

UNIVERSITY OF EDUCATION, WINNEBA

**AN INVESTIGATION INTO THE CONTINUOUS PROFESSIONAL
DEVELOPMENT NEEDS OF PUBLIC BASIC SCHOOL HEADTEACHERS IN
THE NINGO-PRAMPAM DISTRICT.**

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**A THESIS IN THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND MANAGEMENT, FACULTY OF EDUCATIONAL STUDIES, SUBMITTED
TO THE SCHOOL OF GRADUATES STUDIES UNIVERSITY OF EDUCATION,
WINNEBA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
AWARD OF MASTER OF PHILOSOPHY DEGREE IN ADMINISTRATION
AND MANAGEMENT**

AUGUST, 2018

DECLARATION

Student's Declaration

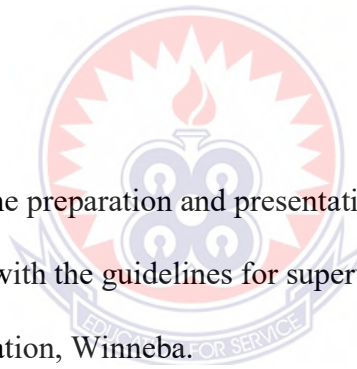
I, Mary Lois Amo-Richmond declare that this dissertation with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted either in part or whole, for another degree elsewhere.

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Supervisors Declaration

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



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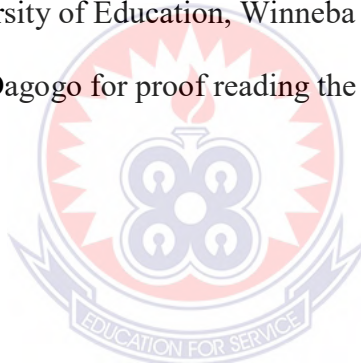
Date.....

ACKNOWLEDGEMENTS

I would like to acknowledge my supervisors Dr. Hinnah Kusi and Professor Dominic Kwaku Danso Mensah for their support and guidance offered amidst their tight schedules to enable me do this research. My sincere appreciation again goes to the Ningo-Prampram District Education Directorate for granting me the opportunity to conduct this research in their district.

I am grateful to all the public basic school headteachers in the Ningo-Prampram District for availing themselves to me and willingly participating in this research.

My last appreciating goes to Dr. Pajibo of the Institute of Educational Research and Innovation Studies, University of Education, Winneba for his inputs, technical advice and support and Dr. Laretta Dagogo for proof reading the work.



DEDICATION

This work is dedicated to my husband, Felix Amo- Richmond and my children Anissa Oforiwaa Amo-Richmond and Papa Yaw Amo-Richmond.

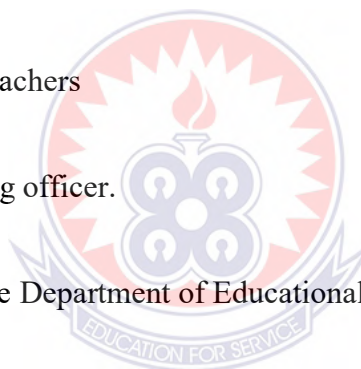


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GLOSSARY

BECE	:	Basic Education Certificate Examination
CPD	:	Continuous Professional Development
FCUBE	:	Free Compulsory and Universal Basic Education
GES	:	Ghana Education Service
ICT	:	Information Communication Technology
INSET	:	In-Service Training
JHS	:	Junior High School.
MoE	:	Ministry of Education.
PRESET	:	Pre-Service Education.
PTPDM	:	Pre-tertiary Teacher Professional Development and Management



ABSTRACT

This study investigated the continuous professional development needs of the public basic school headteachers in the Ningo- Prampram District. The study investigated into the nature of CPD programmes organised for the headteachers, their CPD needs as well as learning opportunities for such headteachers to enable them to ensure meaningful improvement in quality educational provision. This was a mixed method research, both quantitative and qualitative data was collected. The study used the sequential explanatory design in which data was collected in two phases using structured questionnaire and semi-structured interview. A census sampling technique was employed to involve all the fifty one (51) public basic school headteachers in the Ningo-Prampram for the first phase of data collection and purposive sampling technique was used to select six(6) of the headteachers who had already responded to the questionnaire and the district training officer for an interview. Data obtained were analyzed statistically, using means and standard deviations, while the qualitative data was used to elaborate on the quantitative results. The study revealed that CPD organised for headteachers in the district were mostly in the form of workshops. Comprehensive Induction activities and programmes were barely organised for them after their appointment as headteachers which they were not pleased about. Headteachers mentioned their dissatisfaction with the organisation and implementation of CPD training workshops for them and this was due to poor feeding during the CPD workshops, unconducive venue, inappropriate duration and timing of the programmes, lack of transportation allowances and travel difficulties to the location where the CPD programmes were being held. Headteachers requested for their needs to be assessed prior to the organisation and implementation of CPD training and suggested some skills, abilities and competences they would like to acquire in their chosen career. They therefore indicated that they would like the content of their CPD training programmes to be relating to the day to day management of their schools. They indicated some leadership and management topics and requested for the content of their CPD training to be focused on those topics. Among others, the study concluded that, public basic school headteachers in the Ningo-Prampram district perceive CPD training to be relevant and demanded that CPD training programmes should be often organised for them to enable them acquire enough skills, abilities and competences for them to be able to lead and manage the schools effectively which will eventually improve the general quality of educational delivery. Based on this, the study recommends that the Ningo-Prampram district education directorate should design a comprehensive CPD programme policy solely for newly appointed and practising headteachers. The CPD programmes to be designed should focus on topics such as conflict management and resolution, information communication, staff appraisals, time management, leadership training, and technology, communication skills, financial management, skills in preparing and vetting lesson notes, financial management, school community relationship, team building, communication skills, staff professional development organisation, stress management, crises disaster management and decision making processes. The study further indicated strategies such as mentoring, coaching, conducting action research, study group formation, observation and networking as other opportunities for headteachers to learn, which will to enable them gain skills, competences and abilities to meet their training needs.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Societal changes have stirred new pressures on schools and those who lead them. Technology, demographic shifts, redefinitions of family, testing and accountability, decentralization and site-based management, changes in the economy, various educational legislative initiatives have amounted to lots of demands and expectations for school heads. Contemporary models of school reform acknowledge the headteacher as the passport to school success. The modern headteacher is no longer teacher, but rather the manager of an increasingly complex organisation. Headteachers today, including those in the Ningo-Prampram District are expected to create a team relationship among staff members, acquire and allocate resources, promote teacher development, improve students' performance on standardized tests, and build effective community linkages (Drake & Roe, 2002).

Additionally, headteachers are supposed to interact with teachers, parents, community members, and students. Strong collaboration and instructional skills have replaced strong bureaucratic skills as important attributes of effective headteachers/ principals (Drake and Roe, 2002; Neufeld, 1997). In many respects, the demands on headteachers mirror those on teachers who are attempting to become facilitators of children's learning and are rethinking their notions of content, pedagogy, and assessment. Heads of schools need continuous professional development opportunities to support their efforts toward school improvement and revitalize their commitment to creating and sustaining positive learning communities (Foster, Loving & Shumate, 2000; Evans & Mohr, 1999; Neufeld, 1997).

In Ghana, achieving quality education has become one of its crucial strategic plans towards catching up with the developed world (Ghana Education Service, 2008). Owing to the fact that education is a fundamental element of change and the pivot of development, the headteacher who is at the helm of affairs in schools plays a very vital role in achieving the aims and goals of a school. For this reason, the headteachers' continuous professional development cannot be ruled out in the quest for achieving quality education.

Effective training and professional development are essential in determining headteacher quality, which is inextricably linked to the success and sustainability of any education system (Ghana Education Service, 2008). Continuous growth of professional knowledge and skills of headteachers is an essential part of improvement and development in their profession. Professional development of headteachers has been placed under considerable pressure in many countries in recent years (Wermke, 2011; Akyeampong, Djangmah, Oduro, Seidu, & Hunt, 2007) because of the need for improving quality education. This in the view of Day and Gu (2010) have been based on the argument that a teaching qualification is no longer sufficient in providing headteachers with knowledge and skills they require if there is no regular updating of their knowledge and skills through professional development. Day and Gu (2010) has suggested that effective Continuing Professional Development (CPD) activities can help to enhance headteacher quality and performance.

Despite these challenging roles and expectations from headteachers, it appears that little emphasis has been placed on the training of headteachers in Ghana. The procedures used in appointing, training, inducting and in-servicing headteachers are inappropriate in many developing countries, especially those in the continent of Africa (Bush & Oduro, 2006 as cited in Kusi, 2008), which Ghana happens to be one in which headteachers in the Ningo Prampram District also goes through these experiences. These practices are considered ineffective for the development of competent school leaders in these countries (Kitavi & Westhuizen, 1997; Oduro & MacBeath, 2003). Heads of school are mostly appointed based on the number of years and experience in teaching. Little emphasis is made on the professional abilities of the person, as Oduro and Bush (2006) emphasised that preparation for school principals is inadequate throughout Africa. Most heads are appointed without any specific management training and few receive appropriate in-service training following appointment. Heads are also appointed in the Ningo-Prampram District based on the number of years and experience in teaching with little emphasis of management training for them.

Currently in Ghana, there is no pre-service training for aspiring headteachers and no induction programme for newly appointed headteachers (Oduro, 2003; Oduro & MacBeath, 2003; Oplatka, 2004; Bush & Oduro, 2006 ; Kusi, 2008). It also appears that there are no well-structured policies spelling out on how CPD programmes should be carried out for practising headteachers in the public basic schools especially in the Ningo-Prampram District.

Effective continuing professional development programmes for headteachers should therefore be well-structured, well-coordinated and detailed programme that should focus on specific areas of need of the practicing headteacher.

Oduro (2003) mentioned that Ghana's education has been fraught with several challenges of provision of continuous professional development programmes for which headteachers have had their share. This has led to district education offices adopting many different approaches and styles in conducting CPD programmes for headteachers in the schools. While professional development programmes take place for headteachers in some parts in Ghana, other may not be exposed to such programmes. In places where they have been organised, it appears that the programmes have failed to address the professional needs and growth of headteachers.

1.2 Statement of the problem

Quality education is vital for the socio-economic development of every nation. Ghana has recognised this and has introduced some policy initiatives to improve the quality of education provision. Headteachers are identified as key partners in improving the quality of education provision. For an effective and quality school system, the roles of school heads cannot be veritably unheeded. School heads are considered pillars of the school, thus their actions and inactions greatly influence its fabric. Head teachers should possess skills and qualities to enable them „transform“ the organization into a more effective structure (transformational leaders). Hay-Mcber characterised the highly- effective transformational head teacher as having a high understanding of others that allows them to make best use of the strengths of the teams, enabling them to develop potential and

deploy the totality of their human and physical resources to best effect (Hay Group,2000).

According to Babayemi (2006), school leaders control human and material resources of the school, and that their position is so important that the school cannot exist without them. However, despite the demanding roles and responsibilities of head of schools, little is done to prepare them in terms of training to equip them in meeting these challenging roles. There is no provision of formal pre-service training (PRESET) for headteachers in Ghana (Oduro & MacBeath, 2003; Oplatka, 2004; Bush & Oduro, 2006; Kusi, 2008). Countries like Hong Kong, Singapore, United Kingdom, Netherlands, Germany, Australia, Canada and New Zealand have well-structured system of recruitment, appointing and inducting of headteachers for their schools (Huber & West, 2002). Their appointment are based on the professional development and abilities of the individual and not based on the number of years teaching. The situation is not the same in most African countries, including Ghana. Literature in many African countries, show that the mechanisms for recruiting teachers to become head of school are unsystematic and have not been based on professional criteria (Mulkeen; Chapman; DeJaeghere & Leu, 2007).

Dadey and Harber (1991) made some observations about heads of schools in Africa and reported that, despite the enormous expectations of headteachers, many are poorly prepared for the task. They further reported in their 1990 study of school heads of 31 African countries and concluded that only three of the countries had comprehensive training programmes in educational planning, administration and management. Even where training programmes were provided, they were sometimes criticized for being

unsystematic and inadequate in content and coverage, lacking follow up and failing to address the real needs of the school heads.

Although, the Ghana Education Service is putting in effort to provide CPD programmes for headteachers in the public basic schools, it appears that these programmes have failed to meet the professional needs and expectations of the headteachers. Hence this affirms the reports made by (Wanzare & Ward, 2000; Oduro, 2003; Bush & Oduro, 2006), as cited in Kusi (2008) which stated that efforts have been made in developing countries like Ghana and Kenya in providing CPD programmes, but the courses being organised are not proving very effective in addressing the training needs of headteachers and principals respectively. The researcher's encounter with some basic public school headteachers in the Ningo-Prampram district revealed that the CPD programmes organised for them by the education district office does not really address their professional growth and their day to day management and administrative needs and this makes them face difficulties in carrying out their roles.

This sometimes affects their output hence resulted in their students' unsatisfactory performance in the Basic Education Certificate Examination for the past five years in the district. In 2013, 2014, 2015, 2016 and 2017 the analysis of the BECE results for the district indicated that, the public schools had a pass percentage of 42.3% , 31.6 % , 34.7% 48.1, and 46.8% respectively (NiPEO, 2017) .These results are less than half of the pass percentage. Some individual schools are getting as low as 0% and 1% pass rate. The stakeholders of the schools are blaming the headteachers, since it is believed that the success of school to a larger extent depends on the administrative, supervisory, and

managerial and leadership qualities of school heads. Maintaining quality and standards in education depends largely on the extent to which heads of schools effectively carry out their leadership responsibilities (Ibukun, Oyewole & Abe, 2011).

The stakeholders, especially the education officers and parents blame the poor performance of the pupils, claiming that headteachers are not effective in carrying out their roles and responsibilities. However little is known about the nature of training programmes organised for headteachers as well as their training needs especially in the Ningo- Prampram District. Studies have been conducted on CPD of headteachers, for instance studies conducted by Oduro (2003) examined on the perspectives of only the primary school headteachers in the KEEA district on their role and professional development, Kusi (2008) also focused on the challenges and professional development needs of only the Junior High School headteachers in the Sunyani Municipality. However, this study focuses on the CPD needs of the public basic school headteachers, of the pre-school, primary and JHS levels in the Ningo- Prampram District as well as opportunities that could be provided to meet these training needs so as to ensure quality educational provision.

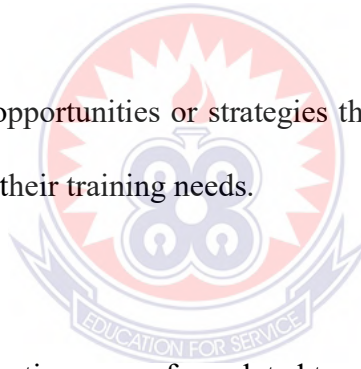
1.3 Purpose of the study

The purpose of the study was to investigate into the nature of CPD programmes organised for the public basic school headteachers in the Ningo-Prampram District, their CPD needs as well as learning opportunities for such headteachers to enable them to ensure meaningful improvement in quality educational provision.

1.4 Objectives of the study

The study sought to:

1. Determine the nature of CPD programmes organised for the public basic school headteachers in the Ningo-Prampram District.
2. Assess the general perceptions of the public basic school headteachers on the CPD programmes training programmes.
3. Identify factors that inhibit the public basic school headteachers from benefiting from the CPD training programmes.
4. Find out the CPD needs of the public basic school headteachers in the Ningo-Prampram District.
5. Identify learning opportunities or strategies that could be provided to enable the headteachers meet their training needs.



1.5 Research questions

The following research questions were formulated to guide the study;

1. What is the nature of CPD programmes organised for the public basic school headteachers in the Ningo- Prampram District?
2. How do the public basic school headteachers in the Ningo-Prampram District perceive CPD training programmes?
3. What are the factors that inhibit the public basic school headteachers from benefiting from the CPD programmes organised for them?
4. What are the CPD needs of basic schools headteachers in the Ningo-Prampram District?

5. What are the learning opportunities or strategies that could be provided for the headteachers to meet their training needs?

1.6 Significance of the study

The study will serve as a guide to CPD providers, regional and district education directorate to be abreast with the CPD needs of headteachers for them to develop and design training programmes that will be beneficial to their personal and organizational growth and development. Particularly with regards to the content of the programmes. Also this study will serve as a contribution to knowledge because not much studies have been done on the professional development needs of headteachers in the Ningo-Prampram District. Again, this study would also serves as literature review for further studies. This findings are going to supplement the research done by other researchers. The findings from this study will aid the management of Ghana Education Service to review the existing CPD programmes that are being organised for headteachers to a more elaborative and goal oriented one. Particularly the results of this study will be useful to educational stakeholders and practitioners in Ningo-Prampram District in terms of human resource development. Lastly this study will be a guide for all CPD providers and organisers to know the factors that hinder trainees from benefiting adequately from training programmes purported for them so that these factors would be taken into consideration before any CPD training is provided, so that ultimate success would be achieved.

1.7 Delimitation of the study

The study was delimited to only public pre-school, primary and JHS schools in the Ningo-Prampram District. The Ningo-Prampram District Assembly, (NiPDA) was created from the erstwhile Dangbe West District in 2012 with the promulgation of Legislative Instrument (LI) 2132.

Educationally, the district strives to improve teaching and learning, school management, and supervision (NiPDA, 2017). To achieve this, the schools in the district have been divided into six (6) circuits, namely Prampram, Dawhenya, Afienya, Ningo, Nyibenya and Ayetepa. The district can boast of fifty-one (51) public basic schools and seventy – five (75) private basic school (NiPEO, 2017). Data in the form of questionnaires and interview was collected from headteachers in the public basic schools only. The private schools as well as their headteachers were not included in this study. The study focused on the nature of CPD programmes for the public basic school headteachers, their perceptions of CPD programmes, the challenges they face in accessing these programmes, their CPD needs and learning opportunities available to meet their training needs.

1.8 Organisation of the rest of the chapters

The rest of the chapters in the study are organised as follows: Chapter Two, which is the second chapter of the study was devoted to the review of literature which highlights the major theoretical work in the relevant areas and serves as a basis for the empirical investigation of the study; Chapter Three focuses on the research methods, describing research design, types and methods of data collection, methods of data presentation and analysis; it demonstrated how data required of this research was also analysed. Chapter

Four deals with the presentation and discussion of data gathered. Chapter Five was based on the summary of the study and findings. The chapter also provides the summary, conclusion drawn from the study and recommendations made.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

A review of literature is necessary in any study so as to have a deeper understanding of the topic under study. This chapter is focused on continuing professional development (CPD) needs of the public basic school head teachers. First, the concept of leadership and management is mentioned. Then the roles of the headteacher in managing of school is identified, the concept of CPD is revealed as well as the underpinning theories that guide the studies. The chapter also discusses the rationale for CPD for headteachers, the nature of CPD for headteachers, the models of professional development and principles of effective implementation of CPD programmes for headteachers. The factors that hinder headteachers from benefiting from CPD programmes being organised for them have also been discussed in this chapter. Since the study is on investigating the continuous professional development needs of headteachers, literature was reviewed on what constitute the CPD needs of headteachers as well as review on some proposed learning opportunities for the headteacher is revealed.

2.2 Concept of leadership and management

a. Leadership

Leadership is a process by which members of a group are empowered to work together towards a common goal or vision that will create change, transform, and thus improve quality of life (Astin & Leland, 1991). Yukl (2006), states that leadership is the process of influencing others to understand and agree about what needs to be done and how to do

it, and the process of facilitating individual and collective efforts to accomplish shared objectives. Northouse (1997) defines leadership as a process whereby an individual influences a group of individuals to achieve a common goal. Kusi (2017) also defines leadership as the art of motivating people to act towards achieving common goals. Cronje, Du Toit, Marais and Motlatla (2004) mentioned leadership as the process of directing the behaviours of others towards the accomplishment of pre-determined goals, thus involves elements such as influencing people, giving orders, managing conflict , communicating with subordinates and motivating people - either as individuals or in groups.

Based on the above assertion, Gharehbaghi and Mcmanus (2003) maintain that “leaders achieve objectives through energized and excited subordinates who share their passion, vision and direction and they feel confident to challenge the status quo and finding efficient, as well as long term solutions to leadership challenges; they develop through a never-ending process of self-analysis and the utilization of education, training and experience”. That is why leaders have to make use of uninterrupted working and studying to improve their leadership skills.

From the above definitions of leadership, it can be deduced that leadership is basically concerned with goal achievement and the initiation of change through the participation of group members or followers via communication, directing, and influencing; while at the same time, successful leadership is also about the willingness of energized followers, based on the commands or control of followers through the leader’s influence, power (that is, knowledge or expertise, etc.) and authority. Vesting of certain powers and

authority on school leaders is not enough. It is important that they use their leadership authority and power to ensure successful task execution in a school, but the leaders should also realise that people must execute tasks. Therefore, it is important to create a school environment in which staff members' actions are directed by good leadership whereby human relationships are made important, people are happy and experience job satisfaction. In other words, an education leader must maintain a healthy balance between a task-oriented and a people-oriented leadership style. Analytically, a headteacher requires skills and abilities a leader must possess and can be achieved through the continual training and education of the leader. The leader in this context of this study, is the headteacher, who has been given the mandate to manage the basic school.

b. Management

A common view is that management is getting things done through others (McNamara, 2008; Earley & Weindly, 2004). In addition, management is about making sure that set organisational goals are achieved and it is the overarching concept within which leadership is subsumed (Bush & Bell, 2002; Donald, Lazarus & Lolwana, 2004), thus it is not an end in itself. The central goal of positive school management is "the promotion of effective teaching and learning (quality education). The task of management in the provision of education service at all levels is to ultimately create favourable conditions which teachers and their students optimize during teaching and learning. The extent, to which effective learning is achieved therefore, becomes the criterion against which the quality of management is to be judged" (Bush, 2007). Management is a process, that is a sequence of coordinated event- planning, organising, coordinating and controlling or leading in order to use available resources(both human and materials) to achieve a

desired outcome in the fastest and most efficient way (Kusi, 2017). Thus, the four basic management functions that make up the management process are described as follow.

