
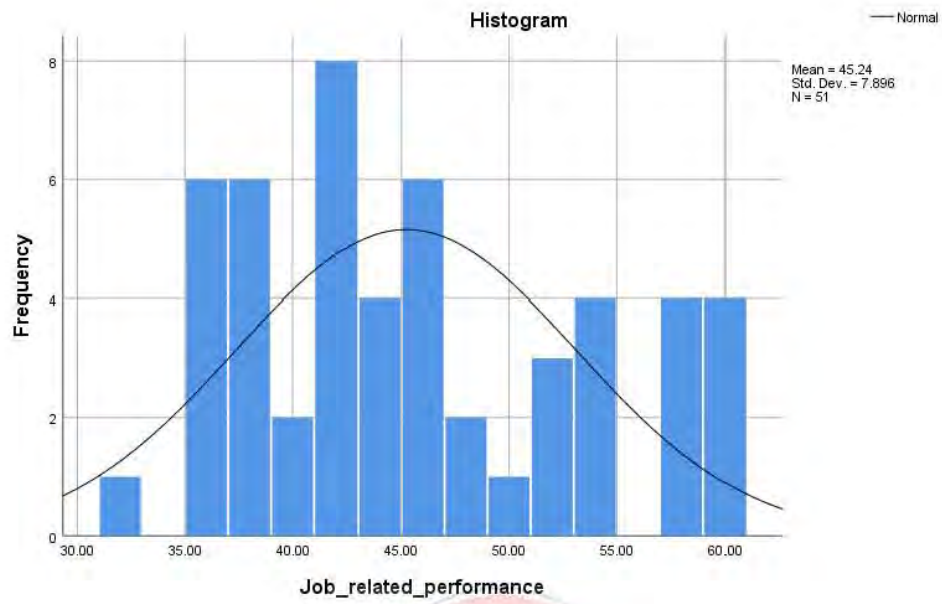
Counterproductive Behaviours

14. I usually complain about minor work-related issues at work
15. I often make problems at work bigger than they really look.
16. I focus on the negative aspects of situation at the workplace instead of the positive aspects.
17. I usually talk to colleagues about the negative aspects of my work.
18. I often talk to people outside the organization about the negative aspects of my work



APPENDIX B

Testing of Assumptions



APPENDIX C

GHANA EDUCATION SERVICE

In case of reply the number and date of this letter should be quoted

My Ref. No: GES/GAR/KKM/PH/703/7
Your Ref. No:



REPUBLIC OF GHANA

MUNICIPAL EDUCATION OFFICE
KPONE KATAMANSU
P. O. BOX 33
KPONE

Telephone: 0303-938250
Email: geskkded2013@yahoo.com

15TH June, 2021

TO ALL PUBLIC BASIC SCHOOL HEADTEACHERS
KPONE-KATAMANSU MUNICIPAL

INTRODUCTORY LETTER
ANTIONETTE HIAGBE-4375/02
STAFF ID -322980

The above named is a teacher at Kpone Community Senior High School who is currently pursuing an M. Phil. In Educational Administration and Management (Top-up) at the University of Education, Winneba. She has been granted permission to collect data from the Public Basic Schools in the Municipality strictly for her research work.

By a copy of this letter, the Directorate is requesting that you accord her the necessary assistance and cooperation when she visits your school.




HARRY EVANS ARTHUR (MR)
DIRECTOR OF EDUCATION
KPOE-KATAMANSU MUNICIPAL