Planning: McNamara (2008) defines planning as the process of identifying the needs of the school and determining the goals, objectives and resources needed to realize the goals and objectives in order to carry out the planned tasks, responsibilities and dates for completion of school tasks.

Organising: Organising is the assignment of tasks which originate through the planning process, these tasks are distributed to individuals or groups within the organization for implementation, thereby putting into actions already crafted plans.

Leading/influencing: This is an act of motivating, leading and or directing. It is also an act of guidance provision to subordinates, towards the direction of organizational goal(s) fulfillment. The essence of influencing is to produce higher levels of outcome over a long term.

Controlling: Controlling aims at collecting information that could be used to evaluate, that is, evaluation of performance through pre-established performance criteria. It is also used to determine the next plan of action by a school head, for example in order to make adjustments towards the pre-determined goals and objectives, hence, controlling it is a continuous process.

In summary, it is also clear school heads are people who get work done through people, in order to effectively and efficiently reach school goals and objectives; act as a communication channel in the organisation; are responsible and accountable and; act as a

mediator to negotiate differences; resolve conflicts and makes decisions. Headteachers in the basic schools in the Ningo-Prampram District are managers of the schools and have the responsibility to plan, organise, coordinate and control both human and material resources in the schools towards the achievement of the schools. Therefore the quality managerial abilities a headteacher will possess is based on the experiences and the trainings he or she is exposed to (McNamara, 2008). Rationally, CPD training programmes for headteachers in the Ningo- Prampram District should be based on leadership and management concepts that will be beneficial to them which will enable them possess skills and competences to manage the basic schools properly.

c. Relationship between leadership and management

Earley and Weindling (2004) affirm that there are many scholars who distinguish between leadership and management. For instance Bush and Bell (2002), Wallace and Paulson (2003); Tomlinson (2004) acknowledges that the two concepts overlap and that both are essential for the success of an organisation. Earley and Weindling (2004) affirm the Office for Standards in Education (Ofsted) (2003) findings regarding leadership and management as: strong leadership and good management are very important in bringing about improvement in schools, particularly in schools which are implementing special programmes to address low achievement and social inclusion ;those facing challenging circumstances; monitoring, evaluation and development of teaching and the school's strategy for appraisal and performance management are aspects of management which are still in need of improvement in many schools. There is a strong link between the quality of leadership and management of the head-teacher (Principal and the key staff member in a school) and the quality of teaching; strong leadership and good management

are very important in ensuring a broad and balanced curriculum in primary schools and good subject teaching in secondary schools and; the way in which the characteristics of strong leadership and good management are applied in different circumstances is of fundamental importance.

Bush and Bell (2002); Huber (2004) believe that any dichotomy drawn between leadership and management is false and dangerous, because effective schools require good leadership and good management.

However, Donald, et. al. (2004) clarify that “leadership is providing vision and direction in a school, whereas management is ensuring that the organisational goals are achieved”.

Moreover, Moorosi and Bush (2011) affirm that equal prominence for leadership and management need to be given equal prominence if schools are to operate effectively and achieve their objectives, even though leading and managing are distinct, they are both important. It is clear from the definitions of leadership and management that the two concepts are related and both are concerned with the realisation of quality education in a school. Headteachers in Ningo-Prampram district are leaders and managers of the schools and therefore have to possess leadership and managerial abilities and competences to manage schools effectively, as Bush and Bell (2002) pointed out. Hence continual training and education on the job for them to build these competences are necessary. Moreover their roles have to be identified in order for us to get a clearer understanding of what is expected of them in the performance of their duties.

2.3 Role of the headteacher in school management

The headteacher is regarded as the Chief Executive and is responsible for all that happens in the school (Oyedeji & Fasasi, 2006). As the Chief Executive, the headteacher assigns duties to those who could perform the duties, though all responsibilities still reside in him/her as the accounting officer. However, Obemeata (2000) sees the headteacher as a manager, administrator, an exemplary leader, counselor, a public officer, a nurse and even a messenger.

Arikewuyo (1999) viewed the role of the headteachers as providing leadership for curriculum development, providing leadership for instruction improvement, creating an environment conducive for the realization of human potentials, influencing the behavior of staff members; and supervising instructional activities in the school system. Day (2014) also made us know that headteachers provide a clear vision and sense of direction for the school. They priorities, they focus the attention of staff on what is important and do not let them get diverted and sidetracked with initiatives that will have little impact on the work of the students. They know what is going on in their classrooms. They have a clear view of the strengths and weaknesses of their staff. They know how to build on the strengths and reduce the weaknesses. They can focus their programme of staff development on the real needs of their staff and school. They gain this view through a systematic programme of monitoring and evaluation. Their clarity of thought, sense of purpose and knowledge of what is going on mean that effective headteachers can get the best out of their staff, which is the key to influencing work in the classroom and to raising the standards achieved by students.

In carrying out these functions, Wong and Ng (2003) contended that headteachers are to demonstrate his/her ability to lead through professional knowledge, organisational and administrative competence, ability to work out a good school policy and put it into effect, skill in the delegation of authority, ability to understand the professional problems of teachers, and give professional guidance and ability to establish good working relationships with staff and parents.

A set of National Standards for Headteachers was established in 2004 which identified core professional leadership and management roles in six key areas. These apply to all phases and types of schools and are in turn subdivided into the knowledge, professional qualities (skills, dispositions and personal capabilities) and actions needed to achieve them. These include: • shaping the Future: creating a shared vision and strategic plan for the school (in collaboration educational authorities) that motivates staff and others in the community.

Aside the roles outlined above, studies have also been conducted on how headteachers have been performing these roles. From the works of Gaynor, (1994), Condy, (1998) and Halliday (1999), many of the day -to -day management issues are very practical, but of critical importance. In most cases, working to reduce teacher absenteeism is a major priority. In Kenya and Ghana, headteachers viewed school fees and money matters as their major concerns (Kitavi & Westhuizen, 1997; Kusi 2008). Other challenges facing heads of schools include teachers' lack of commitment and uncooperative attitude; non-involvement of the headteachers in making decisions that affected their professional

practice; the complexity and multiplicity of their roles and responsibilities; and insignificant responsibility allowances (Kusi, 2008).

Headteachers in the Ningo-Prampram district, particularly in the basic schools also carry out many roles and responsibilities – they are both administrators and managers of schools. Specifically, the headteachers are responsible for maintenance of school-community relationships; physical facilities; curriculum implementation; instructional supervision and appraisal of teachers. They are also charged with the responsibility of managing finance, students and staff personnel (MoE, 1994). Due to these challenging roles and responsibilities of the basic school headteacher he or she have to be fully equipped with adequate skills, knowledge and abilities in leadership and management to be able to lead the schools effectively to achieve quality educational provision. They need to be indulge in the continual training and upgrading of themselves to be able to meet the new change and demand of the 21st century educational provision.

The role of the headteacher needed to be identified in this study. This would enable us to know the demanding roles they have to perform, so that the nature of CPD programmes that would be organised for them will commensurate their tasks and address their professional needs.

Theoretical underpinnings:

2.4 Human capital theory

One of the most important ideas in labor economics is to think of the set of marketable skills of workers as a form of capital in which workers make a variety of investments. The theory of human capital was proposed by Schultz (1961) and he made an argument

that, both knowledge and skill are a form of capital, and that this capital is a product of deliberate investment. Schultz highlights western countries, and explains that their increase in national output is as a result of investment in human capital. He also makes a direct link between an increase in investment in human capital, and the overall increase in workers earnings. Schultz also made us to know that, individuals acquire skills and knowledge to increase their value in the labour markets. The main mechanisms for acquiring human capital are experience, training and education. Education facilitates the acquisition of new skills and knowledge that increase productivity. This increase in productivity frees up resources to new technologies, new businesses, and new wealth, eventually resulting in increased economic growth.

Sincerely speaking, human capital corresponds to any stock of knowledge or characteristics the worker has (either innate or acquired) that contributes to his or her productivity. Human capital is produced when people acquire desired skills or knowledge. These acquired skills become beneficial to the individual and the organisation in which he or she operates. The human capital theory was considered useful for this study because continuous professional development focuses on the knowledge, skills, competencies, experience and attributes that individual acquire in which he/she contributes to the achievement of organizational goals and the enhancement of the individual value in the market place. Thus, human capital development is any activity which increases the quality of the employee. Training is a primary mechanism by which human capital is developed. This implies that heads of basic schools should be trained and educated with relevant skills, competence, knowledge, attributes and values that will enhance teaching and learning and the achievement of the school. Therefore all training

programmes organised for basic school headteachers should be tuned towards the professional developmental needs of the individuals and the organisation as a whole.

2.5 Theory of adult learning

Headteachers are experienced professionals with extensive backgrounds in educational practice. They are experienced, capable adult learners, and the variety of experiences they bring with them to development programs affects what and how they learn. Speck's (1996) Adult Learning Theory argues that adult learners need to see that professional development learning and their day-to-day activities are related and relevant. Hence, Speck (1996) warns providers of professional development to be mindful of adult learning theory when designing programmes for headteachers and urges them to use the following "checklist" as both a guide when formulating professional development activities and as evaluation tools prior to actually conducting training with adults.

Adults will commit to learning when the goals and objectives are considered realistic and important to them. Application in the 'real world' is important and relevant to the adult learners' personal and professional needs. Adults want to be the origin of their own learning and will resist learning activities they believe are an attack on their competence. Implicitly, professional development providers need to give participants some control over the what, who, how, why, when, and where of their learning. Adult learners such as basic school heads need to see that the professional development learning and their day-to-day activities are related and relevant. Also adult learners need direct and concrete experiences in which they apply the learning in real work. Adult learning has ego involved and so professional development must be structured to provide support from

peers and to reduce the fear of judgment during learning. Adults need to receive feedback on how they are doing and the results of their efforts. Opportunities must be built into professional development activities that allow the learner to practice the learning and receive structured, helpful feedback. Again adults need to participate in small-group activities during the learning session to move them beyond understanding to application, analysis, synthesis, and evaluation. Small-group activities provide an opportunity to share, reflect and generalize their learning experiences.

Adult learners come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies. This diversity must be accommodated in the professional development planning and transfer of learning for basic school heads who are adults and this is not automatic and must be facilitated. Coaching and other kinds of follow-up support are needed to help adult learners transfer learning into daily practice so that it is sustained. Arguably effective CPD programmes should take into account the nature of adult learners and the need for making learning accessible to them. Adult learning theory was seen as relevant for this study because headteachers in the Ningo-Prampram District are adult learners and therefore any CPD programmes that would be organised and designed for them by the district CPD providers should put all these theories into consideration so as to come out with relevant programmes that would be useful to them and eventually address their professional and organisational needs so that quality educational provision would be achieved.

2.6 Concept of CPD

The term Continuing Professional Development (CPD) is said to have been coined by Richard Gardner, who was in charge of professional development for the building professions at York University in the mid-1970s (Gray, 2005). According to Gray 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. Gray (2005) further states that, in teaching, such development used to be called „in-service training“. In line with Gray’s idea, Mohammed (2006) says that Continuing Professional Development may be regarded as all forms of „in-service“, „continuing education“, „on-the-job-training“, „workshop“, „post qualification courses“ etc. whether formal or informal, structured or unstructured, teacher initiated or system-initiated, accredited or not.

Desimone (2009) concurs with Gray (2005) and Mohammed (2006) and writes that:

Headteachers experience a vast range of activities and interactions that may increase their knowledge and skills and improve their teaching, leadership and administrative practice, as well as contribute to their personal, social, and emotional. These experiences can range from formal, structured topic specific seminars given on in-service days, to everyday, informal “hallway” discussions with their colleagues about management and instruction techniques, embedded in their everyday work lives.

CPD is often described in the literature using terms such as INSET, staff development, career development, human resource development, continuing education and lifelong learning. The term is also widely used interchangeably with the term professional development. Professional development encompasses pre-service training, recruitment, selection, appointment, induction and CPD. CPD is thus an important component of

professional development. Continuous Professional development is acknowledged to be centrally important in maintaining and enhancing the quality of teaching and learning in schools. The international research literature has consistently shown that professional development is an essential component of successful school level change and development (Day 1999; Hargreaves 1994). It has been confirmed that where headteachers are able to access new ideas and to share experiences more readily, there is greater potential for school and classroom improvement, invest in the development of their staff and create opportunities for teachers to collaborate and to share best practice.

Recent research has reiterated that quality of professional interaction, the focus on staff development and the relentless pursuit of improved teaching and learning are key characteristics of successful school improvement (Maden & Hillman J. 1996; OFSTED 2000). However, it also acknowledges the importance of headteachers engaging in continuing career long development that meet their own personal and professional needs. These needs will vary according to circumstance, personal and professional histories and current dispositions. Yet, matching appropriate professional development provision to particular professional needs is essential if effective learning is to take place. This „fit“ between the developmental needs of the headteacher and the selected activity is critically important in ensuring that there is a positive impact at the school and classroom level. Where staff development opportunities are poorly conceptualized, insensitive to the concerns of individual participants and, make little effort to relate learning experiences to workplace conditions, they make little impact upon the participant (Day, 1999).

Research has shown that in order to achieve improvements in teaching and better learning outcomes for pupils, managing of pupils, staff and school, headteachers need to be engaged in professional development that promotes inquiry, creativity and innovation. Using peer coaching, mentoring, sabbaticals and other forms of sustained professional learning have been shown to have positively affected teaching and learning outcomes. Christopher Day in his work on encouraging teachers to keep their practice up to date through becoming lifelong learners came up with this definition of CPD.

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

In this broad view, CPD is a dynamic process that must be engaged continually, aimed at developing overall professional practice, not undertaken just for the benefit of the individual. It must benefit the school as a whole and linked to the „moral purpose“ of teaching. In addition, Fraser et al. (2007), list a number of competing claims for professional development that are evident in the literature of professional associations such as: Lifelong learning for professionals; a means of personal development; a means of assuring a wary public that professionals are indeed up-to date, given the rapid pace of technological advancement; a means whereby professional associations can verify that

the standards of their professionals are being upheld; and a means for employers to garner a competent, adaptable workforce.

In the Ghanaian educational context, Continuing Professional Development means INSET and it refers to the life-long process in headteachers' lives that results in developing headteachers' professional knowledge, skills, attitudes, and aspirations, and a general understanding of their changing roles and tasks (MoE, 2002). For the purposes of this study, the term Continuing Professional Development refers to the formal courses and programmes that are being designed and organised for the public basic school headteacher in the Ningo-Prampram district with the purpose of enhancing their professional skills so that they become better leaders and managers of the schools.

2.7 Rationale for CPD of headteachers

The importance of the professional development of head teachers cannot be overemphasized for managing schools efficiently and efficiently in any schooling system of world. In many parts of the world there is a legal requirement that only trained and qualified personnel who have gone through series of training in management, administration and leadership programmes should be recruited in the schooling system to head the schools, which does not exist in Ghana. Ghana, like many other African countries, has little formalised procedures for preparing and developing school leaders. This does not however mean nothing is going on it only underline the importance of more effective procedures. Most educational systems in Africa seem to work on the belief that a successful classroom teacher essentially makes an effective school administrator (Oduro, 2003; Bush & Oduro, 2006).

As a consequence, heads are frequently appointed on the foundation of a successful record as teachers, on the assumption that this offers a sufficient starting point for school leadership. The selection and recruitment of head teachers is, therefore, mostly based on a teacher's seniority in rank and teaching experience (Oduro, 2003; Bush & Oduro, 2006). The Commonwealth Secretariat (1993), Bush and Jackson (2002), whilst they stress the importance of school leaders in Africa, also point to the difficulties of managing schools and educational systems in such a difficult context. Bush and Oduro (2006) noted that little is known about school leadership in developing countries and are critical of the current inadequate arrangements and resources to support the development of aspiring heads.

Despite the importance of school leadership, the means by which most school leaders in developing countries like Ghana are trained, selected and inducted are ill-suited to the development of effective and efficient school managers (Commonwealth Secretariat, 1993; Bush and Jackson, 2002; Oplatka, 2004; Bush and Oduro, 2006; Bush, 2008).

In early 1980s, the government of Hong Kong began to consider the need for professional preparation for the potential heads of schools and required all senior teachers to undergo training in management and related issues before they were appointed as deputy heads.. By March 1991, the government launched a School Management Initiative (SMI) in all Hong Kong schools. The concern was to provide a framework for school - based management and effective schools. This was because it was realized that many headteachers were insufficiently experienced and inadequately trained for their task. It was also discovered that because proper management structures and processes are

lacking, some headteachers were insufficiently accountable for their actions and saw their post as an opportunity to become "little emperors with dictatorial powers in the school", (Wong & Ng, 2003). In the late 1999, the Education Department of Hong Kong further proposed that all headteachers and potential headteachers must undertake a needs assessment, an attitudinal and paradigm change and attend core modules including learning and teaching; human resources development; financial management; strategic management, and for newly appointed Principals, school administration. After a lot of several objections and modifications, the Education Department restructured the plans.

Today, in Hong Kong, it is now established that not only newly appointed heads need training, the serving heads (after three years of service) are required to attend training courses. Thus, from September 2003 onward, all potential headteachers need to attend training programs in school administration and must obtain a certificate issued by the Education Department before they are appointed as school heads (Wong & Ng, 2003). The implication of this is that heads of schools are now professionally trained and thus be able to administer their schools efficiently.

In Singapore, between 1965 and 1975, school principal's duties consisted largely of supervising routine tasks that were mainly non-professional and often clerical in nature. From the mid-seventies, there was greater openness and more public discussion of education policies between schools, the ministry and the public. As the Ministry of Education worked towards school improvement efforts in the eighties, Principals were gradually given more autonomy to decide on internal operations of their schools. They were accountable for ensuring the wellbeing of their students and staff, and improving the

annual academic results of their students cohorts (Wee and Chong, 1990). By the late 1980s, the job demands on Principals had changed drastically. Principals were no longer to function as passive managers but as "Chief Executive Officers" responsible for designing the future of their schools. They were increasingly expected to respond to the growing dynamism and unpredictability of the external school environment and steer their schools forward as innovative leaders.

In 1985 the Ministry of Education therefore began to provide for the formal training and preparation of school leaders by requiring potential Principals to attend a leadership-training course, the Diploma in Educational Administration, designed and conducted by the Institute of Education. By that time, the selection of candidates for school leadership became a matter of great importance to the Ministry of Education. This led to a change in the process by which prospective Principals were identified and groomed. (Chew, Stott & Boon, 2003).

Generally, in Singapore, the system of identification and promotion for school headship is complex and influenced by the interplay of several factors besides the educational qualification and job performance of eligible education officers. There are a number of paths that teachers aspiring to become Principals can take to advance their careers beyond the classrooms. The usual pattern for accession to principal ship is one where education officers begin their careers as classroom teachers. They must demonstrate their effectiveness as teachers first and be identified by their Principals for leadership responsibilities at the school level in committees or as heads of department in their school organization. If they prove themselves to have leadership qualities, this could lead to their appointment as Vice Principals. At this stage of their teaching career, they could expect

to be nominated by their Principal to attend a formal training programme designed for prospective Principals and conducted by the National Institute of Education, Singapore. Such a recommendation would have to be endorsed by the Ministry of Education. This ministry applies other selection criteria to determine the suitability of candidates for Principalship (Chew, Stott & Boon, 2003).

In the United Kingdom, former Prime Minister Tony Blair in 1998 announced the setting up of the National College for school leadership (NCSL). Basically, the purpose of the College was to improve the lives and life chances of all children and young people throughout the country by developing world-class school leaders, system leaders and future leaders. The corporate goals of this college were to: transform children's achievement and wellbeing through excellent school leadership; develop leadership within and beyond the school; identify and grow tomorrow's leaders and create a fit for purpose National College. Essentially, the NCSL since its establishment has been organizing various courses for potential administrators in the educational sector. For example, the Associate Head teacher Programme aims at encouraging deputy head teachers to step up into headship in schools in challenging contexts, through a combination of hands-on-experience, national development days and external mentoring support. From all indications, various countries have been making efforts at giving professional training to teachers who wish to make a career in school headship. Outcomes from the reviewed countries indicate that years of experience and seniority no longer account for all that is needed to appoint people into administrative responsibilities. Unfortunately, experience in many African countries, shows that the mechanisms for recruiting teachers to become heads of schools is unsystematic and have not been based

on professional criteria (Mulkeen; Chapman; DeJaeghere & Leu, 2007). It therefore called for the establishment of a national or regional institution that specializes in advanced degrees or certification on educational leadership to address the problem.

Rationally, with the continuous increase in enrollment in the public basic school due to the free compulsory universal basic education policy (FCUBE) introduced by the government of Ghana which has impacted on increased enrolment, it is pertinent and reasonably argued that those who would head the schools must be formally trained. The problem of administering the schools is now becoming more complex than it used to be. Students and parents are now becoming more aware of their rights and obligations within the educational system. The entire society's structure has changed tremendously and this has also entered the system of the educational setting. To that extent, it is a wrong assumption to think that any educated person can head the school.

For a variety of reasons, basic schools are increasing in size and their organization is getting more complex. It is therefore, necessary to have heads who have some leadership, management and administrative skills. Furthermore, according to Bernbaum (1976), the managerial function of the basic school headteacher is becoming more important. Management by objective and a conscious style of management are essential in any school. As a matter of fact, the changed conditions in schools require headteachers to be trained and equipped with necessary skills in school administration, leadership and managerial abilities so as to be able to make scientific and detailed decisions. It is in this regard that Bernbaum (1976) warned that: it is no longer possible to believe that practical experience alone constitutes valid management training. Too many costly mistakes can

occur while experience is being acquired, and, in any case, the quality of experience can vary widely.

Similarly, the American Association of School Administrators Hoyle, Fenwick and Betty (1985) contended that school heads need to develop skills in the following areas: designing, implementing and evaluating school climate; building support for schools; developing school curriculum; instructional management; staff evaluation; staff development; allocating resources; as well as educational research, evaluation and planning. In addition, the Association states that heads must possess a thorough understanding of the learning process, as well as the ability to communicate and cooperate with people of diverse cultures, positions and perspectives within the school and the community. The literature on education change seem to suggest that the success of any major school improvement efforts will depend on the motivation, commitment, administrative/ managerial skills of the head teachers and others who are involved in the school management activities, Holmes (1993) mentions that the school leadership is not a new concern, it deals with the application of reason, logic, values and political will and professional commitment, what Leithwood (1992) labels it 'transformational leadership' or 'leader of the leader'.

Mankoe (2007) also wrote the following as rationale for CPD for headteachers

1. Pre- service preparation and training are however entry requirement at best for a job. After being employed, it is incumbent for the headteacher and every staff member to continue learning on the job, because according to him, pre-service preparation is only ideal, and may be primarily an introduction to the professional preparation rather than professional preparation as such.

2. Social educational change makes current practices obsolete or relatively ineffective in a short time.
3. Owing to the fact that organisational circumstances are always changing, there is a need for retraining or redevelopment of staff so that they can cope with effectively with new demands upon their jobs.
4. Change is a constant occurrence in the contemporary society in areas such as communication, science, technology, politics, economics and social status.

Schools therefore have to educate the youth to fit into these changes.

The Ghana Education System having realised the demanding roles of the headteachers and the constant change in the educational system have been making effort to organise professional development training programmes for the basic school headteachers and have even established a policy framework to that effect (PTPDM, 2012). Their sole aim is for teachers and headteachers to acquire skills to be able to meet the demanding roles and provide quality education.

The researcher therefore sought to investigate into the nature of the CPD programmes that is being designed and organised for the public basic school headteachers, especially those in the Ningo-Prampram district whether it is addressing their real needs, identify factors that hinder them from benefiting from these CPD programmes that is being organised for them. Also their CPD needs would be identified as well as some learning opportunities that headteachers can indulge in that would help to enhance their professional abilities and skills.

2.8 Forms and nature of CPD for headteachers

Continuous professional development programmes for headteachers comes in various nature and forms. CPD programmes can be group into three categories according to Adentwi (2002).

- a. Continuous professional development programmes undertaken at the initiative of the individual learner. This type refers to situation where a practicing head teacher engages in self- instruction by reading further to enhance his knowledge generally or to be able to deal with a pressing problem(s) connected with his job. It may also include deliberate observation and imitation of the leadership behavior of an accomplished head teacher in order to pick some of his skills, techniques and competencies. This type of continuous development programmes may also refer to the acquisition of skills by the pursuit of higher education by distance learning. This type is characterized by much informality and success in this case depends on the zeal and commitment with which the individual pursues his self-initiated studies.
- b. Short-lived formal continuous development programmes activities constitute the next category. This type consists of workshops, seminars, symposia, lectures, refresher courses, conferences, induction or orientation courses and the like organized for headteachers to update their knowledge and knowledge and skills and skills and to help them cope with changing situations. Such continuous development programmes may last for a few days or weeks and may attract certificate of attendance. They may or may not count towards the career advancement or promotion headteachers.

- c. Award-bearing continuous development programmes. This third category of continuous development programmes is the form of academic and professional training and education that takes place on full-time basis or part-time for the acquisition of meritorious certificate(s), diploma(s) or degree(s). Headteachers, in this case, take a study leave either with or without pay, under the sponsorship of their employers. Sometime such continuous development programmes may also be by distance learning, in which case the headteacher may not have study leave.

Similarly, headteachers in the Ningo-Prampram District have had experienced with any of these forms of CPD as Adentwi (2002) have specified.

2.9 Models of headteachers professional development

Various models for headteacher professional development have emerged in literature. Literature has shown that there is obviously no one best model for in-service education programmes. For example Manu (1993) discussed six models of CPD as School Focused Model, Regional Focused Model, The Headteacher center Model, The Institutional or Idiosyncratic Model, Cooperation Focused Model and The University Credit Courses. Fenwick and Leslie T. – Pierce (2002) also came up with three important models of CPD for headteachers. These are Traditional Model, Craft Model and Reflective Inquiry Approach.

This study was guided by four models of CPD as discussed by Adentwi (2002), Fenwick and Leslie T.-Pierce (2002) but modified by the researcher. Due to the fact that CPD programmes organised for headteachers in the Ningo-Prampram have been based on the principles of any of these models.

1. External course- based model.

This is also called the traditional model because it is the oldest approach of CPD that has been in use. This model of CPD involves the practice of taking headteachers out of their school and providing them with programmes designed to upgrade their basic education and skills. Such programmes may be offered as top-up courses for headteachers already having some professional certificates. They are sometimes organised on full time basis and may last between one term and one year or more. They may also take the form of intensive sandwich courses organised during vacations. The external course based CPD is usually offered in the form of off- the-job courses located on campuses of colleges, universities, teacher centers. One major advantage of the External Course-Based Model is that it allows headteachers the opportunity to concentrate fully on further studies away from the pressures of work and other concerns. However, this model has been criticised on the grounds that, more often than not, the actual benefits of such programme to the headteacher and the school in terms of improved performance tends to be minimal. One of the major reasons is that, such external CPD programmes do not take the needs of the school and the headteachers for which it is provided into consideration. As a result they end up being irrelevant to the real needs of the headteacher and school concerned. In other words, they tend to be too theoretical and removed from the practical realities of the contexts for which they are supposed to be used.

2. The school-focused model

The school-focused model comes as a reaction as a response to the criticisms of the external course –based model. The School Focused CPD programmes has been described as the in-service education which is able to meet the identified needs of both the school,

the headteacher, teachers and to improve the quality of education for children at that school. Under the School-Focused Model, the emphasis is on meeting the identified needs of the school as a whole with the major goal of improving the quality of what occurs in the classrooms. According to Adentwi (2002) School-Focused CPD is based on three important concepts. These are explained as follows:

- a. An emphasis on the headteacher as a developing person capable of designing and implementing his personal and professional development: Here the teacher is viewed as an active self-directed adult learner who is aware of his training needs and who can take responsibility for his own professional development. In this regard, it does not seem to impose training on him. He should rather be supported to pursue the kind of training that he deem necessary.
- b. A focus on the individual school as the most appropriate setting or context for training. In this case the individual school is viewed as having peculiar problems or characteristics. As such it is believed that CPD programmes should be tailored to the specific contextual requirements of such a school. School-Focused model is viewed as a way of making knowledge and training acquired relevant and meaningful to the particular school in which the headteacher operate after the training.

A preference for experience-based training in which reflection upon practice is the key process characteristics. The idea here is that while on training, headteachers should have the opportunity to practice with and find solutions to the everyday problems that they face in their own schools. This will ensure that, the skills they acquire will immediately

be useful in solving the problems of the schools and in helping to ensure effective teaching and learning.

- c. School Focus CPD essentially demands that a close link is forged between the development of the school as a whole and the development of the individual staff working within it to ensure quality education for the learners. Practically speaking, School Focused CPD model is not left to the preferences of individual headteachers, but makes use of scientific findings obtained from a well organised needs assessment for identifying the training needs of the headteacher. The greatest advantage associated with School-Focused CPD model is its capacity to take contextual factors into consideration in providing training and to ensure that training acquired by staff will be directly relevant to the school improvement needs of the particular school concerned. Also this model makes for effective use of techniques such as peer- observation, clinical supervision and peer- coaching which are known to have the great potential for ensuring staff development.

Notwithstanding this model is not without its own problems and difficulties. In the first place, where the school-focused CPD programme, the school relies entirely on its own internal human resources without bringing in experienced people and experts to act as external consultants, there could be organizational myopia and inbreeding. In other words, old ways of doing things may be perpetuated without the opportunity to obtain new knowledge, skills and experiences. This is because the school may lack the range and variety of internal resources to meet specific training objectives.

Secondly were school- focused CPD programmes focuses exclusively on helping headteachers/teachers acquire skills for dealing with the contextual problems of a particular schools, there is a possibility that, training will lead to an improvisation response rather than a serious attempt to address headteacher development needs. Hopkins, Ainscow and West (1994) point out that quality education is achieved to a large degree by commitment to the professional learning of teachers/headteachers that is ongoing, developmental and not necessarily circumscribed by particular problems currently faced.

3. The craft model

In the craft model, the headteacher is trained by other experienced professionals. Here, the principal is the recipient of knowledge from seasoned administrators whom she or he shadows in internships and field experiences. The purpose of shadowing is for the headteacher-observer to see how another heads interacts with school personnel and the public, deals with problems, and responds to crises. The observer learns another way of handling school concerns. In the craft approach, the source of professional knowledge is the practical wisdom of experienced practitioners and the context for learning is a real school setting (Daresh, 2002; Fenwick and Pierce, 2002).

4. Reflective inquiry approach

In the reflective inquiry approach to professional development, the headteacher is encouraged to generate knowledge through a process of systematic inquiry. The focus is to create school leaders who are able to make informed, reflective and self- critical judgments about their professional practice. Here, headteachers are active participants in

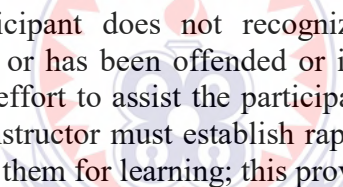
their learning and the source of knowledge is in self-reflection and engagement. The goal is to encourage heads of schools to reflect on their values and beliefs about their roles as school leaders, take risks and explore new skills and concepts, and apply their new knowledge and skills in real school contexts. Networking, mentoring, and reflective reading and writing are key components of this approach (Daresh, 2002; Fenwick & Pierce, 2002).

2.10 Principles for effective implementation of CPD programmes

Literature shows that there has been an increase in focus on Continuing Professional Development for headteachers/ teachers worldwide. This is because CPD is continuously being viewed as a means of improving learner performance and the production of required skills (Coolahan, 2002; Fraser *et al.*, 2007). Armour & Evans (2006) further added that effective professional development may have a positive effect on teacher/ headteacher knowledge and motivation as well as in improving students „learning. However, despite the general acceptance of professional development as essential to improvement in education, literature has consistently pointed out the ineffectiveness of most programmes (Clarke & Hollingsworth, 2002; Cohen & Hill, 1998; Kennedy, 1998).

Different authors have suggested ways to effectively implement Continuing Professional Development of headteachers. This section is a review of some of their work. The section was thought to be necessary because it served as a guide during the pursuit of this study, as a comparison was made between what constitutes effective CPD implementation and how CPD programmes are actually implemented in the district whether it was meeting its rightful purpose of implementation and also if it is addressing the rightful needs of the

headteacher. Guskey (2002) elaborates that CPD programmes that fail do not take into account what motivates headteachers to engage in professional development, and the process by which change in them typically occurs. According to Guskey (2002), what attracts teachers/ headteachers to professional development, is their belief that it will expand their knowledge and skills, contribute to their growth, and enhance their effectiveness with students. Fullan and Miles, (1992) noted that what headteachers hope to gain through professional development are specific, concrete, and practical ideas that directly relate to the day-to-day operation in the school. CPD Programmes that fail to address these needs are unlikely to succeed. Lieb (1991) also realized the need for motivating participants and writes that:

The logo of the University of Education, Winneba, is a circular emblem. It features a central sunburst or starburst design. The text 'UNIVERSITY OF EDUCATION, WINNEBA' is written around the top inner edge of the circle, and 'EDUCATION FOR SERVICE' is written around the bottom inner edge. The logo is semi-transparent and overlaid on the text.

If the participant does not recognize the need for the information or has been offended or intimidated, all of the instructor's effort to assist the participant to learn will be in vain. The instructor must establish rapport with participants and prepare them for learning; this provides motivation.

Guskey (2002) further urges CPD programme providers, apart from looking into the motivational factors, to also consider the process of change for headteachers. Professional development activities frequently are designed to initiate change in the managerial, supervisory and leadership practices of the headteacher, change in the learning outcomes of students and change in headteachers' attitudes and beliefs. It has to be noted however that sustaining change is one of the most difficult aspects of professional development (Guskey, 2002). Hence, there is a need for professional development programme providers or designers to see professional development as a process, not an event (Loucks-Horsley, Stiles, & Hewson, 1998). This calls for the provision of support for a

longer period of time to headteachers who have attended CPD training. It is also imperative, that improvement be seen as a continuous and ongoing endeavor with assistance from CPD programme facilitators and the district education office.

According to Guskey (2002), the following three principles are believed to be essential in planning effective professional development programmes that result in significant and sustained educational improvements.

i. Recognize that change is a gradual and difficult process for teachers/ headteachers.

CPD programme providers or facilitators should know that, learning to be proficient at something new and finding meaning in a new way of doing things requires both time and effort. Hence, any change that holds great promise for increasing headteachers' competence and enhancing student learning is likely to require extra work, energy and time. Furthermore, change brings a certain amount of anxiety and can be very threatening. This explains why headteachers need support during the change process to encourage perseverance. Close collaboration between programme developers / researchers and headteachers can greatly facilitate this process and help reduce the anxiety in the headteachers.

ii. Ensure that headteachers receive regular feedback on student learning progress

This principle is especially true of headteachers, whose primary psychic rewards come from feeling certain about their capacity to affect student growth and development (Guskey, 1989). New practices are likely to be abandoned, however, in the absence of any evidence of their positive effects. Hence, specific procedures to provide feedback on

results are essential to the success of any professional development effort. This implies that there is regular collaboration between CPD providers and the headteachers involved in the CPD programme activities.

iii. Continued follow-up, support, and pressure following CPD training is very crucial.

Support coupled with pressure is essential for continuing educational improvement. Support allows those engaged in the difficult process of implementation to tolerate the anxiety of occasional failures, whereas pressure is often necessary to initiate change among those whose self-impetus for change is not great (Guskey, 2002).

Further, Guskey (2000) captured in Lys, Ringler, & O'Neal (2009) outlined a five level framework for evaluating professional development, which should include: participants' reactions, participants' learning, organization support and change, participants' use of new knowledge and skills, and student learning outcomes. He says each successive level leads professional development planners and participants closer to the ultimate goal of impacting student learning. Each level also allows the evaluators to collect different pieces of evidence to support the value of the activity to the participant, school community, and student.

Considering participants' reactions prior, during and after CPD programme implementation, gives feedback to the organizers regarding the impact of their CPD programmes. Hence, the organizers should, at every stage of the CPD programme implementation, observe both verbal and non-verbal feedback from the participants and

make use of it to improve on the delivery of their programmes. Participants' learning is also very critical to the success of any CPD programme, in fact, that is the essence of running a CPD programme. After learning, they should be transformed and this should translate into improved learner outcomes and the school's environment.

This, calls for organizers to gear their CPD programmes towards making participants learn. They should take into account how adults (in this case, headteachers) learn. Speck's (1996) theory of adult learning, should guide the design of their programmes. Organizational support also has to be considered in any CPD programme implementation for headteachers especially in the basic schools because, without support, it is very difficult to realize and sustain headteacher change. CPD programme facilitators and the district education directorate should provide the support that the headteacher needs to feel. In addition to what Guskey (2002) argued about what makes a CPD programme effective, Coolahan (2002:27) identified certain desirable characteristics associated with successful in-service provision as, it should incorporate both on and off- school site dimensions; participant should have a greater role in setting the agenda and being actively engaged in the experiential process and collaborative and interactional techniques, are very much favored, rather than lectures to large groups. Collaborative planning ensures ownership of the programme. If headteachers participate in the planning of what concerns them (the CPD programme), they will value the training and indeed will implement whatever they get from the training because of their input into the training. CPD programmes for the basic school headteachers should be based on a felt need and started from the expressed desires of the participants. Certainly a desire for improvement should be a prime requisite in initiating such activities.

Indeed if a CPD programme is to make an impact, it has to spread over a longer period of time. It is better to use more resources if they are available than to compromise quality. Resources can be in terms of financial, material or human resources. Change is a gradual process, hence, it needs to be given more time during which the headteachers are monitored and given necessary support.

Headteacher change and consequent improvements in his leadership and managerial performance which will reflect on the learner performance are the ultimate goals of any CPD programme for them. If this is not achieved, then the programme is said to have failed. Desimone (2009), also highlighted some characteristics of professional development that are critical to increasing headteacher /teacher knowledge and skills and improving their practice, which hold promise for increasing student achievement. She identified them as content focus, active learning, coherence, duration, and collective participation. These characteristics are elaborated below.

i. Content focus

The content focus of head teacher learning may be the most influential feature. A gathering of evidence in the past decade points to the link between activities that focus on subject matter content and how students learn that content and increases in headteacher knowledge and skills, improvements in practice, and, to a more limited extent, increases in student achievement (Desimone, 2009).

In addition, Penuel *et al.* (2011), raise the point that some mix of focus on content and strategies, is undoubtedly necessary to help support successful implementation. There is extensive support both for a focus on content knowledge in general and on specific forms

of content that best support teaching practice (Hill, Rowan, & Ball, 2005). This is consistent with evidence in support of professional development that is closely aligned with practice, helping headteachers to focus on what students and staff are expected to know and the nature of common misconceptions.

ii. Active learning

According to Desimone (2009) opportunities for participants to engage in active learning are also related to the effectiveness of professional development. Active learning, as opposed to passive learning typically characterized by listening to a lecture, can take a number of forms, including observing expert colleague or being observed, followed by interactive feedback and discussion; reviewing student work in the topic areas being covered; and leading discussions.

iii. Coherence

The third core feature emphasized in the literature is coherence, the extent to which headteachers learning is consistent with their knowledge and beliefs. The consistency of school, district, and state reforms and policies with what is taught in professional development is another important aspect of coherence. Penuel *et al.* (2011) define coherence as referring to headteachers' interpretations of how well aligned the professional development activities are with their own goals for learning and their goals for students. Hence, Lumpe, Haney, and Czerniak (2000) explain that if headteachers/teachers perceive the demands to be aligned with their district's goals and with social pressures within the schools, they are more likely to perceive professional development

focused on a particular innovation as congruent with their own goals and thus commit to adopting or adapting the innovation.

iv. Duration

Research shows that intellectual and pedagogical change requires professional development activities to be of sufficient duration, including both span of time over which the activity is spread and the number of hours spent in the activity (Cohen & Hill, 2001; Fullan, 1992; Guskey, 1994; Supovitz & Turner, 2000). Research has not indicated an exact “tipping point” for duration but shows support for activities that, are spread over a semester (or intense summer institutes with follow-up during the semester) and include 20 hours or more of contact time (Desimone, 2009).

v. Collective participation

Another critical feature is collective participation. This feature can be accomplished through participation of headteachers from the same basic schools in the district. Such arrangements set up potential interaction and discourse, which can be a powerful form of learning. Penuel *et al.* (2011) define the construct of „collective participation“ in research as referring to professional development in which headteachers /teachers participate alongside colleagues from schools in the district. Evidence from a wide range of studies of schools engaged in reform suggests that those that make extensive use of teacher/headteacher collaboration are particularly successful in promoting implementation, in part because reforms have more authority when they are embraced by peers (Bryk & Schneider, 2002). Teachers/ headteachers who get help from colleagues who are more expert than they are may also gain important new information from those

interactions that extends what they learn from formal professional development experiences.

2.11 Factors that hinder headteachers from benefiting from CPD programmes

Different authors have written on a number of factors that hinder participants from benefiting from CPD programmes organised for them. These factors deals with the duration of the CPD programmes; the quality of CPD programmes including the expertise of facilitators; the course content of CPD programmes; the travel difficulties; inadequate resources; and the method use for delivering. The researcher also poised this question for headteachers in the Ningo-Prampram district in order to know the issues that hinder them from benefiting from the CPD training programmes that is being organised for them so that effective recommendations would be made in regards to the organisation and implementation of CPD training programmes for headteachers in the Ningo-Prampram that will address their needs, so that meaningful and quality education will be provided.

These factors are discussed below:

a) Content of programmes

In Ghana, CPD programmes are normally organised at district and municipal basis by education directorate, government and non-governmental agencies as and when necessary. According to Mankoe (2007) staff members are dissatisfied with the district-wide sponsored programmes. Such satisfaction leads to poor attendant at CPD programmes. The reason being that CPD needs are unilaterally defined and executed and as a result receive little enthusiasm from headteachers. There is absence of headteacher

involvement in determining developmental needs. Adentwi (2002) also made this same assertion that headteachers and teachers are not given the opportunity to determine their training needs because of lack of needs assessment. Most headteachers/ teachers receive inadequate advice on their professional development thus participate in CPD programmes that do not equip them with the skills they really need. As a matter of fact, the CPD programmes organised for them are not beneficial to them as far as headteachers are concern. Kusi (2008) survey on the JHS headteachers in the Sunyani Municipality also affirm to the fact that the headteachers complained that their training needs were not taken into account before any CPD programmes are being organised for them since they were not involve in the organisation, planning and implementation of these activities. Due to that fact, the content of the programmes often have no bearing on the headteachers professional practice.

b) Duration and timing of the programmes.

According to Kusi (2008) most CPD programmes organised for headteachers are done during instructional hours, discouraging many of them from attending such programmes. Mankoe (2007) also identified a problem that, CPD programmes are sometimes jumbled with the result that participants are invited to seminars or workshops without adequate prior notice which would enable them to make adequate preparation and this thus affect their readiness to adjust and benefit from such programmes. Related to the duration of CPD programmes is the challenge of timetabling CPD programmes. Issues of timetabling of CPD programme activities to accommodate headteacher preferences can contribute to the failure of the programme if it is not handled carefully. Sometimes providers are very unresponsive to the preferences of headteachers when timetabling CPD activities (Gray,

2005). In some cases, training are offered during mid-term, during busy periods, or at long distances from schools.

According to Gray's (2005) findings, teachers/headteachers usually prefer to engage in training when things were quieter at school, particularly at the beginnings and endings of school terms. Further, individuals seem to have different preferences of timetabling the CPD programmes. Designers or providers of CPD programmes need to be aware of the individual preferences and to design their programmes in such a way that they take into account those individual preferences. They can offer a variety of courses throughout the year, to accommodate these different preferences. Otherwise the attendance of headteachers to CPD programmes which do not fit into their schedules had always not been beneficial to them (Gray, 2005).

c) Quality of CPD programmes and expertise of facilitators

A good quality CPD programme leaves headteachers satisfied and eager to implement what they have learned from the CPD programme whereas a poor quality CPD programme leaves headteachers frustrated and full of regrets for having attended the programmes. Literature shows that most headteachers in Ghana do not benefit from CPD programmes because the resource persons who lead the programmes are often incompetent and ineffective- they lack knowledge about the topics they handle, these were comments some headteachers made during a survey conducted by Kusi (2008) on their professional development needs. Headteachers criticised training facilitators who were disorganised, rambling, poor at public speaking, cut sessions short, and who failed to take into account different learning styles, levels of ability and prior knowledge

amongst the headteachers attending the course (Kusi, 2008). As educators themselves, headteachers felt justified in demanding high standards of preparation and delivery.

Wight and Buston (2013) concur with Kusi (2008) when they assert that in-service education programmes often fail because they are built on a 'deficit model' and therefore emphasize inadequacies rather than identifying and developing headteachers' existing strengths. In a deficit model, headteachers' individual knowledge, understandings and beliefs are not sufficiently recognised by those designing the CPD courses. Headteachers should see value in attending the CPD programme activities. CPD programmes which neglect to provide for the development of a sense of commitment and mutual support for the activities undertaken by the participants will not have long-term effects. Hence, any CPD activities which are imposed on headteachers from above are destined for failure if they do not take into account the headteachers' perception of reality. The headteachers may attend. They may even get involved to a certain degree, but if the activities do not deal directly with the headteachers' perceived reality, the activities will have little permanent effect on them. The challenge however for CPD programme providers in the education district offices, remains how to gear their programmes in such a way that they take on board all the elements discussed.

d) Mode of delivery

CPD programmes are organised with the aim of equipping headteachers and other staff of educational establishment for improved performance. For this reason, the method of teaching employed during CPD presentations should ideally be interactive and action – oriented to enable headteachers to fully participate in the learning process. People who

make presentations during training should therefore present model lessons so that headteachers will learn from such presentations.

However, it appears that the Lecture Method is most frequently used during CPD for headteachers in Ghana (Adentwi, 2002; Kusi, 2017). This is so because many CPD programmes last for a short duration, even though very large volumes of information have to be passed on to the participants. Adentwi (2002) also emphasized that another possible reason for the domination of the lecture method is lack of planning. This may cause resource persons to lecture even though some other presentation technique may have been better. Kusi (2017) also commented that the lecturing method does not often encourage teachers and headteachers participation in the programmes, making them passive recipients of knowledge instead of active participants. Literature suggest that this method is the top-down approach and therefore, it is unlikely to have any positive impact on the professional practice of participants.

e) Travel difficulties and venue of programmes

Travel difficulties are a genuine concern and indeed they can be a challenge to both the CPD programme designers as well as the participants. This is especially the case with off-school site based CPD programmes where headteachers operate from their working places to the training venues designated by the CPD programme providers or designers (Back *et al.*, 2009). In developing countries where headteachers/ teachers get low salaries that do not even suffice for their basic needs till the end of the month, headteachers may face the challenge of how and where to get money for transport to the workshop (World Bank, 2010). In typical rural schools, headteachers may face problems of access to CPD

programme centers, especially during the rainy season. According to Kusi (2017) when the venue for the training is uncondusive and unattractive, it demotivate many educational professional from attending such programmes. If they attend, sustaining their interest in the activities becomes difficult.

f) Inadequate funding

Effective delivery of CPD programmes would require the provision of instructional materials to participants. However, this is not often the case in the Ghanaian educational context, where they are provided, the materials are theoretical (Kusi, 2017). Adentwi (2002) made this same asserting and wrote that, often there have been inadequate funding of CPD activities in Ghana. There is usually not enough money to purchase needed teaching and learning materials, pay remuneration of resource personnel, meet transportation and accommodation cost and so on.(p:165). He again stated that often times participating headteacher/ teacher are called upon to pay some amount of fees. Where participants perceive such fees as on the high side there will be poor attendance at CPD programmes. Rationally, CPD training programmes for teachers and headteachers in basic schools will not achieve its purpose of implementation if these factors are not properly looked into and dealt with. Likewise organisers of CPD training for headteachers in Ningo-Prampram should also take these factors into consideration before commencing any CPD for them.

2.12 Continuous professional development needs of headteachers

Many countries have focused on providing appropriate training and professional development opportunities to aspiring and practising school leaders. Increasingly, international studies reveal a number of patterns or tendencies in providing school leadership development around the world. On the whole, it seems that CPD programmes providers, coordinators and designers are aware that schools are not static organisations that need to be administered but learning organisations that require continuous development. Despite these contemporary trends, most developing countries including Ghana are still lagging behind in providing adequate leadership development. Pheko (2008), referring to Botswana, remarks that there is no formal leadership training policy, while Bush and Oduro (2006) comment that leadership preparation and training is low on the agenda of most African countries in general. As I stated earlier, headteachers in many countries are appointed on the basis of irrelevant or insufficient criteria; for example, on the basis of their teaching record rather than their leadership skills, on the basis of long service and experience without any higher academic qualifications (Oduro and Macbeath, 2003), and even on the basis of acquaintances (Lahui-Ako, 2001).

As a result, it is imperative for the municipal and district education directorate to enquire continuously about the professional development needs of headteachers in order to determine the form and content of a curriculum for leadership development. Programmes should take into account research evidence on school leaders' needs, and reflect the working context and the characteristics of each individual leader. In this way, headteachers can be prepared with relevant leadership knowledge, skills and attitudes in order to face the challenges of the role they have to perform (Lahui-Ako, 2001). Based on

the existing body of literature on the professional development needs of school principals/ headteachers, a number of relevant suggestions arise. For example, leadership development should be provided before appointment to the post (Bush and Heystek, 2006; Pashiardis & Heystek, 2007).

The provision of adequate preparation prior to appointment may relieve the headteacher from the shock of transition and facilitate their socialisation in the school environment under their new role. Professional development should also continue after appointment in order to support headteachers in facing the diverse challenges they may encounter at school. This calls for the need to establish training provision in relation to the different stages of leadership and management after leaders have been evaluated in a formative way. Pashiardis and Brauckmann (2008) uncovered that the professional development needs of new and experienced headteachers are not identical. With regard to the content of leadership and management development, the most desired element brought up in most pieces of research concerns the practice of instructional leadership.

According to Hale and Moorman (2003)

Policy and institutional leaders must remember that the business of schools is teaching and learning, that all education policies must support student achievement and that all preparation programs must develop school leaders who can provide instructional leadership.

Pashiardis and Brauckmann (2008), wrote that experienced headteachers need more training on instructional and strategic leadership skills, while inexperienced headteachers also need training on technical issues, such as financial management. As a result, differences related to the headteacher career stage must also be accounted for in any

training schemes. Other important aspects that need to be included concern school improvement practices, strategic planning, and human resources and financial management. According to a number of researchers (Bush & Glover, 2004; Pashiardis & Brauckmann, 2008), leadership development should take into account the local contexts within which leaders operate.

Professional development can implicitly then be provided by a wide array of sources, such as universities, professional associations, governmental agencies and other organisations. Partnerships between various organisations may also enhance the training impact on school leaders. However, it is also necessary to have a central agency in charge of monitoring the quality of professional development programmes. As a result, central quality assurance in conjunction with decentralised provision of professional development is more likely to meet the needs of school heads. The Ghana education Service has adopted this strategy by giving the power to the municipal and district education offices to design their own CPD programmes for teachers and headteachers in their various jurisdiction. The Ningo-Prampram district education office also benefit from this initiative. The design of the programmes should also be taken into account. Structural features such as a clear purpose, curriculum coherence, instructional variety and differentiation should form part of any training programme (Peterson, 2002). Attractive funding arrangements should also be incorporated in order to encourage the participation of school heads.

Nevertheless, Hale and Moorman (2003) maintain that the adoption of policy measures is not sufficient and that the implementation of any programme must be accompanied by supportive elements such as formal programme review, technical assistance and monitoring. The providers of both formal and non-formal programmes in South Africa (Bush & Heystek, 2006) made a number of suggestions related to such supportive actions. These were : coordinating training more effectively, providing post-training support to participants, evaluating the quality of training programmes and providing careful attention to knowledge transfer to the school. In general, there is a need to combine a number of methods in the delivery of professional development programmes. Traditional, course-based programmes tend to be too theoretical and therefore they should be complemented by clinical training practices, such as problem-based learning, mentoring and coaching, and peer networking. These learning experiences are deemed to provide a more authentic approach to the real world challenges encountered by school heads.

2.13 Learning opportunities for headteachers.

Lambrecht et al., (2008) report that successful leaders identified five types of experiences as most helpful to their development as leaders: assignments with new or greater responsibility, start-up work assignments, difficult personnel matters like firings, mentoring, counselling and support; and working with a supervisor. The two common elements underlying such experiences noted by respondents were

- 1) Being placed in challenging circumstances where they had to make decisions and choices with an element of risk involved and

2) Being in a supportive environment where their supervisor's modelled good practice and provided support and mentors provided counsel.

a) Action learning and situational learning

Two particular dimensions of learning opportunities for headteachers in the workplace are action learning and situated learning (Lankard, 1996). Action learning engages individuals (usually in teams or work groups) in learning through systematic problem-solving around real organisational needs or concerns. Although the problems may in fact get solved, it is the broader learning that is of chief interest. When, for example, teachers and headteachers work together to learn what is behind and to resolve different teacher standards for student work, they might in fact solve the problem and rationalise school-wide standards for student work, but they will also have learned how to work together, to break down barriers that isolate teachers from each other and to identify and make use of leadership expertise distributed across the teacher ranks.

Situated learning refers to the conduct of the learning experience in the context that gives rise to the need for skills and where they will be put to use. Internships and exercises experienced in actual classroom or school settings can offer situated learning. School walk-arounds can also situate the learning gained through observation, explanation and dialogue among peer leaders. Conditions enhancing learning that are common to action and situated learning are: proactive when headteachers take responsibility for and direct the learning experience, critical reflection when headteachers make explicit the often hidden assumptions governing the situation and consciously open them to challenge and creative when headteachers are enabled to look beyond their own points of view and see

matters from the perspectives of others, such that innovative and more powerful solutions and learning can be produced.

b) Design research-based programmes

Headteachers will get the opportunity to learn, when programmes are designed to draw upon what is known about effective leadership development and to be aligned with needs and policies of the nation, district or school. According to Davis et al. (2005), leadership development content should be research-based, incorporating knowledge of instruction, organisational development and change management as well as leadership skills. The core leadership development skills highlighted in the literature as being at the heart of successful school reform are: developing knowledge to promote successful teaching and learning; developing collaborative decision making processes and distributed leadership practices as well as processes or organisational change; and developing management competences in the analysis and use of data and instructional technologies to guide school improvement activities (Waters, et al., 2003; Knapp, et al., 2003).

c) Focus on mentoring and peer learning

These are opportunities and strategies that allow headteachers to learn and be trained. The processes of mentoring and coaching are increasingly popular in business and education. While the terms are sometimes used interchangeably, mentoring is more generally used to refer to a process whereby a more experienced individual seeks to assist someone less experienced and coaching is used to refer to forms of assistance relating more specifically to an individual's job-specific tasks, skills or capabilities, such as feedback on performance (Luck, 2003).

The major studies of mentoring have shown it to be effective and it is a standard element in headship preparation programmes in the United States and the United Kingdom. A study of mentors and mentees among school leaders in England (Luck, 2003) found these leaders unanimously endorsed the value of mentoring. Some respondents who were mentored in the course of formal development programmes rated mentoring as the most important part of the programme. Some new head teachers reported that without it they would have “gone under”. In his report on the New Zealand context, Stewart (2000) states that on-the-job learning is most effectively strengthened by the link between the headteacher learners and an outside school leader, with a non-threatening structured reflection on practice.

According to Evans et al. (1999), head of schools learn most effectively when they engage in continuous discussion groups in which they form commitments to one another and build a web of “lateral accountability”. Peer learning pushes school heads to move beyond their assumptions and to expand or change their original thinking through disciplined analysis and rigorous discourse around challenging texts on difficult or controversial issues. At the same time according to Evans et. al, it is also essential to provide a safe setting in which headteachers can dare to risk, fail, learn and grow.

d) Networking

Networking is another opportunity in which headteachers can learn. The use of networking for professional development is based on the belief that collegial support is needed in order to be an effective school leader. Literature on organizational effectiveness indicates that the presence of norms of mutual support and collegiality results in greater leadership longevity and productivity. Networking involves linking

headteachers for the purpose of sharing concerns and effective practices on an ongoing basis. Networks tend to be informal arrangements that emerge when headteachers seek out colleagues who share similar concerns and potential solutions to problems. Headteachers can establish links with other professionals either in person or electronically, to explore and discuss topics of interest, pursue common goals, share information and address common concerns.

Headteachers forming study groups with other professionals can be a form of learning opportunities for them since they would be able to learn and acquire skills by engaging in regular, structured and collaborative interactions around topics identified by the group.

However, rather than being periodic social gatherings, true networking is regular engagement in activities that have been deliberately planned by headteachers themselves, as a way to encourage collective movement toward enhanced professional performance (Daresh, 2002; Neufeld, 1997; Clift, 1992). Kusi (2017) has also proposed the following as types of activities which are more likely to offer sustained learning opportunities for headteachers. They are coaching and mentoring, observation, school-based or external in-service training programmes, delegation, study groups formation, networking, and undertaking master's programme and further studies.

2.14 Summary of literature review

In summary, the literature on past studies on Continuing Professional Development for headteachers informed this study in a number of ways as described above. Most importantly, it was informative on the current methodological approaches in investigating CPD programme implementation corresponding to the relevant needs of headteachers.

The study was guided and informed by the human capital and adult learning theories. These theories made us know that headteachers are adult learners and they would like to learn and be trained to develop skills, knowledge, attributes, competence and values that will be beneficial to them and the schools they lead. The review has also identified some of relevant key areas of professional development for headteachers. Further, the review has brought to the light some of the factors that hinder headteachers from benefiting from the CPD programmes being organised for them. These factors were an added asset in investigating the nature of CPD programmes that is being organised for headteachers in the Ningo- Prampram District whether it is addressing their professional needs. In addition, the best practices that the literature has unveiled on the effective implementation of CPD programmes for headteachers informed this study on exactly what is happening on the ground regarding the nature of CPD programmes being designed and organised for the Ningo-Prampram basic school headteachers. Lastly various studies on the CPD needs of headteachers was looked into as well as some learning opportunities that headteachers have to engage in that will help them to acquire relevant skills, abilities, and competence has also been revealed.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

Methodology in research refers to the strategy or plan of action that links methods to outcomes and governs the choice and use of methods (Creswell, 2003). Dick & Swepson (1997) argue that good research uses a methodology which fits the situation and the goals being pursued. This chapter discusses the methodology employed in the study. These include the research approach; research design; population, sample and sampling techniques; data collection instruments; issues of validity and reliability, data analysis; as well as ethical considerations.

3.2 Research approach

The purpose of the study was to explore the nature of CPD programmes organised for the public basic school headteachers in the Ningo-Prampram District, their training needs as well as the training opportunities for such headteachers to enable them to ensure meaningful improvement in quality educational provision. The researcher employed mixed method approach. This approach helped to gather and integrate both subjective and objective views based on the subject of study. Structured questionnaires and interviews were employed for data collection. As a methodology, it is for collecting, analyzing, and mixing both quantitative and qualitative data in the study. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either of the approaches alone.

The mixed method approach to research has the advantage of getting both numerical information as well as description of people's feelings, perspectives, opinions, attitudes and experiences on a subject. Mixed method research is underpinned by the pragmatic paradigm. The approach concern the thinking that, choosing between one position and the other is somewhat unrealistic in practice. It argues that the most important determinant of which position to adopt were the research questions (Creswell & Plano-Clark, 2007).

Supporters of this world-view argue that, even within the same study, quantitative and qualitative methods can be combined in creative ways to fully answer questions. To the pragmatist, either subjective or objective meanings can provide facts to a research question; they focus on practical application to issues by merging views to help interpret data. The combination of both quantitative and qualitative methods gives the researcher an increased ability to make appropriate criticism of all types of research. Pragmatism is concerned with action, change and interplay between knowledge and action. This makes it appropriate as a basis for research approaches intervening into the world and not merely observing the world, (Goldkuhl,2012).

In this research both quantitative and qualitative data were collected and analysed by the researcher. The idea of using both approaches aims to achieve a more comprehensive outcome in answering the research questions. This research aims to find solutions to real-world problems as well as gain knowledge through research findings. In addition, the researcher used dual methods of research to produce a more complete and practical picture by combining information from complementary kinds of data or sources.

3.3 Research design

The research design was a sequential explanatory mixed method. With this design the researcher first collects and analyses the quantitative (numeric) data and support the data with interview (qualitative) responses. The qualitative (text) data is collected and analysed second in sequence and help explain, or elaborate on, the quantitative results obtained in the first phase. The second, qualitative phase, builds on the first (quantitative, phase), and the two phases are connected in the intermediate stage in the study.

The primary intent of using this design is that according to Creswell (2003) sequential explanatory design typically uses qualitative results to assist in explaining and interpreting the findings of a primary quantitative data. In this study, quantitative data that were collected, were supported with qualitative data which gave clear understanding to the findings gathered. It can be especially useful when unexpected results arise from a quantitative study. The design is easy to use because the steps involved in the use of the design fall into clear separate stages. In addition, this design makes it easy to describe and report. The main weakness of this design is the length of time involved in data collection with the two separate phases. The use of the sequential explanatory design in this study is therefore justified because the researcher used both quantitative and qualitative data analysis in presenting the results obtained from the field.

3.4 Population

Population, according to Fraekel and Wallen (2009), refers to the complete set of individual (subject or event) having common characteristic in which the researcher is interested. The target population for this study was the headteachers in the public basic

schools in the Ningo-Prampram District. The district has fifty-one (51) public basic schools and these schools falls under 6 circuits. Each school is managed by a headteacher. The total number of headteachers in the district were 51. Questionnaires were administered to all the headteachers in the district at the time of data collection. The district training officer was also interviewed for clarification and understanding of issues. The number of headteachers in each of the circuits in the district is presented in Table 3:1

Table 3.1: Number of basic schools and headteachers in the Ningo-Prampram District

No.	Circuit	Schools	Headteachers
1.	Prampram	9	9
2.	Dawhenya	6	6
3.	Afienea	7	7
4.	Ningo	10	10
5.	Nyigbenya	11	11
6.	Ayetepa	8	8
Total		51	51

Source: District Education Office (2017)

Table 3.1 depicts the six circuits the basic schools have been grouped into. Nine (9) basic school falls under the Prampram Circuit, six (6) schools are under the Dawhenya Circuit, seven (7) schools are also under the Afienea Circuit. Again Ningo Circuit have ten (10) basic schools, Nyigbenya Circuit have eleven (11) basic schools falling under it and Ayetepa Circuit is made up of eight (8) basic schools. The total number of public basic school in the district is 51 and this comprises of pre-school, primary and JHS and each school is headed by the headteacher who manages the school.

3.5 Sample size and sampling technique

The sample targeted for this study was fifty-two (52) comprising all the public basic school headteachers in the Ningo-Prampram District, and the District Training Officer. A census sampling frame of fifty-one public basic school headteachers in the district was selected. A census method refers to a complete enumeration of a universe. The census method was applicable to the population because the entire population was not huge. The census sampling enables the researcher to use all the members of a population. Additionally, with the use of a census, the result of the findings is usually the true reflection and opinion of all the members in the population. All the fifty-one (51) basic school headteachers were involved in the quantitative phase of the research.

The researcher chose this technique to understand the true reflection of the phenomenon under study on an individual basis as well as gather accurate information from each participant (Alumode, 2011). One of the major advantages of census method is the accuracy as each and every unit of the population is studied before drawing any conclusions of the research (Alumode, 2011). When more and more data are collected the degree of correctness of the information also increases. This method tried to reduce bias by administering questionnaires to all the headteachers in the district to answer. One disadvantage of this method is its time consuming, since every member of the population is used for the study. The researcher spent lots of time and used more days to visit each school and administered the questionnaires. However due to the accuracy of data the researcher wanted, she was not bothered to use this technique.

For the qualitative phase of the study, six (6) headteachers and the district training officer were interviewed. Purposive sampling technique was used to select six of the headteachers who had already responded to the questionnaires for the interview. The six headteachers were the “Course Chairmen” in their circuits. They are the leaders in each of the six circuits in the Ningo-Prampram District and they served as intermediaries between their circuit and the district education office. They were chosen to clarify and further explain some of the issues that came up during the questionnaires. The researcher chose them because of the role they play in the circuit. They are information rich and had more experiences and knowledge on CPD that is being organised in the district. Also their colleagues (headteachers) passes all their training issues to them and they also forward them to the district education office.

The training Officer was also purposively selected to be interviewed. He was purposively chosen because he is the main planner, organiser and implementer of CPD programmes in the district and could provide credible information regarding to CPD organisation and implementation in the Ningo-Prampram District. According to Marlow (1998), purposive sampling allows the researcher to handpick the cases to be included in the sample on the basis of their judgement as well as their typicality. Marlow supports purposive sampling, indicating that, it enables the inclusion of samples with special interest to the researcher. Respondents are purposefully chosen because they provide information which enrich the research (Patton, 1990). In purposive sampling, the researcher uses common sense as well as the best judgment in choosing the right subjects for the purpose of the study. Patton adds that the limitation with purposive sampling, as with other non-probability methods, is the lack of ability to generalize from the samples. But its strength lies in the

fact that it can ensure that the collection of information is directly relevant to the subjects being investigated.

3.6 Instrumentation

A structured questionnaire and a semi-structured interview were the instruments used for data collection in the study. Both instruments were self-administered. The questionnaire for this study was constructed to gather data in the first phase of data collection. The questionnaire had both closed and open ended questions. Maree (2007) stated some of the numerous advantages of structured questionnaire as; it is relatively quick and easy to create, code and interpret results, it is valuable for collecting a wide range information from respondents, it is easy to standardise and also it is flexible to use. It allows respondents to respond to the questions at their convenience. However, it does not give the respondent the opportunity to express their thought. Therefore the use of the semi structured interview was to offer the interviewees the opportunity to express their views, feelings and experiences freely and the interviewer the freedom to divert from the items in the schedule to seek clarifications during the interview process (Kusi, 2012).

The questionnaire was divided into six sections. That is section A, to F. Section „A“ dealt with the background information of the headteachers. The questions in this section required the headteachers to choose from a range of responses. Section „B“ focused on the first research question, that is the Nature of CPD organised for headteachers, section „C“ was on the general perception of headteachers on CPD programmes, section „D“ looked at factors that hinder headteachers from benefiting from CPD that is organised for them. The last two sections that is „E“ and „F“ focused on the CPD needs as well as some learning opportunities for the headteachers in the Ningo – Prampram district. All the

fifty-one (51) headteachers in the fifty one (51) public basic schools were given the questionnaires to answer. The data collected through the questionnaire formed as the quantitative aspect of the study.

Semi-structured interview guide was developed to collect interview responses from six (6) selected headteachers (Course Leaders) who had already responded to the questionnaires and the district training officer. The interview was conducted for the researcher to get in-depth understanding and clarifications on issues raised in the questionnaires. Semi –structured interviews was preferred to other forms of interviews in this study because they offer a platform for in-depth and fellow-up conversation. Semi-structured interviews have some usefulness. Firstly, Wragg (2002) indicates that it is mostly used by researchers in education ,as it allows respondents to express themselves at length but offers enough shape to prevent aimless rambling. Secondly, semi-structured interview offers investigators an opportunity to clarify or probe and expand the interviewee’s responses to ascertain their feelings (Opie, 2004). The researcher’s intention was to explore and know the views, ideas, beliefs and attitudes of participants concerning CPD programmes that are being organised in the district.

3.7 Validity and reliability of the instruments

Validity and reliability are essential in research. Validity is of two types: content and face validity. Face validity is a judgment made to tell if a test is well constructed and useful. In the study, this was checked by the researcher’s course mates. Content validity focuses on how much a measure represents every single element of a construct and asks whether a specific element enhances or detracts from a test or the research question. In this study, content validity was checked by the supervisors and lecturers of the Department of

Educational Administration and Management of the University of Education, Winneba. Their main function was to add, edit or eliminate irrelevant items from the initial pool of items and ensure that there is adequate coverage of the topic being studied. Reliability of the instrument is a check on consistency if the instrument administered repeatedly on the same individuals would yield similar results (Maree, 2007).

The reliability of the questionnaire was pre-tested on 15 headteachers in the Ashiaman district. This location was chosen because schools in this district have the same characteristics as the intended population that was used for the study. The purpose of this exercise was to test the reliability of the instruments before going to the field to collect data. The pre testing helped the researcher to decide whether the study could be feasible or not. It also provided an opportunity for assessing the predictability of the research. The feedback that was obtained from the pre-test was used to refine the items of the final study. With the help of Statistical Product and Service Solutions (SPSS) version 20, Cronbach's alpha co-efficient was computed to determine the internal consistency of all the Likert-type sub-scales. The result from the Cronbach's alpha co-efficient of the main sub-scales was between 0.71 and 0.971 indicating that the instrument was reliable. This is because scales with Cronbach's alpha co-efficient of 0.70 or more are considered to be reliable (Pallant, 2005). Table 3.2 shows reliability co-efficient of the four main subscales.

Table 3.2: Reliability co-efficient of the subscales of the instrument

Sub- scales	No. of items	n=15
		Cronbach's alpha
Perceptions of headteachers	6	0.97
Factors that inhibit headteachers	7	0.71
CPD needs of headteachers	16	0.91
Learning opportunities for headteachers	7	0.75

Source: Author (2018).

3.8 Data collection procedure

In conducting any study, Creswell (2005) advises researchers to seek and obtain permission from the authorities in charge of the site of the study because it involves a prolonged and extensive data collection. Accordingly, the researcher obtained permission from the Director of GES who was in charge of education in the district to conduct the study. On 18th January 2018, the researcher personally sent a formal letter together with an introductory letter she had obtained from the department of Educational Administration and Management to the Director of education in the Ningo- Prampram District. The researcher explained and provided the details of the study, including data collection, and issues of confidentiality and anonymity to the director. An approval letter to conduct the study was sent to her two weeks later. Cohen, Minion and Morrison (1994) argue that data collection is facilitated if people get prior knowledge about their involvement in the study. Therefore, after permission had been granted to conduct the study, the researcher personally went to each of the participants (Headteachers and Training Officer), familiarised herself with them, sort their consent to take part in the

study and informed them of the impending questionnaire. This prepared their minds for what was ahead. However, the details of the study were not provided at this stage.

The researcher used four weeks to administer the questionnaires to the headteachers in the various schools in the district in the month of February, 2018. This served as the first phase of the data collection process. The schools in the Ningo-Prampram District fall under six Circuits, so the researcher spent two days in each Circuit to administer the questionnaires. The researcher used the face-to-face survey method. That is, the researcher went to the schools personally and handed the questionnaires to the headteachers. Maree (2007) opines that this method has the highest response rate and the interviewer can assist with issues that are not clear to the respondent. The researcher showed the approval letter from the education director giving her the mandate to conduct this study to the headteachers. The researcher again gave them a letter explaining the confidentiality, anonymity and privacy of the information that will be given to her. The researcher left the questionnaires with the headteachers for them to take their time to answer all the questions in it. After two weeks, the researcher visited the schools again and collected the answered questionnaires from the headteachers.

The second phase of the data collection process which served as the qualitative aspect of the work was done in April, 2018. The researcher again went to the six circuits and conducted interview for the six headteachers (Course leaders) who had also answered the questionnaire earlier and the district training officer. The interview was conducted in their offices. The purpose of interviewing them was for them to further clarify issues that

emerged from the answered questionnaires. Each of the interview with the respondents lasted for about one hour.

All the interviews were conducted on a face-to-face basis. This encounter was directed towards understanding informant's perspectives on their lives, experiences, or situations as expressed in their own words. The face-to-face interviewing was preferred to other strategies such as telephone interviewing, because telephone interviewing was considered as impersonal and difficult to record. Also, the non-verbal aspects of the communication would be lost. To ensure consistency during the interview, the researcher developed an interview protocol (Yin, 2003; Creswell, 2005) to guide her. Then she asked the interviewee concerned to read and sign the consent form developed, and sought their consent to tape-record the interview. Moreover, brief notes were taken in the event of tape recorder malfunctions. On completing each interview situation, the researcher expressed her appreciation to the interviewee for their cooperation.

3.9 Data analysis

The quantitative and qualitative data that were collected in this study were raw and so had to be processed or prepared for analysis. This process assembled the data so that they answered the research problem under investigation. According to Kothari (2004), data processing implies editing, coding, classification and tabulation of collected data. Hittleman and Simon (2006), McMillan and Wergin (2006) assume that questionnaire research technique involves the use of numerical indices to summarise and describe, as well as explore traits and relationships. There is a reliance on control and measurement, as well as experiments. Best and Kahn (2003) maintain that computer software can be

employed to analyse data. In this study, the quantitative data responses were categorized and frequencies were tallied. Percentage and frequency counts were used to analyze the characteristics of the population as they help to determine the relative standing of the respondents. The items of the questionnaires were presented in Tables according to their conceptual similarities. The scores of each item were organized statistically compiled and imported in to SPSS version 20 to calculate frequency, percentage, mean and standard deviation value of each item.

The interviews schedules produced the qualitative data. The data was thematically analysed. Patton (1990) defined thematic analysis of data as one that looks across all the data to identify the common issues that recur and identify the main themes that summarize all the views you have collected. Firstly the researcher read and annotated transcripts (Patton 1990). Researcher read research transcripts extensively to make more observation of the data that was obtained from the field. This helped the researcher to see the way data from the field fall in various objectives of the study in accordance to the research questions that were given to the respondents. Then, the researcher identified themes from the transcript. In this stage the researcher read keenly the details of the data and identified themes. Themes were grouped into subtopics in accordance to objectives of the study. The researcher then, summarized the data obtained from the transcripts by writing what the respondents had been referring to base on its relevant to the study. The researcher wrote narratives in each subtopic including quotes from the interviews. Finally, the researcher interpreted narratives to generate meaning.

3.10 Ethical considerations

Water- Adams (2006) writes that any research which involves other people in some way has ethical implications. Because education is a social action, data gathering and analysis within this study inevitably impacted on the lives of other people involved in the study. Taking this enlightenment into consideration, to ensure that individual rights were not infringed upon and to promote fairness in the interpretation of data. Principles such as obtaining informed consent; respecting the right to privacy and participation, anonymity, confidentiality; avoiding harm to participants; and other principles as highlighted by Cohen et al. (2000), were adhered to during the data collection process, data analysis and interpretation.

a) Right to privacy and participation

In this study the right to privacy and participation was ensured in a number of ways. First, the researcher ensured that participants were never forced to participate in the study. The researcher visited the schools in the district and made her intentions known to them. The researcher again explained the purpose of the study, reasons for, benefits of their participation and their right to participate or not. Then the headteachers were given an opportunity to indicate their willingness to participate in the study. During the interview the researcher discussed with the respondents the contents of the consent form. For the questionnaire, a consent form was attached to each of the questionnaire that was sent to the headteachers. All of them agreed to participate freely and signed the consent form. In line with the right to privacy and participation, is the idea of accessing entry into the schools where the data were collected. In this study, the researcher had to seek permission from the district education director before accessing the participants in the

various research sites. This is as highlighted by Creswell (2003) that researchers need to respect research sites so that the sites are left undisturbed after the research.

b) Right to confidentiality and anonymity

The right to confidentiality and anonymity are somehow related. In research, the right to confidentiality and the right to anonymity put the respondents at ease to give information which might otherwise be regarded as sensitive. Hence, it is important that respondents be assured of the researcher's adherence to issues of confidentiality and anonymity. Confidentiality means protecting the privacy of respondents by keeping the data sources as confidential as possible while anonymity deals with disguising the identity of the respondents (Cohen *et al.*, 2000).

For the sake of confidentiality and anonymity in this study, no names of respondents were taken or recorded. Further, the use of group data rather than individual data facilitated the retention of participant anonymity.

c) Avoiding harm or damage to participants

It is important that a research study should not inflict harm or damage on those involved in an investigation (Flick *et al.*, 2004). In any study, if the researcher is not careful, it is possible to harm informants not only by exposing information about individuals but also by discussing them as a group, in a publication in a way which they may find harmful or which actually disadvantages them (Flick *et al.*, 2004). The researcher in this study adhered to issues of confidentiality as discussed under the section on "right of confidentiality and anonymity".

d) Deception

Flick et al. (2004) defined deception as an explicit misstatement of fact and Cohen et al. (2000), described deception as instances where the subject is given misleading or erroneous information. With that in mind, the researcher avoided deceiving the participants. Accurate objectives and purpose of this research was made known to all the participants in this study. Also data collected from this study have not been misrepresented. It has been presented as the true reflection of what was collected on the field.



CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS

4.1 Introduction

This chapter presents the analysis and interpretation of the data collected from the field. That was interviews and questionnaires. The purpose of this study was to investigate into the nature of CPD programmes organised for basic public school headteachers in the Ningo-Prampram District, their CPD needs as well as the learning opportunities for such headteachers to enable them to ensure meaningful improvement in quality educational provision. Data was collected in two phases in this study.

Fifty one questionnaires were administered to the headteachers, forty-five (45) was completed and returned. This represented a return- rate of about 88% which was good for the analysis. This chapter has six sections. The first section deals on the demographic information of the respondents. The second section focuses on the nature of CPD programmes that headteachers in Ningo-Prampram district is exposed to. The third is on the general perceptions of headteachers on CPD programmes. The fourth section looked at the factors that inhibit headteachers from benefiting of the CPD programmes they have attended. The fifth section brought to fore the training areas or needs of headteachers and the last section focused on the strategies or learning opportunities that could be provided to meet the training needs of basic school headteachers in the Ningo-Prampram district.

4.2 Demographic data of headteachers

The demographic data of the headteachers who completed the questionnaire comprised variables such as gender, age, number of years as headteachers, rank of headteachers and

their academic qualifications. This information was used to enable the researcher relate to the characteristics of respondents that were involved in the study. The first part of the analysis dealt with gender of the headteachers used for the study.

Table 4.1: Gender of head teachers

Gender	Frequency	(%)
Male	26	57.8
Female	19	42.2
Total	45	100

Source: Fieldwork data (2018).

As shown in Table 4.1, data collected from the field indicated that 57.8% of the headteachers were males and 42.2% were females. The analysis implies that there are more male than female headteachers managing the basic schools in the Ningo-Prampram District. This confirms data from the report from the Ningo-Prampram Education office, which indicated that there are more male headteachers than female headteachers in the District. Therefore data collected will have more male viewpoints than female views. The respondents were asked to indicate the age range in which they belong and the data is presented in Table 4.2 below.

Table 4.2: Age distribution of the respondent headteachers

Age	Frequency	(%)
21- 30 years	0	0.00
31-40 years	3	6.7
41- 50 years	23	51.1
51-60 years	19	42.2
Total	45	100

Source: Fieldwork data (2018).

The data in Table 4.2, shows that most of the headteachers were adults. It could be seen that there was no headteacher whose age range fell between 21-30 years. Also 3 (6.7%) of the headteachers were between the ages of 31- 40 years. Majority of the headteachers 23 (51.1%) were between the ages of 41-51 years, while 19 (42.2%) of them were between the age range of 51-60 years. These indicated that majority of the headteachers were matured and had much experienced in their administrative work as headteachers. This also suggest that most of them have had the opportunity to be exposed to some sort of continuous professional development training programmes.

Numbers of years as a headteacher.

The researcher found it important to find out the number of years the respondents had been in the position of headship. This was to find out how long headteachers had benefitted from CPD programmes that have been organised for them whiles serving in their capacities as head teachers. The result is shown in the Table 4.3 below.

Table 4.3: Numbers of years being a headteacher

Number of years	Frequency	(%)
Less than 5 years	14	31.1
6-10 years	16	35.6
11-15 years	9	20
16-20 years	4	8.9
More than 20 years	2	4.4
Total	45	100

Source: Fieldwork data (2018).

The results from Table 4.3 indicate that majority of the respondents 16 (35.6%) had spent between 6 – 10 years in the school as headteachers in their profession. It was also realised that 14(31.1%) had spent less than 5 years as headteachers. 4(8.9%) had spent 11 – 15 years as head teachers. 4(8.9%) had also spent 16-20 years as headteachers. It was again discovered that 2 respondent (4.4%) had been headteachers for more than 20 years. The data in the Table 4.3 therefore implies that, more than 50% of the headteachers population had spent more than five years as headteachers in the teaching profession and hence had had much experience in their job and could rightly produce relevant data for the study.

Academic qualification of the headteachers

The questionnaire data gathered data on the academic qualifications of headteachers which is presented in Table 4.4 below.

Table 4.4: Academic qualification of the headteachers

Academic qualification	Frequency	(%)
Certificate „A“	0.0	0.00
Diploma	7	15.6
First Degree	26	57.8
Second Degree	11	24.4
Other	1	2.2
Total	45	100

Source: Fieldwork data (2018).

The data in Table 4.4 demonstrates that none of the headteachers held certificate „A“ in Education, 7 (15.6%) held Diploma, 26(57.8%) held Degree and 11(24.4%) held Masters Degree in Education. One of the headteachers which represent (2.2%) indicated other HND qualification. These results suggests that most of the headteachers in the Ningo-Prampram district have strived to educate themselves. It was refreshing to know that some of them had Master“s degree qualification and a number of them also made me aware that they were still pursuing their Masters degree at the time of the study. This is a reflection that the headteachers possess sound academic background which is one of the essential features of good headteachers (Aggarwal, 1993). It is said that the academic qualification of a headteacher has a direct bearing on the quality of the performance and consequently on the academic achievements of their teachers and students (Notman & Henry, 2011). They stresses professional development of headteachers has a direct impact on the performance of teachers and quality of students“ academic achievements.

Similarly, Ashton and Crocker (1987) found a significant positive relationship between the professional development and head teacher performance. This reflects the importance of professional development of headteachers to their work (Peterson, 2002) also observed that head teachers' professional development is positively related to overall schools' achievement.

Rank of headteachers

This was to inform the researcher, the level of experiences the respondents have acquired in their teaching career.

Table 4.5: Rank of headteachers

Academic qualification	Frequency	(%)
Assistant Director I	19	42.2
Assistant Director II	19	42.2
Principal Superintendent	7	15.6
Senior Superintendent I	00	0.00
Senior Superintendent II	00	0.00
Total	45	100

Source: Fieldwork data (2018).

The data in Table 4.5 indicates that 19(42.2%) of the headteachers have risen to the rank of Assistant Director I and 19(42.2%) Assistant Director II respectively. This projects that most of the headteachers have assumed and risen to higher positions in their teaching career. One can deduce that headteachers are given the headship appointment based on the rank the person has risen to in their career. It is assumed the higher the rank, the more

years of experience in the teaching career, the more the number of CPDs attended and the more well informed about CPD organisation and implementation issues. Only 7(15.6%) of headteachers in the district are in the rank of Principal Superintendent. None of the headteachers were in the ranks of Senior Superintendent I and II.

Analysis and discussion of data relating to the research questions

The second part of this chapter focuses on presentation analysis and discussion of data relating to the research questions, the raw data is analysed and discussed in relation to relevant literature especially those reviewed in chapter two.

4.3 Research question one

Nature of continuing professional development training programmes organised for headteachers in the district.

The first research question was formulated as: what is the nature of CPD programmes organised for the public basic school headteachers in the Ningo- Prampram District?

There are several types of continuous professional development training programmes but specifically, the study focused on exploring which of them were commonly organised for the headteachers in Ningo-Prampram District. To clearly answer and understand this question, the headteachers first responded to whether they have had any form of continuous development programmes and the number of times they often attend CPD programmes within a year. They were also asked about the organisers of the CPD programmes in the District also.

Table 4.6: The Headteachers response to whether or not the District organises CPD programmes for them.

Response	Frequency	Percentage (%)
Yes	45	100
No	0	0
Total	45	100

Source: Fieldwork data (2018).

The data in Table 4.6 depict that, the District Education Office organises CPD training programmes for the public basic school headteachers in the district. All the headteachers indicated „Yes“ to the question. This implies that the Ningo-Prampram District education office makes effort to organise CPD programmes for its headteachers in the various basic schools under its jurisdiction. This confirms Afari (2003) findings that CPD training programmes are often organised in basic schools for teachers and headteachers to boost continuous quality improvement and enhance the sustainability of development programmes in the school. CPD programmes provides the school with a powerful tool to develop the capacity of their own staff and that of their beneficiaries. Training, however, needs to be designed and delivered in the right way for it to be effective. In the view of the human capital theorist the training generates value-added elements to professionals and in this case headteachers.

Table 4.7: Response on how often continuous development programmes are organised for head teachers

	Frequency	Percentage (%)
Once every three months	7	15.6
Once every six months	21	46.7
Once a year	17	37.8
Not organised at all	0	0
Total	45	100

Source: Fieldwork data (2018).

Table 4.7 reveals that 21(46.7%) headteachers indicated that CPD programmes were normally organised for headteachers once every six months. 17 (37.8%) indicated once every year, while 7(15.6%) indicated once every three months. No headteacher indicated that CPD programmes is not organised for them. This implies that the District Education Office makes an effort to organise CPD programmes for headteachers in the district.

Table 4.8: Number of times that headteachers got involved in any form of continuous development programmes within a year

Response	Frequency	Percentage (%)
Once	13	28.9
Twice	30	66.7
Thrice	2	4.4
More than thrice	0	0
Total	45	100

Source: Fieldwork data (2018).

Examining Table 4.8 critically, it can be seen that most of the headteachers 30(66.7%) have had the opportunity to be involved in CPD training programmes twice a year. Also 13(28.9%) get CPD training once a year and only 2(4.4%) indicated that they get CPD training thrice in a year.

When headteachers were asked about the reasons why some get the opportunity to attend CPD programmes more than the others. This is what NPH-1 commented:

CPD training programmes are not often organised for us. Ideally it should have been organised for us every term but the directorate hardly does that. Few of us centered in town are able to benefit from training programmes the district organises. Headteachers stationed at the remote areas in the district are hardly invited to attend CPD training programmes because of the inconveniences associated in getting transportation to Prampram where most of the programmes are being organised, this compels the office to limit the training to only the school in town. This makes some headteachers get advantage more than the others. [Interview data, NPH-1 (2018)].

The researcher needed more insight to this situation, so she asked an officer the same question, and this what he said,

Preferably the directorate has to organise CPD for the headteachers thrice every year, which is once every term. However we are handicapped because of funds. We normally depend on the little funds we have generated internally to organise training programmes for them. Due to the limited resources we do not include all the headteachers but concentrate only on those who are lacking in an area or finding difficulty in an area of their work. [Interview data, 2018].

Generally, the data reveals that there is unequal accessibility to CPD training programmes for headteachers in the Ningo-Prampram District. Some headteachers get the opportunity to attend CPD training programmes more than others. This findings

supports Oduro (2003) findings on the accessibility of training programmes for headteachers in KEEA District primary school. He indicated that the CPD programmes were inaccessible to all headteachers especially to those in the rural areas, who were sometimes „fresh“ from Colleges of Education in the country. He again stated that, this problem was attributed to the limited funds for the District Education offices. Similarly Wanzard and Ward (2000) pointed out that only a few experienced principals in Kenya had access to professional development opportunities, although it was emphasised that such programmes were important for all principals in that educational setting.

4.4 Form/ nature of continuous professional development programmes organised for headteachers.

Section of the questionnaire gathered data on the forms or nature of CPD programmes headteachers are exposed. The data is presented in Table 4.9 below.

Table 4.9: Form/ nature of continuous professional development programmes

Form/nature of continuous development programmes	Frequency	Percentage (%)
Refresher courses	6	13.3
Seminars	2	4.4
Workshop	40	88.9
Circuit based In service training	11	24.4
Undertaking Higher education (Masters/Taught Doctorate/Research degree)	0.0	0.00
Induction or Orientation activities	1	2.2

Source: Fieldwork data (2018).

The results from Table 4.9, indicates that most of the headteachers have had CPD training through workshops which constituted 40 (88.9%). Less than half of them 11(24.4%) indicated that, they had experienced CPD training through Circuit- based in service training. This implies that workshops is mostly organised for headteachers to upgrade their skills, followed by circuit based in-service training. 6 respondents representing (13.3%) indicated refresher course while 2 representing (4.4%) indicated seminars.

These results depicts that the district hardly organises seminars and refresher courses for the headteachers. None of the headteachers have gotten the district education office support to engage in CPD through undertaking higher education. Those who had Master's degree facilitated their own personal training. Induction or orientation activities which is very important component of CPD training activity is virtually absent in the training of headteachers in the district since only 1 person representing (2.2%) indicated that. The absence of induction or orientation activities for headteachers in the district confirms the findings of Oduro and MacBeath (2003) and Kusi (2008) that the lack of induction activities for aspiring headteachers in African countries. They stated that induction programmes for headteachers, have received little or no attention in most developing countries, including Ghana and again also wrote that newly qualified teachers who lead schools in the rural areas of Ghana are often left to fend for themselves owing to the absence of induction programmes for them.

NPH-4 was also asked specifically whether he received any induction training after his appointment as a headteacher, and this was his comment:

I did not receive any induction training after I was appointed. Since there are no formal induction programmes for the heads, many of us cannot avoid

problems in the early stages of our career. There is the need to develop induction programmes to support the beginning headteachers in particular. [Interview data, NPH-4 (2018)].

NPH-5 also made the same affirmative comment on induction of new appointed headteachers.

Induction is an important aspect of CPD for us. I have never seen the education office conduct any proper induction programmes for newly appointed headteachers. I had to struggle and learn myself. Luckily I was assistant headteacher for a while and I did some few administrative works [Interview data, NPH-5 (2018)].

An officer was further asked why the district does not engage in induction training activities, especially for newly appointed headteachers and this is what he said.

Truly the office does not have a well-structured induction activities, but the office assigns the circuit officers to go through some few managerial activities with the newly appointed headteachers. Moreover some of them have been acting as assistant headteachers and I believe that they have experience already in the field. [Interview data, 2018].

Examining the data, it could be seen that their CPD programmes for headteachers in the district are mostly in the form of workshops which are mostly organised once in every six months. Comprehensive induction programmes or activities for newly appointed headteachers are barely organised in the district.

4.5 Organisations that organises CPD programmes for headteachers.

The researcher saw this question to be important because she wanted to find out the organisations or associations that initiate, plan, organise and implement CPD programmes for the headteachers in the district. This was necessary so that these

providers would be well inform about the issues and concerns pertaining to the implementation of CPD programmes for headteachers in the district.

Table 4.10: Organisers of CPD training programmes

Response	Frequency	Percentage (%)
a) District directorate	27	60.0
b) Subject associations	1	2.2
c) Non-governmental Organisation	12	26.7
d) District directorate, Subject associations and Non-governmental organisation	5	11.1
Total	45	100

Source: Fieldwork data (2018).

Results from Table 4.10 shows that the district education office normally organises the CPD programmes for headteachers as more than 50% of them which constitutes 27(60.0%) indicated so. The Non- Governmental Organisations also organises CPD training for headteachers in the district, 12 (26.7%) of the respondent indicated that. These organisations always seek the consent and approval from the district education office before they carry out with any training programmes for headteachers. 5 (11.1%) of the headteachers ticked that the district directorate, non-governmental organisations and subject associations are organisers of the CPD programmes for them. This confirms to the Ministry of Education (2010) Policies and Strategic Plan for Education Sector, that CPD or INSET training functions have been carrying out by the District Education Officers and serving Head Teachers. Others include the various subject organisers based at the Regional and District Offices, Subject Associations Non-Governmental Organizations. Similarly UNESCO (1985) also identifies two major categories of organizations involved

in the organisation of CPD training programme on the global scene. These bodies are classified as governmental and non-governmental. So the Ningo-Prampram Education Office gets the support and help of NGO's in organising and implementing of CPD training programmes for headteachers in the district.

4.6 Research question two

Perceptions of the public basic school headteachers in the Ningo-Prampram district on CPD training programmes?

The second research question focused on the perceptions of headteachers regarding to the CPD training programmes. Headteachers provided information from both the survey and interviews. The intent was to explore from the headteachers their views, opinions and their understanding concerning professional development training programmes.

Table 4. 11: Perceptions of headteachers on CPD training programmes

Headteachers perceive CPD training programmes	Mean	S.D.
Orientate them into new position for responsibility.	3.71	1.25
Improve their professional status and enhance their self- confidence to give their best.	4.31	0.92
Enhance their leadership and administrative skills	4.51	0.89
Introduce them to new ideas, polices and new curriculum content.	4.00	0.67
Assist them to be abreast with new developments and trends concerning education.	4.07	0.86
Assist them change my attitude towards work so that effective teaching and learning will go on in the schools	4.00	1.00

Source: Fieldwork data, (2018).

Means were calculated from a scale of 1.00-1.49 = Strongly Disagree, 1.50-2.49 = Disagree, 2.50-3.49 = Neutral, 3.50-4.49 = Agree, 4.50-5.00=Strongly Agree.

Results from Table 4.11 shows that most of the headteachers (Mean = 4.51, S.D = 0.89) strongly agreed to the fact that CPD training programmes helps to enhance the leadership and administrative skills and abilities of headteachers.

Commenting on how CPD training programmes helps to enhance the administrative skills of head teachers, NPH-6 stated this:

It is very difficult to develop certain skills unless you are guided. One possible way of developing new skills for effective administrative work is through continuing professional development training programmes. It is expected of headteachers to lead schools and also perform administrative management functions which are concerned with making policies and determining expected goals as well as implementation of policies for the achievement of goals. [Interview data, NPH-6 (2018)].

This confirms to Drake and Roe (2002) statement that the modern headteacher is no longer teacher, but rather the manager of an increasingly complex organisation. Headteachers today are expected to create a team relationship among staff members, acquire and allocate resources, promote teacher development, improve students' performance on standardized tests, and build effective community linkages (Drake & Roe, 2003). Therefore the headteachers in the Ningo –Prampram district have positive perception of CPD training programmes and attribute CPD training to the enhancement of their leadership and administrative skills.

Headteachers agreed to the statement that CPD training programmes helps to improve their professional status and gives them self-confidence to give their best (Mean =4.31, S.D. = 0.92). This was followed by (Mean = 4.07, S.D = 0.86) in which they again

agreed to the statement that CPD training programmes helps to assist headteachers to be abreast with new developments and trends concerning education.

NPH-6 confirmed this statement through his comment:

I have observed several changes after taking further professional development programme in Educational Administration and Management at the University of Education, Winneba. I have indeed gained more confidence to carry out my duties. This has been particularly seen with planning, directing, organizing budgeting and control in my school. Tremendous impact has also been seen with the academic achievement of the students and performance of duties of teachers. [Interview data, NPH-6 (2018)].

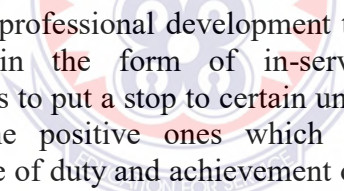
Similarly NPH-1 was of the view that:

Pursuing any form of continuous development programmes is a great opportunity one can be offered, especially when one finds himself in a situation like mine. Numerous experience I have gathered during all continuous development programmes organized by Ghana Education Service and my personal study have affected my performance of responsibilities in different excellent ways. This has always given me the reason to support continuous development programmes in schools. [Interview data, NPH-1 (2018)].

These findings support Ghana Education Service's (2008) mandate for continuous development programmes which stipulates professional development programmes as any plan-on-job activity which is carried out to promote the growth of headteachers or teachers with experiences which will enable them to work together and grow professionally in areas of common concern. Similarly, Mankoe (2007) wrote that CPD programmes provides opportunities for professionals like school administrators, headteachers and teachers to acquire and evaluate new practices to implement change in their instructional practices. The underlying purpose of professional development

programmes explain for headteachers is to improve the instructional and service programmes of a school/district. The finding supports the human capital theory which encompasses the notion that there are investments in people such as teachers and headteachers and that these investments increase an individual's productivity where productivity in the school reflect high academic achievements of students.

Again, headteachers perceived that CPD training programmes helps to assist them change their attitude towards work so that effective teaching and learning will go on in the schools (Mean = 4.07, S.D. =1.00). This implies that, they believe that exposure to continuing professional development training programmes helps them to be proactive and responsible in performing their assigned duties expected of them. A response from NPH-4 showed this:



Continuing professional development training programmes especially in the form of in-service training helps headteachers to put a stop to certain unwanted attitudes and pick up the positive ones which manifest in proper performance of duty and achievement of institutional goals. [Interview data, NPH-4 (2018)].

Similarly another headteacher supported that CPD training programmes helps to assist headteachers change their attitude towards work so that effective teaching and learning will go on in the schools but in another dimension. This is what NPH-5 said:

A person's attitude may change, but I am of the view this takes time and it is a matter of decision. Although continuous professional development training programmes are very good, it does not immediately change headteachers in a moment whereas it becomes a decision of the person to accept or forgo the practices taught during such training programmes. Despite all these, I however believe that continuous professional development training programmes helps to change the attitude of head teachers. [Interview data, NPH-5 (2018)].

The result suggest that as part of training headteachers via continuous professional development training programmes, there is a sort of change that comes with the programme. This change goes on to affect the effectiveness of head teachers. This supports Madden and Mitchell (1993) cited in Kusi (2017) that continuous professional development training programmes develops the personal and professional effectiveness and increasing job satisfaction – increasing competence in a wider context with benefits to both professional and personal roles. Similarly, the human capital theory considers equipping professionals like headteachers to perform their duties effectively.

Headteachers willingly again agreed to the view that CPD helps to introduce them to new ideas, polices and curriculum content (Mean = 4.00, S.D. = 0.67) as

NPH- 3 made this comment in the interview:

CPD training programmes or INSET is very beneficial, since anytime there are any new polices, innovations or ideas regarding to our curriculum or the way teaching should be carried out in schools, it is through these In-service training that we get to learn these new policies and innovations, so that we can implement them in our daily duties. [Interview data, NPH-3(2018)].

Findings from these results confirm to Day and Gu (2010) who stated the importance of CPD training programmes for headteachers as the one that seeks to introduce headteachers to new concepts and practices, remedies any defects in existing educational practices, meet demands of curriculum innovations resulting from change situations, helps teachers and headteachers to develop and evaluate curriculum materials, and enables them to evaluate themselves and to upgrade their professional status.

Lastly representing (Mean = 3.71, S. D.= 1.25) headteachers agreed to the statement that CPD training programmes, orient them into new position for responsibility. However some few headteachers indicated neutral to this statement and upon inquires, it was found out that, some of them thought that they were not given any proper orientation or induction activities after getting the headship appointment. They had to use their own ideas to manage and lead the schools.

This is what NPH-4 said:

I was not given any proper orientation or induction after my appointment as a headteacher. I had to use my own experience as a long serving teacher to manage my school when I assumed my new position. I believe induction or orientation activities should be included in all CPD training programmes which is really lacking in this district [Interview data, NPH-4 (2018)].

Analysing both the quantitative and qualitative data, headteachers exhibited a general positive perception on CPD training programmes. Headteachers in the Ningo-Prampram district know the importance of CPD training programmes. They want to be effective and efficient leaders and administrators of their schools. They want CPD training programmes to be often organised for them to enable them acquire enough skills, abilities and competences for them to be able to lead and manage the schools effectively which will eventually improve the general quality of educational delivery. This data was collected and analysed for the researcher to know the views, opinions and the understanding of headteachers in the Ningo-Prampram district concerning professional development training programmes. This will also inform CPD providers in the district to know how headteachers attach importance to CPD training programmes.

4.7 Research question three

Factors that inhibit the public basic school headteachers from benefiting from the CPD programmes organised for them.

According to Armour and Evans (2006) effective professional development may have a positive effect on headteacher knowledge and motivation as well as in improving students „learning. However, despite the general acceptance of professional development as essential to improvement in education, literature has consistently pointed out the ineffectiveness of most programmes and thereby preventing successful implementation (Clarke & Hollingsworths, 2002; Cohen & Hill, 1998). As stated earlier, factors such content, mode of delivery, duration and time, knowledge of facilitators, travel difficulties, venue of programmes and incentives if not handled well will pose unsuccessful CPD delivery. With that in mind, this question was asked for headteachers to indicate factors that hinder them from benefiting from CPD training offered for them. The intention was to know these factors, so that recommendations on effective CPD provision for headteachers in the district will be made known to the CPD providers and organisers in the district. This will help the providers to plan, organise and implement training programmes that will achieve its purpose of implementation and be beneficial to the headteachers.

Tables 4.12: Factors that inhibit headteachers from benefiting from CPD programmes

Items	Mean	S.D.
Duration and timing of programme is inappropriate	3.60	1.45
Content of programme not relevant	2.06	0.91
Programmes facilitators not knowledgeable about contents	1.76	0.95
Mode of delivery during the programme not appropriate	2.31	1.38
Travel difficulties	3.73	1.04
Venue of programmes not conducive	3.62	1.37
Lack of incentives for participants	4.17	1.17

Source: Fieldwork data, (2018).

Means were calculated from a scale of 1.00-1.49 = Strongly Disagree, 1.50-2.49 = Disagree, 2.50-3.49 = Neutral, 3.50-4.49 = Agree, 4.50-5.00=Strongly Agree.

Results from Table 4.12 revealed that headteachers indicated and agreed to lack of incentives (M = 4.17, S.D = 1.17) as the major factor that inhibit them from appreciating the CPD training programmes that is being organised for them. Their concerns were that they were not properly feed when they attend these training programmes. Some also said, sometimes they were not given any food and water during these training sessions.

This is a comment NPH- 2 made on the issue of incentives:

I attended a training programme that was organised by the district directorate in collaboration with an NGO. The duration of the workshop was for 3 days. We were not given any food and water to drink for all the 3 days. We had to buy our own food and water. Every headteacher was very angry and I believe due to that most of us fully didn't concentrate much on what was being taught. I think if an NGO comes and want to organise any training programmes for us, the district should make sure that they have enough resources and provide good packages for us

before they give them the go ahead to conduct any training for us. [Interview data, NPH-2 (2018)].

On the same topic, this is what a NPH - 1 also said:

I am sometimes not happy when we are being asked to attend any training programme because they will not treat us very well. I have attended a training programme whereby we were served with very small kenkey and a little fish. I see this to be very demeaning. [Interview data, NPH-1 (2018)].

Another headteacher NPH -3 comment on this topic was

We are not respected as headteachers in this district. We are not treated very well unlike other professional workers. When training programmes are organised for other professionals in other fields, they are feed well, given allowances and transportation fee. I see workshop for headteachers as superficial and joke in this district. We are mostly not given food, water and transportation allowance. This actually does not make us happy. [Interview data, NPH-3 (2018)].

Under the lack of incentives, headteachers raised concerns that they are sometimes asked to use their own monies to pay for the training programmes being organised for them.

This is what headteacher NPH-4 commented when he was interviewed.

I think if the district education office is not ready to organise any training for us they should not make any private organisation do so. Sometimes we have to use our own monies to pay for these training programmes ourselves. They make it compulsory and if you do pay to attend them they query you. How much at all is the capitation grant given us? [Interview data, NPH-4 (2018)].

Headteacher NPH- 3 made this suggestion again:

Of course, the general view by the wider community is that headteachers are not supposed to be paid for attending professional development activities meant to improve their professionalism. Headteachers also agree that getting an

allowance or incentive is not their major reason for attending In-service education. However, when CPD activities take place off the school site, headteachers would expect an allowance to buy a decent meal if it is a non-residential workshop and also to afford decent accommodation if it is a residential CPD training. [Interview data, NPH-3 (2018)].

An officer was asked to comment on the issues on lack of incentives for the headteachers, this is what he said during the interview:

The office do not have enough funds, we have to rely on the district assemble common funds which is not always enough and does not come on time before we can get some monies to organise any training for headteachers. Due to limited funds we are sometimes not able to provide allowances and sometimes food because we have to pay the resources persons, rent a facility for the training and provide training materials for all the headteachers. [Interview data, 2018].

Travels difficulties is also another factor headteachers agreed as a challenge for them in terms of CPD planning, organisation and implementation ($M = 3.73$, $S.D. = 1.04$). Headteachers stationed outskirts of the district have to travel to Prampram which happens to be the center of the district to attend training sessions which they consider as difficult for them always. When they attend too they are not often given transportation allowances and this demotivates them a lot from attending and enjoying these CPD programmes.

NPH- 5 had to say about this on the topic:

I am stationed in this rural settings and my school is far from Prampram where we normally go for CPD training. When we attend training most of the time we are not given any transportation allowances and also it is very difficult getting a vehicle to the location of the workshop. I sometimes spend about GHC100 on transportation only when I attend these workshop. This is very difficult for me since my salary is not enough for me. [Interview data ,NPH-5 (2018)]

These findings confirm to the World Bank (2010) report which stated that, in developing countries where headteachers/ teachers get low salaries that do not even suffice for their basic needs till the end of the month, headteachers may face the challenge of how and where to get money for transport to workshops or training programmes.

The venue of the programme was another factor headteachers complained about, representing ($M = 3.62$, $S.D. = 1.37$), most of them agreed that it was not conducive. Headteachers expressed worry about the venue they mostly hold their training programmes. It was discovered that the CPD training programmes are often organised in church auditoriums for them. The district education office does not have any comfortable conference room to house them when they attend CPD training sessions.

This is what NPH -1 narrated about the venue of CPD programmes:

We hold our training programmes in church auditoriums. It is not conducive at all. We sit on hard benches and writing becomes uncomfortable and inconvenient and this makes absorption very difficult. [Interview data, NPH-1 (2018)]

Similarly NPH-6 said this:

We once had a CPD training in a dilapidated classroom. There were no chairs for us to sit, we had to look for chairs ourselves which I think was not the best. [Interview data, NPH-6 (2018)]

These findings reveal that headteachers are not enthused about the venue the district education office chooses to host and train them. This demotivates them, hence this supports Kusi (2017) writings, when he stated that, when the venue for CPD training is unconducive and unattractive, it demotivates many educational professionals from

attending such programmes and if they attend, sustaining their interest in the activities becomes difficult. Representing ($M = 3.60$, $S.D. = 1.45$), headteachers expressed that sometimes the duration for the CPD workshops were too short and the timing of the workshops are not favourable.

Headteachers said that the duration of the workshop were mostly organised within a day and on few occasions two or three days. The short periods for them do not make them fully fulfilled. They indicated that inadequate time allocations to CPD training resulted in facilitators rushing through the content as they did not have time for thorough coverage. The resultant effect is that headteachers did not thoroughly grasp the content to effectively implement it in their classroom settings and management of the school. The amount of time allocated for any CPD programme implementation is critical to the achievement of success of such programmes. Studies worldwide have established that the longer the duration of training, the greater the probability of such a training resulting in headteacher and teacher change and consequent improvements in learner outcomes and vice-versa (Brown, 2004; Supovitz & Turner, 2000; Sinelnikov, 2009).

On the issue of the duration, headteachers expressed that they would prefer that longer periods approximately about one week should be allocated for CPD training. This is what NPH- 3 commented when asked on the topic:

The duration for the CPD training are too short and I think we are not able to cover the whole topic. I believe that if the education office can arrange for longer periods for training about one week for us, it will go a long way to help us acquire more skills and learn a lot. [Interview data, NPH-3 (2018)].

NPH -3 again said this, about the timing of the CPD training during the interview:

The programmes are often organised at short notice and normally during school hours. The short advance notice given affects my preparation for the programmes and also makes me lose contact hours. I hope the office will consider vacation periods to organise training programmes for us. [Interview data, NPH-3 (2018)].

The interview data suggested that organising the programmes during teaching periods made the headteachers lose some contact hours when they attended the programmes, especially those with teaching responsibilities. The respondents suggested that the vacation periods were the most appropriate and convenient periods for organising the programmes. It seemed that organising the programmes in the vacations would enable the headteachers to avoid interruptions in carrying out their administrative and teaching roles and responsibilities.

Moreover preferences of the headteachers in this study on duration and time for conducting CPDs supports what different writers and researchers have found and written about the duration of effective CPDs. Brown (2004) contends that professional development that is of longer duration and time-span is more likely to contain the kinds of learning opportunities necessary for teachers to integrate new knowledge into practice. This preference of one week falls within Desimone's (2009) argument that CPD activities that are spread over a semester (or intense summer institutes with follow-up during the semester) and include 20 hours or more of contact time are more effective. Such a time is considered long enough to ensure that headteachers assimilate the new knowledge and skills imparted, into their current repertoires. Hence, CPD organisers need to plan for a

reasonable number of days for CPDs. This would avoid the tendency of facilitators to rush through the material.

Majority of headteachers in the district disagreed to the statement that, the content of the CPD programmes for them are not relevant ($M = 2.06$, $S.D. = 0.91$) but rather they suggested that the content of the CPD programmes should focus on topics relating to their day to day management of the schools.

When they were asked about the content of the programmes this is what NPH-5 commented:

The training programmes the district education office organise for us are relevant but not enough. I want more topics that relate to what we do in the schools. The content of the programmes should be based on topics pertaining to our duties. [Interview data, NPH-5 (2018)].

These findings from the questionnaire and interview gathered from headteachers in the Ningo-Prampram District supports the research finding Kusi (2008) reported about headteachers in the Sunyani Municipality who described that the content of CPD programmes organised for them should be based on programmes that will help them build relevant competences in their work as headteachers. Observing this, one can see that the district education office is making an effort in selecting relevant content or topics for headteachers to be trained, but headteachers are interested more in programme contents which are based specifically on building managerial competences. Once again, majority of the headteachers in the district disagreed with the statement of mode of delivery during the CPD programmes not appropriate ($M = 2.31$, $S.D. = 1.38$) and programme facilitators not knowledgeable about the contents ($M = 1.76$, $S. D. = 0.95$). The researcher got to know that most of the CPD training programmes for headteachers

in the district are being initiated by NGO's and the district education office supports in the organisation. These NGO's bring in their own resource people to facilitate the workshops and the headteachers expressed that they were so pleased with the expertise of the facilitators they have met. Their worries were that, because of the limited periods they use for the workshops, the resource persons have to rush them through the materials or topics. Besides that, they were satisfied with the knowledge and submissions of the resource persons.

Analysing, the data from the questionnaires and interview guide, it can be seen that CPD training for headteachers are barely organised in the district and the few ones that are being organised are NGO's initiated which is collaborated and supported by the district education office. Factors that headteachers greatly expressed concern about during every CPD workshops were with the organisation and the conditions surrounding it in terms of travel difficulties to the location of the programme, the venue use for the training, the duration and timing of the programmes not favourable for them, the lack of incentives which has to do with the allowances for transportation and their feeding during these training sessions.

Another issue with them, was compulsory paying for their training programmes and also paying a fee before any certificates is issued to them after CPD training. These were the factors that majority of them indicated and commented that, it hinders them from benefiting and enjoying CPD training programmes that is being organised for them. These concerns goes hand in hand with the adult learning theory on which the researcher based one of her theories on, which projects that adult learners will be able to learn well

and benefit from what is being taught when they are able to learn in a climate that is conducive, minimizes anxiety and encourages freedom to experiment. Consequently headteachers in the Ningo-Prampram district are adult learners and therefore conveniently needs a good environment to learn.

4.8 Research question four

CPD needs of the public basic school headteachers in the Ningo-Prampram district?

This research question was formulated for headteachers to identify areas or topics they would like their CPD programmes to be geared towards. The researcher first asked the respondents whether their needs were assessed before any CPD training is organised for them. The intent was to know if the headteachers participate in the selection of the programmes or courses they would like to be trained on. These were the response of the headteachers:

Table 4.13: Are your needs assessed before any training programmes organised for you?

Answer	Frequency	n=45 (%)
YES	10	22.2
NO	35	77.8
Total	45	100

Source: Fieldwork data (2018).

The data from table 4.13, shows that 10(22.2%) of headteachers indicated that their needs were assessed, while 35 (77.8%) indicated that their needs were not assessed before workshops were organised for them. Majority of them, responding to lack of needs assessment confirms to Wanzare and Ward (2000) report which stated that although the

CPD courses are intended to equip principals with the knowledge, skills and competences required for their roles, the principals themselves have little influence on the selection and design of the content of such courses

Therefore, the courses have limited impact on the roles of the principals.

When headteachers were asked, whether their needs were assessed before any CPD training workshop organised for them. This is what NPH- 5 mentioned:

Absolutely No. we are not involve in the planning and organisation of any training workshop in this district. That's the reason why they do not give us the best as we expect to get from them. [Interview data, NPH-5 (2018)].

NPH – 2 also made this remark when the same question was asked:

We are not consulted before any CPD training is organised for us. We will just be given letters a day or two, at most three days before the workshop insisting that we attend, which sometimes it is very disturbing. [Interview data, NPH- 2 (2018)].

Since the headteachers mentioned that they sometimes pay for the workshops they attend, the researcher went further to asked about the training they pay with their own monies, whether their needs were assessed before those workshop organised for them.

This is what NPH - 5 said,

I am against us using our own monies to pay for any workshop, and what annoys me the most is that I am not given any opportunity to make any inputs in terms of the topics they choose for us. They impose and make it compulsory. If you refuse to pay to attend, you will be queried. [Interview data, NPH-5 (2018)].

Analysing both the qualitative and quantitavive data, it can be fairly argued that headteachers in the Ningo- Prampram are hardly given the opportunity to give in their inputs regarding to the topics or areas they would like to be trained on. They are also not

involved with planning and organisation of CPD training workshops. It was also realised that headteachers will appreciate it more and be satisfied with the CPD training programmes if they are involve in the planning and organisation of their own CPD. This is in line with the adult learner theorists. They suggested that adult learners (who are headteachers) need to see that the professional development learning and their day-to-day activities are related and relevant, they also wants to be origin of their learning and have some control over the what, who, how, why, when, and where of their learning.

CPD needs of headteachers

Respondents were asked to identify their current professional development needs from a list of 16 possible management topics derived from the literature on school leadership and school development. Respondents were asked to tick one box in a Likert scale their level of agreement in regards to their training needs. These topics were relevant areas that would help to address the personal and professional needs of headteachers if their training are geared towards these areas. The focus of this study was to rank these training areas according to the preferences of the headteachers. Mean and standard deviations scores were used to generate the results. Scores are presented in a descending order with the highest requested needs placed first.

Table 4.14: Continuous professional development needs of headteachers.

Training Areas/ Needs	Mean	S.D.
Conflict management and resolutions	4.49	0.73
Integrating ICT into school administration	4.40	0.80
Skills in appraising staff	4.40	0.96
Managing time	4.38	0.61
Training in Leadership	4.31	0.87
Skills in preparing and vetting lesson notes	4.24	1.15
Financial management	4.20	0.63
School community relationship	4.20	1.10
Team building	4.18	0.75
Skills in Organising Staff professional development	4.18	0.75
Instructional supervision	4.18	1.01
Communication skills	4.09	0.71
Staff disciplinary procedures	4.02	0.94
Crises disaster management	4.00	0.88
Decision making processes	4.00	0.93
Managing personal and staff stress	3.80	0.97

Source: Fieldwork data, (2018).

Means were calculated from a scale of 1.00-1.49 = Strongly Disagree, 1.50-2.49 = Disagree, 2.50-3.49 = Neutral, 3.50-4.49 = Agree, 4.50-5.00=Strongly Agree.

Results from table 4.14, depicts that headteachers agreed to the listed training areas as their CPD needs. Almost all of them agreed or strongly agreed (M = 4.49, S.D. = 0.75) that topics on conflict management and resolutions was an area they would like their CPD to be focused on. The second area they agreed to as important for their CPD was integrating ICT in school administration (M = 4.40, S. D. = 0.80).

For better clarification, NPH- 4 was asked why majority of the headteachers agreed to conflict management and resolutions and integrating ICT in school administration as the areas they would like their training to be focused on and this was his comment:

These two areas are very important for our CPD to be focused on. Conflicts are everywhere and this happens a lot in this school. Training in conflict management and resolutions will help us a lot. [Interview data, NPH-4 (2018)].

NPH -2 also made this remarks:

Only just yesterday, I had to resolve a misunderstanding between two of my teachers and it was not easy going about it. This topic will help me to acquire the requisite skills to be able handle these unpleasant occurrences in the school which is not healthy for the success of any organisation. [Interview data, NPH-2 (2018)].

Similarly NPH-6 said this:

Headteachers goes through a lot each day in their schools. Some parents come, insult and attack us. Teachers too are sometimes on each other's neck. Sometimes teachers behave rude towards us and verbally attack us. We really need to get training in conflict management and resolutions. It is a very good training area and I wish all stakeholders in education will receive training in this area. [Interview data, NPH-6 (2018)].

Headteachers in the district interest in acquiring a CPD training on conflict management and resolutions is in the right direction and this supports Mankoe (2007) assertion that conflict is daily occurrence in the administration and management of an organisation such as a school and therefore its management is one of the major functions of the head of the school. Similarly, JHS headteachers in the Sunyani Municipality in Kusi(2008) findings also suggested that topics in conflict management and resolutions is very important and would like to build competence in such area. The findings of the study by Notman and

Henry (2011) in New Zealand regarding to establishing of training and development programmes for principals, newly appointed principals indicated that, their leadership training programmes should comprise conflict resolution and management.

Integrating ICT in school administration was agreed by lots of the headteachers due to the fact that headteachers said that we are in the 21st century and that the headteacher should be information rich and technology updated.

NPH- 4 made this remarks:

Everything is changing in this world. We are in the 21st century and our knowledge in ICT will be an added value for us. Most headteachers hardly touch and use computer. It would be a very good idea and will enhance efficiency in the schools if every headteacher is given a computer and trained to input all schools records and data. [Interview data, NPH-4 (2018)].

On the same topic NPH -5 suggested this:

As at now, the B.E.C.E registration is electronically processed. All information on the candidates are entered in the computer. Headteachers in each school should be trained to do the registration and entering the records of their pupils into the computer themselves but this is not done here. It is the education office that does everything denying us of acquiring knowledge in ICT. I personally support and considers it as a good initiative if ICT is integrated into schools administration. This will make headteachers technologically advance as we use the computer in our daily duties. [Interview data, NPH-5 (2018)].

Skills in appraising staff was agreed by majority of headteachers, representing ($M = 4.40$, $S.D. = 0.96$), headteachers showed interest in acquiring such skills and capabilities so that they would correctly appraise their staff. By doing so, they believe that their

teachers will give out their best in carrying out their duties which will reflect positively on the performances of their pupils.

This is what NPH-3 mentioned when asked about getting CPD training on staff appraisals:

Appraising the performance of my teachers is an important act to do. We hardly do it. We were once giving some forms to fill and appraise the teachers. The content on the forms were not clear and this made appraising them very difficult. I believe there are special skills we have to acquire so that we would be able to make a fair judgment in appraising our teachers. CPD training in this area will be very beneficial for us. [Interview data, NPH-3 (2018)].

The fourth ranked CPD needs for headteachers in the district was Time Management representing ($M = 4.38$, $S.D. = 0.61$).

Headteachers made positive comments on getting training regarding to managing their time and this is what NPH-1 indicated when interviewed:

As headteachers we need to know how to manage our time effectively to be able to achieve our goals. We have lots of activities to perform in our lives. Managing our schools, homes and personal lives. Knowledge in time management will help us to set clearer and achievable goals, have organised lifestyle and manage the school effectively, which will amount to positively influence our activities in the school. [Interview data, NPH-1 (2018)].

Training in leadership was placed fifth representing ($M = 4.31$, $S.D. = 0.87$). Leadership training came fifth because most headteachers indicated that they have had some trainings in leadership before unlike the other areas but nevertheless they will still like their CPD training to be focused on leadership and the management of the schools, since maintaining quality and higher standards in education depends largely on the extent to

which heads of schools effectively carry out their leadership responsibilities (Ibukun, Oyewole & Abe, 2011).

Skills in preparing and vetting lesson notes was ranked 6th representing (M = 4.24, S.D.= 1.15) and financial management was placed 7th (M = 4.20, S.D.= 0.63). Some of the headteachers commented that they have had some trainings on preparing and vetting lesson notes and financial management because of the capitation grant given to them, but it has been so many years ago and they seriously need training again to refresh their memory.

During an interviewed NPH -5 mentioned this:

I have no accounting skills and I have not received any training on financial management, yet I am asked to do financial balances with the capitation grant given to us. I don't enjoy doing it because of my lack of knowledge in it. [Interview data, NPH-5 (2018)].

Headteachers agreed to the school having a good relationship with the community (M= 4.20, S.D. = 1.10) and expressed interest in getting knowledge on this topic. According to Makoe (2007), a school is an institution for educating the youth; and such an institution is established by and for a community. The school and community exist for each other's good and must relate in various ways. He stated that the school depends on the outside world for supplies, energy, labour and customers. Therefore the school heads must be able to identify the important factors in their school's environment that have major impact on its operations so that they can make appropriate responses to the environment inputs. This and many other reasons justify why headteachers needs CPD training in this area.

Ranking from 9th to 11th were team building (M = 4.18, S.D. = 0.75), skills in Organising Staff Professional Development (M = 4.18, S.D. = 0.75) and Instructional Supervision (M = 4.18, S.D. = 1.08), headteachers agreed to getting CPD training in these areas of management. Acquiring knowledge in these training areas is in line with Cranston (2002) writings on skills and competences headteachers have to acquire to enable them to be able to successful in carrying out their roles. He further stated that these skills, makes the 21st century headteacher very competent and confident in performing his or her roles.

Communication Skills was placed 12th (M = 4.09, S. D. = 0.70), and staff disciplinary procedure was 13th (M=4.02, SD=0.94). Crises Disaster Management (M = 4.00, S.D.= 0.88) and Decision Making processes came 14th and 15th. Managing personal and staff was last amongst the listed management topics representing (M =3.80, S.D.= 0.97) Some headteachers agreed to getting CPD training in this area, others also saw it not to be necessary since they believed that all stress issues should be dealt with outside the school environs.

Critically analysing the results collected from both the qualitative and quantitative data, headteachers in the Ningo- Prampram district are interested in acquiring skills in these leadership and management areas. Similarly, the study by Lingam and Lingam (2014) in Fiji regarding a group of school leaders' perception of the leadership and management programme revealed that some areas such as financial management, communication skills, team building, decision making, staff appraisal and school and community relationship ,context-specific training, adopting various strategies for programme delivery

and field-based training were considered essential and needed to be strengthened in future training programmes.

Subsequently the findings of the study by Notman and Henry (2011) in New Zealand indicated that successful principal leaders had good mastery of the following seven leadership capacities: management, communication, consultation, knowing when to lead, decision making, critical reflection and interpersonal connectedness with members of the school community. Headteachers in the Ningo-Prampram District desires to be successful leaders and therefore advocate for their CPD programmes to be based on these relevant leadership and management topics.

All these leadership and management topics headteachers showed interest in falls under the day to day activities in the schools and headteachers would be delighted to have the content of their CPD programmes focused on these areas as Fullan and Miles, (1992) noted. They indicated in their report as, what headteachers hope to gain through CPD trainings are specific, concrete, and practical contents and ideas that directly relate to the day-to-day operations in the school. Headteachers in the Ningo- Prampram District wants to excel in their work, build competences, capacities and abilities in their work and be able to lead and manage schools effectively and successfully.

4.9 Research question five

Learning opportunities or strategies that could be provided for the headteachers to meet their training needs?

The intent of this question was for the headteachers to indicate their interest in some learning opportunities that researchers like Lankard (1996), Luck(2003) and Davis(2005)

proposed as ways which headteachers can use to meet their CPD needs. Headteachers in the district was also given the opportunity to indicate some strategies they believed could be provided for them to meet their CPD needs.

Table 4.15: Learning opportunities for headteachers

Learning opportunities	Mean	S. D.
Coaching	3.87	0.50
Mentoring	4.24	0.61
Conducting action research	4.02	0.49
Study group formation	3.98	0.72
Observation of other headteachers	4.04	0.77
Networking with other headteachers	4.42	0.75
Undertaking Masters programme or further studies	4.42	0.58

Source: Fieldwork data, (2018).

Means were calculated from a scale of 1.00-1.49 = Extremely not interested, 1.50-2.49 = Not interested, 2.50-3.49 = Not sure, 3.50-4.49 = Interested, 4.50-5.00=Extremely interested.

Results in Table 4.15, shows that headteachers exhibited interest in all the listed strategies or opportunities as a way to meet their CPD needs. The results depicts that headteachers getting the opportunity to undertake Masters programme or further studies (M = 4.42, S.D. = 0.58) was ranked first after generating the mean scores. One can deduce from this that majority of the headteachers were interested in furthering their education to higher levels.

This was confirmed by NPH -4 during the interview.

My colleagues and I are interested in getting the opportunity to further our education to the higher heights. If we are given the chance, we will use this same knowledge we acquire to help, build and manage the schools effectively. [Interview data, NPH-4 (2018)].

NPH - 6 also made a similar comment:

I already have my Master's degree and I am proud of it. The knowledge I acquired from the schooling have aided me to manage my school effectively and due to that, I am yielding positive student achievements. [Interview data, NPH-6 (2018)].

Some headteachers also raised issues on the study leave quota given to them to pursue their education. For example NPH-3 commented:

I have applied severally to GES to grant me study leave for my master's degree programme and I have been ignored with the notion that when my time is due, I would be given the opportunity. Well I did not wait for any study leave but did use my vacations to do a sandwich programme at the University of Education, Winneba. I am using what I learnt at the university to manage my school and it is yielding positive results. I believe that GES should make the study leave policy very flexible for lots of people to add value to themselves and this will have positive influence in leading and managing the schools. [Interview data, NPH-3 (2018)].

NPH- 1 expressed his opinion and said

I would be very excited if I am given a scholarship to further my education, whereby GES pays all my school fees and gives me pocket allowances during the period of my study, because after all the knowledge, I will acquire, will be implemented in my work. [Interview data, NPH-1 (2018)].

NPH - 3 had a contrary view on the scholarship and made this suggestion:

I don't think GES should pay for our fees and give us pockets monies, which will be too much for them to do. However, I believe if they increase the study leave quota and grant it to lots of people it will be better. Being on study leave is okay for me because I know that at the end of the month I will get my salary and will have flexibility in studying. [Interview data, NPH-3 (2018)].

The findings on this study is in line with studies conducted by Kusi and Mensah (2014) on basic school headteachers in Sunyani East and West in the Brong Ahafo region. They suggested that they should be given the opportunity and be sponsored to undertake courses in educational leadership and management. They believe this will help to develop themselves personally and professionally in their career.

Headteachers again expressed interest in networking with other headteachers ($M = 4.42$, $S.D. = 0.75$). Networking is another opportunity in which headteachers in the district believe they can learn. The use of networking for professional development is based on the belief that collegial support is needed in order to be an effective school leader. As literature has pointed out that, true networking is regular engagement in activities that have been deliberately planned by headteachers themselves, as a way to encourage collective movement toward enhanced professional performance (Daresh, 2002; Neufeld, 1997; Clift, 1992).

NPH-5 was positive on networking and mentioned this during the interview:

Networking is very good. I myself have some colleague's headteachers in some private schools. Their schools are doing very well in this district. I humble myself and contact them and seek their views and options on issues regarding to our work and they have been of much help to me. [Interview data, NPH-5 (2018)].

NPH- 4 also shared the same view:

I network a lot and through that I have learnt a lot. I belong to an international platform that is made up of professionals in education. We share ideas, learn from each other's country's educational system and it has been helpful. Through that I have established contacts and links with very important people. [Interview data, NPH-4 (2018)].

Headteachers again expressed interest in mentoring ($M=4.24$, $S.D = 0.61$). Mentoring is more generally used to refer to a process whereby a more experienced individual seeks to assist someone less experienced. Headteachers expressed lack of mentoring in the district and strongly projected that it should be encouraged among headteachers in the district. Some of the headteachers admitted that they struggled when they were appointed as headteachers. Nobody mentored them and they had to learn how to be effective themselves on the job.

The fourth ranked opportunity was on observation of other headteachers, representing ($M= 4.04$, $S.D = 0.77$). Majority of the headteachers showed interest in observation. They said that by observing an experienced headteacher on how he or she does and run affairs in his or her school creates impact on the observer. Through that the individual will be able to learn from the experienced person.

Headteachers expressed the importance of action research ($M = 4.02$, $S. D. = 0.49$) as a process to learn new things. Headteachers suggested how important action research will help to solve identified problems in their schools and how they would learn in the process. As literature have showed that action learning engages individuals (usually in teams or work groups) in learning through systematic problem-solving around real organisational needs or concerns. Although the problems may in fact get solved, it is the

broader learning that is of chief interest.

This is what NPH - 3 declared when asked about action learning:

We should learn about the process of action learning, research and reflection with the support of their learning set working on any problem with the intention of getting things done. This process will help us to take an active stance towards real problem and work collaboratively with our colleagues to solve it. Through this, we will be building ourselves professionally. [Interview data, NPH-3 (2018)].

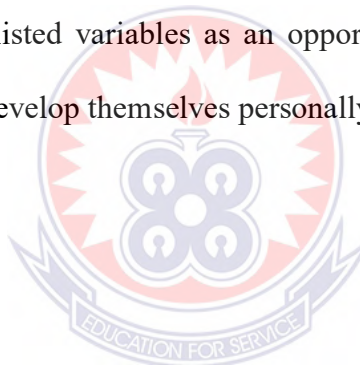
Headteachers were interested in forming group study ($M = 3.98$, $S.D. = 0.72$).

Headteachers in the district have their own circuit groups where they have been meeting to look at their personal welfare and the welfare of their schools. Their concentration had not been on their professional development. They have decided to add more, not just looking at their welfare only but concentrate more on building up themselves professionally designing their own training programmes, teaching each other and learning new things which will aid them to implement their duties effectively. According to Evans et.al (1999), head of schools learn most effectively when they engage in continuous discussion groups in which they form commitments to one another and build a web of “lateral accountability”. . Peer learning pushes school heads to move beyond their assumptions and to expand or change their original thinking through disciplined analysis and rigorous discourse around challenging texts on difficult or controversial issues. Therefore headteachers interest in forming study group is justifiable.

Lastly headteachers exhibited interest in learning through coaching ($M = 3.87$, $S.D. = 0.50$). However few of them indicated that they were not interested but majority of them expressed their interest in coaching. Headteachers appreciated coaching as an opportunity

to learn and develop themselves professionally. The experience headteachers promised to coach their new colleague headteachers and teachers.

In conclusion, all the respondents in the study suggested that in order for them to develop personally and professionally, they should be sponsored to undertake Masters degree or further studies in courses in leadership and management, and be encouraged to work collaboratively with others. Apart from these, strategies such as mentoring, coaching, conducting research programmes and networking with experience colleague both within and outside the district could be employed by them to ensure their professional growth and development., Headteachers in the Ningo- Prampram district displayed interest in the listed variables as an opportunity and avenue in which they themselves can create to develop themselves personally and professionally.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This is the final chapter which provides a brief overview of the study, highlighting major findings to draw conclusions, and to suggest the way forward. This chapter is organized under four sections. The first section demonstrates how the original research questions and objectives set out in chapter one have been answered. The second covers the findings summarized under the themes relating to the research questions. This is followed by the third section which concludes by giving a brief summary of the study. Section four covers recommendations as well as areas proposed for further research.

5.2 Summary of the study

The purpose of the study was to investigate into the nature of CPD programmes organised for the basic public school headteachers in the Ningo-Prampram District, their CPD needs as well as the learning opportunities for such headteachers to enable them to ensure meaningful improvement in quality educational provision. The specific objectives of the study were to:

1. Determine the nature of CPD programmes organised for the public basic school headteachers in the Ningo-Prampram district.
2. Assess the general perceptions of the public basic school headteachers on CPD programmes training programmes.
3. Identify factors that inhibit the public basic school headteachers from benefiting

from the CPD training programmes.

4. Find out the CPD needs of the public basic school headteachers in the Ningo-Prampram district.
5. Identify learning opportunities or strategies that could be provided to enable the headteachers meet their training needs.

The design used was the sequential explanatory design and to achieve its set objectives, the study sought the views of respondents using questionnaire and semi-structured interview. Five research questions were developed from the objectives to guide the study.

5.3 Summary of key findings

The first research question sought to find out the nature of CPD programmes organised for the public basic school headteachers in the Ningo- Prampram district. It emerged that, the CPD programmes organised for headteachers in the district were in the form of workshops and sometimes circuit- based in- service training. Induction programmes or activities were hardly organised for them after their appointment as headteachers which most of the headteachers lamented on. It was also discovered that, there was unequal accessibility of CPD training programmes for headteachers in the district. Some headteachers get the opportunity to attend CPD training programmes more than others within a year. This is because most of the training programmes that are being organised for headteachers are mostly NGO's initiated in collaboration with the district education office. The NGO's come up with their own limited packages in terms of the number of headteachers who will participate in any workshop that is being organised by them. Most of the time, due to the limited packages not all the headteachers are invited to participate

in the workshops. Thereby making some headteachers benefit more than others.

The second question looked at the general perceptions of headteachers on CPD training programmes. The purpose was to explore from the headteachers their views, opinions, interest and their understanding concerning professional development training programmes. Headteachers exhibited a general positive perception on CPD training programmes and concluded that CPD training programmes should be often organised for them to enable them acquire enough skills, abilities and competences for them to be able to lead and manage the schools effectively which will eventually improve the general quality of educational delivery.

The third research question sought to identify factors that inhibited the headteachers from benefiting from the CPD programmes organised for them. Since the problem statement of the research revealed that headteachers in the district showed dissatisfaction with training programmes organised for them. This was for the researcher to investigate and identify the underpinning factors that prevented headteachers from being satisfied with the training programmes that was being organised for them. The findings revealed that headteachers were not satisfied with the organisation and conditions surrounding the provision of CPD training. Their concerns were that, they are not given any incentives which has to do with the allowances for transportation and their feeding during these training sessions. They indicated that they were mostly not fed well and were not given any transportation allowances.

The also pointed out that most of the workshops they attended held outside their school premises and they expected the organisers to take care of their transportation, but this does not happen and due to that, they were mostly not motivated to attend CPD training programmes. The headteachers again indicated that the venue where most of the training programmes were held was in a deplorable state and not conducive. Headteachers stationed at the rural part of the district indicated that they face difficulties in accessing transportation to the location of CPD training which is mostly held in Prampram. The duration and timing of the CPD training was another factor, headteachers expressed issues with, this was due to the fact that most of the training sessions were held during classes time and this makes them lose contact hours. They therefore proposed that they would like their CPD to be held during vacation periods. Headteachers were also disaffectionate about, they sometimes paying a fee for their own CPD training and also paying a fee for certificates after every training session. They believed it's not appropriate and the district have to bear all those cost for them. Headteachers expressed these identified factors as things that discourages them from enjoying and benefiting from any CPD training they attend and concluded that if all these issues are taken care of and addressed it will make them exhibit positive attitude towards CPD training.

The fourth research question, investigated into the CPD needs of headteachers in the Ningo- Prampram district. This research question was formulated for headteachers to identify areas or topics they would like their CPD programmes to be geared towards. The researcher first asked the respondents whether their needs were assessed before any CPD training was organised for them.

The intent was to know if the headteachers participate in the selection of the programmes or courses they would like to be trained on. It emerged that a number of headteachers indicated that their needs were not assessed before any CPD being organised for them and they were not pleased with that. Headteachers again agreed to all the 16 management topics derived from literature on school leadership and development as areas they would like their CPD content to be focused on. In terms of the first 10 preferences, headteachers indicated that they would like their CPD needs and training to be on topics on conflict management and resolutions, integrating ICT in school administration, skills in appraising staff, training in time management, training in leadership, skills in preparing and vetting lesson notes, financial management skills, school and community relationship, team building and skills in organising staff professional development. They expressed that having their CPD focused on these areas would help them to build strong leadership and managerial competences that would be beneficial to them and the schools they manage, which in the long run will address their personal and professional needs.

The fifth question focused on learning opportunities or strategies that could be provided for the headteachers to meet their training needs. It emerged that headteachers were interested in undertaking Master's programme or furthering their education to higher heights. They see this as an opportunity to meet their CPD needs and hoped that the GES would massively support them on it. Headteachers showed interest again in networking with other professional in education, mentoring, observation, conducting action research, study group formation and coaching. They believed all these avenues would be an opportunity for them learn and acquire more skills, competences and abilities.

5.4 Limitations of the study

The limitations of this study are essentially those inherent in any research. It was observed that some of the respondents did not want to discuss in-depth the nature of CPD organised for them, the number of times they had attended and factors that inhibit them from benefiting from the CPD training that is being organised for them. Based on this observation, it was difficult to gather the expected responses to answer the research questions. The researcher adopted different strategies in asking questions so that the questions lead to other questions where the expected answers were discussed.

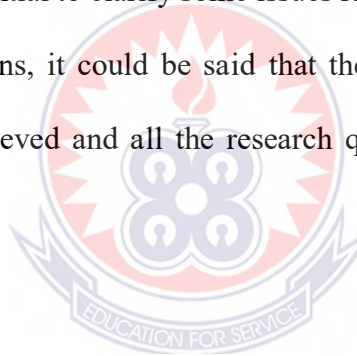
Again, it was difficult locating some of the schools in the district due to where they were located in the district. Some schools are located at the rural settings of the district and the road network is very bad and in a poor state. The researcher had to park her car at some point and had to walk for longer hours to reach those schools located at the rural areas. Since the researcher included all the schools in the district, she had to visit all those places. Despite these challenges the researcher managed to visit all the schools in the district to collect the data.

Moreover since the research instruments often gathered the views and opinions of the participants, I realised that some of the participants could potentially be identified considering the number selected for the interviews. Therefore, I decided to exclude from the data any comments/quotations that could expose the identity of any of the participant. In deciding what to include and what not to, we must accept that we are introducing a degree of subjectivity" (p.240), but I ensured that I presented „a balanced picture of the

data from different participants which provides an account of the competing perspectives found in the data.

Another limitation of this study was related to the sampling of the population of the study, which consisted only of the headteachers and training officer in the district because of time constraints and other practicalities. The researcher recognised that other stakeholders involvement in regarding to CPD organisation and implementation of headteachers such as the circuit supervisors and the district director had something to say about the phenomenon investigated. The exclusion of these stakeholders was felt, especially during the presentation of the findings and the data analysis, because their views could have the potential to clarify some issues raised by the participants.

In spite of these limitations, it could be said that the research was well conducted, its objectives have been achieved and all the research questions in chapter one have been answered.



5.5 Conclusions

Based on the findings of the study, it could be concluded that:

1. The Ningo- Prampram district education office organises CPD training for headteachers and most of the CPD workshops are funded by NGO in which the district education office supports in the planning and organisation of these workshops.
2. Not all the headteachers fully participate and get the opportunity to attend CPD training more within the year, since some indicated that they attend once a year, others indicated twice, whilst few indicated thrice a year. This was due to the lack of funds of the district education office and the location of some schools which

are far from the center of the district that is Prampram, where most of the CPD training programmes are being held.

3. CPD training are normally in the form of workshops for headteachers in the district. Induction programmes for newly appointed headteachers are hardly organised for headteachers in the district in which headteachers saw this not appropriate and requested for a well-structured induction programmes for them.
4. Headteachers exhibited a general positive perception on CPD training programmes and believed that CPD training programmes should be often organised for them to enable them acquire enough skills, abilities and competences for them to be able to lead and manage the schools effectively which will eventually improves the general quality of educational delivery.
5. The findings also revealed that headteachers were not satisfied with the organisation and implementations of CPD training for them. They want the conditions surrounding the organisation and implementing CPD training programmes for them to be improved. They want the venue where these programmes are held to be conducive and favorable. They again want to be given allowances to cater for their transportation cost and be properly fed during these training sessions. They want to be given enough and advance notification to CPD attending and requested the training programmes to be held during vacations and for longer durations. Once more, they want the idea of them sometimes paying for their CPD training and certificates to be stopped.
6. It emerged again from the findings that, headteachers want their needs to be assessed to know where they were lacking as professionals so that their specific

training needs would be identified before any CPD training session is being organised for them. They actually requested that, they are been made part and involved in the planning and organisation of their CPD.

7. Headteachers would like the content of their CPD training to be focused on topics or areas relating to the day to day management of the school. They prefer the content of their CPD to be on topics such as conflict management and resolution, information communication and technology, skills in appraising staff, time management, leadership training, skills in preparing and vetting lesson notes, financial management, school- community relationship, team building, communication skills, instructional supervision, staff disciplinary procedure, stress management and decision making processes.

5.6 Recommendations

Based on the findings of this study, the researcher advances the following recommendations to the CPD programme organisers as well as policy-makers and stakeholders in education.

1. The findings of this study revealed that, the nature of CPD organised for headteachers in Ningo- Prampram District is mostly in the form of workshops. It is therefore recommended that CPD training programmes for headteachers should not be workshops only. A well-structured comprehensive induction programmes should be put in place and drawn for beginning headteachers by all the regional and district education offices. Headteachers should also be encouraged and given opportunity to networks with other professionals, conduct action research, form study groups.

2. Headteachers hold positive view on continuous development training programmes as presented in this study. Therefore the study recommends that CPD training programmes should be regularly organised for headteachers by the Ghana Education Service. Also the district and regional education offices should be encouraged to organise CPD trainings very often for headteachers for them to be always expose to new ideas and innovations as they lead and manage the schools. Moreover NGO's who come in to organise CPD training for headteachers should be encouraged to come on board with special and good packages that will motivate headteachers to engage in the CPD training.
3. The Ningo- Prampram District education office should organise CPD training programmes for headteachers on circuit bases. This will help headteachers who are stationed in schools at rural settings of the district not suffer and travel a long distance to Prampram where most of the workshops are being held since headteachers stationed in rural settings of the district lamented so.
4. Headteachers feels that they are not being respected based on the venue that is being chosen for holding their CPD trainings. It is recommended that CPD organisers look for more conducive and proper venues for holding CPD training for headteachers. The GES should also in future plan on establishing convenient and proper training centers in every district and municipality in the country. So that CPD trainings would be held there for both teachers and headteachers. These centers when established should be properly managed and maintained.
5. Adequate time should be allocated for CPD programmes for headteachers. This would ensure thorough coverage of material as well as assimilation of content into

the repertoires of the headteachers (The time-spread over which the CPD activity is to take place should always tally with the amount of content the CPD organisers want to impart to the headteachers. A reasonable time of not less than five working days as suggested by the headteachers in this study, is worth considering for off-school site based CPD training. Further, the CPD programme organisers should ensure that the CPD programmes take place during the holidays. This would not inconvenience the headteachers or the learners as is the case with CPDs that take place when schools are in session.

6. The district education offices should give headteachers the opportunity to request for their own CPD. They should be allowed to make inputs in regards to the content of the programmes. Topics chosen for headteachers should be relevant and based on their day to day running and managing of the schools. Headteachers owning their own training in regards to the selection of the topics to be trained upon will make them appreciate the CPD training been organised for them.
7. Lastly the findings of the study revealed that, headteachers in the public basic schools in the Ningo-Prampram District suggested their CPD needs to be based on leadership and managements topics. They believe that knowledge acquired in these areas will add to their professional growth. The study therefore recommends that, the Ningo-Prampram education directorate should design a well detailed comprehensive CPD training programmes policy for all basic school headteachers. The content of the programmes should focus on topics such as conflict management and resolution, information communication and technology, skills in appraising staff, time management, leadership training, skills in preparing

and vetting lesson notes, financial management, school- community relationship, team building, communication skills, instructional supervision, staff disciplinary procedure, stress management and decision making processes.

5.7 Areas for further research

From the findings of this study, some areas have emerged as requiring further study. The researcher, therefore, proposes the following as areas for future study in the aspect of CPD needs for headteachers. This study targeted the basic school headteachers in the Ningo-Prampram district only. Hence, the results are conclusively generalizable to CPD needs for headteachers in the district. There is a need for a national study that will target headteachers in all the education districts in the country. Such a study would give a convincing holistic picture of how CPD programmes for basic school headteachers are conducted in the country. Such a holistic picture can easily influence policy in the area of CPD organisation and Implementation.

Another study needs to be conducted targeting secondary school headteachers in Ghana. Such a study would help complete the picture for investigating into the CPD needs for headteachers in the country. The ultimate objective of addressing the CPD needs of headteachers is for them to acquire relevant competences, skills and abilities to lead and manage the schools effectively, which will result in higher achievement levels of student learning. This is then another meaningful and interesting area, for researchers to conduct further research into the question of HOW or HOW FAR, headteachers professional improvement affects student's performance.

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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT

SELF-DEVELOPED QUESTIONNAIRES FOR HEADTEACHERS

I am a Master of Philosophy (Educational Administration and Management) student at the Department of Educational Administration and Management, University of Education, Winneba. For my thesis, I am *investigating into the continuous professional development (CPD) needs of the public basic school headteachers in the Ningo-Prampram district*. Among others, the study will help improve the training programmes organised for the headteachers, especially in this district. I would like to assure you that every response you provide will be kept confidential and your names will be kept anonymous in the study. You are humbly requested to provide the needed responses to the relevant questions.

INSTRUCTION: PLEASE TICK [✓] AGAINST THE APPROPRIATE ANSWER OR PROVIDE THE NECESSARY INFORMATION WHERE APPROPRIATE.

SECTION A: Your Personal Information

1. Your Gender: Male [] Female []
2. Your Age Range: 21 - 30 years []
31- 40 years []
41-50 years []
51 - 60 years []
3. How long have you been a headteacher?
Less than 5 years []
6-10 years []
11-15 years []
16- 20 years []
More than 20 years []
4. Your highest academic qualification
(a) Certificate „A“ []
(b) Diploma []

- (c) First Degree []
- (d) Second Degree []
- Other (please specify).....

5. Please indicate your rank in the teaching service.

- Assistant Director I []
- Assistant Director II []
- Principal Superintendent []
- Senior Superintendent I []
- Senior Superintendent II []
- Superintendent []

SECTION B: THIS SECTION REQUIRES YOU TO PROVIDE INFORMATION ABOUT THE NATURE OF CPD/ INSET PROGRAMMES YOU HAVE ATTENDED.

3. Has the District Education Office organised any form of continuous development programmes for headteachers in this area?

- Yes [] No []

4. How often are continuous professional development (CPD) programmes organised for the headteachers in this district?

Once every three months []

Once every six month []

Twice a year []

Not organised at all []

5. If CPD programmes are organised, how many times have you attended in a year?

- Once [] Twice [] Thrice [] More than thrice []

6. Please indicate the *form or nature* that the CPD programmes you attended took.

a) Refresher courses []

b) Seminars []

c) Workshops []

d) Circuit based In service Training []

e) Undertaking Higher Education []

(Masters/Taught Doctorate/Research degree) []

f) Induction or orientation activities []

Any other (state) [].....

7. Who often organise the CPD programmes for the headteachers in this District?

a) Circuit supervisors []

b) District directorate []

c) Subject associations []

d) Non-Governmental Organizations []

e) International Organisations

Other (state) [].....

8. What has normally been the content of the CPD programmes you attended?

a) Leadership and management Skills

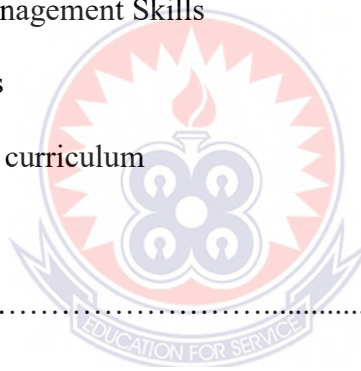
b) Teaching strategies

c) Orientation to new curriculum

d) Any other, please

e) state.....

.....



SECTION C: THE GENERAL PERCEPTION OF THE HEADTEACHERS ON CONTINUOUS PROFESSIONAL DEVELOPMENT TRAINING PROGRAMMES

9. Instruction: The table below contains the identified perception of some headteachers about the CPD programmes. Please tick (✓) to indicate your level of agreement or disagreement to each of the identified statements.

10. Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD).

Continuing professional development training programmes were intended :	SD 1	D 2	N 3	A 4	SA 5
To orientate me into new position for responsibility.					
To improve my professional status and enhance my self-confidence to give my best					
To enhance my leadership and administrative skills					
To introduce me to new ideas, policies and new curriculum content.					
To assist me to be abreast with new developments and trends concerning education;					
To assist me change my attitude towards work so that effective teaching and learning will go on in the schools.					

SECTION D: FACTORS THAT INHIBIT HEADTEACHERS FROM BENEFITING FROM THE CPD PROGRAMMES ORGANISED FOR THEM.

11. The table below contains factors that inhibit the headteachers from benefiting from the CPD programmed organised for them. Please tick(√) to indicate your level of agreement or disagreement to each of the identified factors. Strongly disagree (SD), Disagree (D), Neutral (N), Agree (A) and Strongly agree (SA).

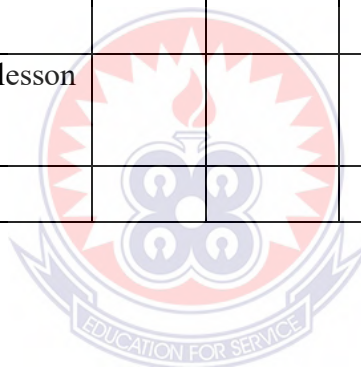
ITEMS	SD	D	N	A	SA
	1	2	3	4	5
Duration and timing of the programme is inappropriate					
Content of the programme not relevant					
Programme facilitators not knowledgeable about contents					
Mode of delivery during the programmes not appropriate					
Travel difficulties					
Venue of programmes not conducive					
Lack of incentives for participants					

SECTION E

12. The table below contains some perceived training needs of the headteachers in this district. Please tick (√) to indicate your level of agreement or disagreement to each of the identified needs. Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D) and Strongly Disagree (SD)

TRAINING AREAS/NEEDS	SD (1)	D (2)	NS (3)	A (4)	SA (5)
Training in leadership					
Time management					
Communication skills					
Team building					
Staff professional development					

organisation					
Financial management					
Crises disaster management					
Conflict management and resolutions					
Incorporating ICT into school administration					
Staff disciplinary procedures					
Managing personal and staff stress					
Decision making processes					
School community relationship					
Instructional supervision					
Preparing and vetting lesson notes.					
Skills in appraising staff					



Other needs,

Please state any other training needs of the headteachers not indicated in the table.

a.....

b.....

c.....

SECTION F: STRATEGIES FOR SUSTAINING LEARNING OPPORTUNITIES FOR THE HEADTEACHERS.

13. Instruction: The table below contains some perceived strategies for sustaining learning opportunities for the headteachers in this district. Please tick (✓) to indicate your level of agreement or disagreement to each of the strategies.

Learning opportunities	Extremely Interested	Interested	Not Sure	Not Interested	Extremely Not interested
	5	4	3	2	1
Coaching					
Mentoring					
Conducting Action Research					
Study Group formation					
Observation of other headteachers					
Networking with other headteachers					
Undertaking Masters programme or further studies.					

Other opportunities, please state:

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THE QUESTIONNAIRE IS COMPLETE. THANK YOU FOR YOUR VALUABLE TIME IN PROVIDING THIS INFORMATION.

APPENDIX B

INTERVIEW GUIDE FOR HEADTEACHERS

1. Please explain to me more about CPD programmes you have attended in terms of:
 - (a) How many CPD programmes you have attended since your appointment as head teacher?
 - (b) What have been the content of the CPD programmes. ?
 - (c) Who organised the CPD programmes?
 - (d) The extent to which head teachers were consulted in the design of the CPD programmes?
2. How easy was the training to access? Were there any practical difficulties to overcome? (example: time, funding, etc.)
3. How do you perceive the CPD programmes that is being organised for headteachers in the district, Is it meeting your expectation? Please explain.
4. In the questionnaire scheduled you answered earlier, you indicated some factors that hinder you from benefiting from the CPD programmes that is being organised for headteachers in this district, can you explain more on these factors.
5. Almost all the headteachers indicated that they would like the content of their CPD programmes be focused on topics under leadership and management in the questionnaire. Why such topics?
6. What are some other training areas (needs) you would like the CPD programmes organised for you to be geared towards which was not captured in the questionnaire.

7. Can you please mention to me some of the learning opportunities you will like to acquire in your chosen career?
8. Please provide suggestions on how best you want CPD programmes to be implemented for headteachers in the district.
9. Additional information. Any issue/s you would like to add or explain that has not been covered by these questions



APPENDIX C

INTERVIEW GUIDE FOR TRAINING OFFICER.

1. Please explain to me more about CPD programmes you conduct for headteachers
 - (a) What the CPD programmes focuses on
 - (b) The nature / type of CPD programmes
 - (c) The organisation of the CPD programmes
 - (d) How often CPD programmes are conducted
 - (e) Funding issues.
2. What is your main reason or expectation for conducting the In-service training Programmes for the headteachers? Is your expectation met? Please explain
How do you think, teachers perceive the CPD programmes that is being designed and organised for them. Please explain.
3. In your opinion what do you think are some of the factors that impede headteachers from benefiting from the training programmes that is being organised for them and how can that be solved.
4. Do you consult headteachers before organising CPD training for them? and to what extent are the headteachers consulted in the planning, designing and organisation of CPD programmes for them.
5. Do you think the Training or CPD programmes that is being organised for headteachers are addressing the personal and organizational needs of these headteacher? If yes, please explain.
6. In your view, what are the training or professional development needs of headteachers and are the training programmes geared towards those needs.
7. Can you please mention to me some of the learning opportunities or strategies that could be provided for the headteachers to meet their training needs

8. Additional information. Any issue/s you would like to add or explain that has not been covered by these questions





