

DETERMINANTS AND ANTICIPATED GAINS OF CONTINUOUS PROFESSIONAL DEVELOPMENT PROGRAMMES AMONG BASIC SCHOOL TEACHERS IN THE TAMALE METROPOLIS

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ABSTRACT

The quest for continuous professional development (CPD) worldwide is contemporary and therefore cannot be over emphasized. Both the young and the more experienced professionals scramble for opportunities in the various educational institutions to upgrade themselves for varied reasons. The focus of this study was to investigate the determinants of CPD among basic school teacher. The descriptive survey was adopted for the study. The target population for the study included 385 basic school teachers on sandwich (continuing professional development programme) at the Tamale College of Education. A total of one hundred and fifty one (151) basic school teachers made up of eighty (80) males and seventy-one (71) females were randomly selected for the study. The main instrument used for the study was questionnaire. Both qualitative and quantitative analytical techniques were employed in the analysis.

The study found that attaining higher academic qualification was the key determinant of teachers' participation in CPD programmes. The conclusion drawn was that teachers' participation in CPD was motivated by their desire to earn higher academic qualification and its associated benefits in their profession. The study therefore recommended that Ghana Education Service and other relevant stakeholders together with public universities should institute regular, affordable and demand driven programmes to enrich the capacities of teachers at basic levels of education. The tertiary institutions running the continuous professional development programmes in collaboration with the Ghana Education Service should devise mechanisms of tracking the impact of the continuous professional development programme on the participants' performance on their job.

Key words: Continuous professional development programme (CPD) any professional course undertaken after initial pre-service training

Determinants: motives for engaging in CPD including the anticipated benefits

Basic school teachers: teachers in lower primary to Junior High School

GES: Ghana Education Service

JHS: Junior High School

SHS: Senior High School

INTRODUCTION

Background to the Study

The complexity of teaching profession in recent times requires experience and highly specialized skills and knowledge base that could impact significantly on students' learning. It is also a truism that improving the learning outcomes of all students regardless of their socio-economic background or geographic location is one of the key objectives of education. In recognition of the seeming relationship between effective teaching and student achievement, enhancing the skills and knowledge of the education workforce, teachers, is a key priority (Guskey, 2002). Moreover, the ever increasing technological change and innovation, even pose another challenge for the teacher and demands for greater efficiency accountability, improved performance, and better quality education. The introduction of strategies to enhance teachers' competence and produce measurable outcomes is reasonable and desirable. One of such is (CPD) continuous professional development programme. Continuous professional development is the cornerstone of quality and effective education since professionals who submit to it are empowered with relevant skills and knowledge for their work (Mubiana, 2011). Many professions define CPD as a structured approach to learning to help ensure competence to practice, taking in knowledge, skills and practical experience. CPD involves any relevant learning activity, whether formal and structured or informal and self-directed (The CPD Institute, 2015).

The goal of CPD is to ensure that teachers and other professionals possess the required knowledge, skills, attitudes, and abilities to maintain and enhance competence and improve performance within their professional roles. Reasons for individuals engaging in CPD range from improving ones' capacity and skills in the jobs assigned him/her to issues related promotions and other personal factors. Many authors have explored the motivating factors for continuous professional development in different parts of the world in different studies carried out. O'Sullivan, McConnell and McMillan (2011) found that personal, school and context systems accounted for professionals (especially in education) engaging in continuous professional development besides improving their own skills and knowledge.

Accreditation standards for CPD organisations or programmes are based on a set of educational criteria that begin with the assessment of some type of need. For most programmes, these "needs" are defined by planning committees who reflect the intended target audience. This needs assessment informs the development of learning objectives and the selection of educational methods to address the needs identified. The assumption is that participation in the program will lead to learning that will, in turn, be translated into practice. The impact of formal CPD based on this programme planning mode has been studied extensively. Several recent systematic reviews of literature on the impact or effectiveness of CPD in the medical fields revealed that CPD has an impact on defined outcomes ranging from moderately positive impact on group learning and knowledge but a small to negligible impact on clinical behaviours and patient outcomes (Mansouri & Lockyer, 2007; Marinopoulos et al. 2007). Continuous professional development improves teachers' knowledge of the subject matter that they are teaching and enhances their understanding of student thinking in that subject matter. It enables teachers to be committed to their own professional development and to build job satisfaction. CPD is significant to make school environment safe and secure (Levine, 2005). However in the fields of education little is known about the effects of CPD on teacher performance and output. Given the limitations of our current system of CPD, there are some advantages to re-establishing a CPD system around the competencies that enhance performance, improve quality of care.

Statement of the Problem

Continuing Professional Development has been recognised as a tool for updating and widening the knowledge and skills of practising professionals (DoH, 1999; Frick & Kapp, 2006). Several authors have associated CPD (or some of its elements like training) with business competitive advantage (Rosow & Zager, 1998; Bennet, Ketchen, Jr., & Blanton, 1998), growth of intellectual capital (Carnevale, 1990; Quinn, Anderson, & Finkelstein, 1996), successful company strategy (Guest, 1987) and performance improvement (Strike, 1995; Holly & Rainbird, 2000). As a consequence, many organisations have embarked on employee training and retraining often spending huge sums of money (Noe, 2002; Perks, 2006). Despite widespread recognition of CPD, there is no concrete evidence to show that CPD contributes to improvements in organisational performance, or even the conditions that would support this to happen as well as motive for CPD. This perception propels the search for determinants and the perceived benefits of CPD to organisational performance. There is the need to properly understand and document the motives and the context in which CPD is conceived, planned and undertaken. The relationship between CPD and organisational performance is also explored. The paper argues that when the effectiveness of CPD is queried, there is something wrong with relationship between CPD and organisational performance. However, studies of the effectiveness of formal CPD in enhancing competence and performance suggest that a substantial gap persists between the evidence available to inform practice and its translation into improved quality of care (Cabana et al. 1999; McGlynn, Asch, Adams, Keeseey, DeCristofaro, & Kerr, 2003; Choudhry, Fletcher & Soumerai, 2005).

Objectives of the Study

This study entails investigating the determinants and perceived benefits underlying basic school teachers' quest for continuous professional development programmes.

Specific Objectives of the Study

The specific objectives of the study are:

1. Examine the determinants of the CPD
2. Explore teachers' perceived benefits of CPD
3. Investigate the category of teachers who engage in CPD

The study is guided by the following research questions:

1. What factors determine (influence) teachers' participation in CPD?
2. What are the perceived benefits of CPD to teachers at the basic school?
3. What category of teachers engages in the CPD programme at the Tamale Centre?

Significance of the Study

Undertaking this study in the Tamale Metropolis introduces a dimension of examining the determinants of CPD among basic school teachers in the Metropolis. This will provide relevant authorities with an insight into the surge in the number of teachers undertaking different professional development courses organised by the tertiary institutions in Ghana. It will allay the fears of employers on the possibility of their employees abandoning their jobs for news consequent upon their new qualifications. The tertiary institutions in the country might be informed by the outcome of the study about the relevance of the programmes they offer to the general public and the need to tailor such programmes to the needs and aspiration of the prospective applicants.

The study might inform employers about the anticipated benefits of the continuous professional development programmes so that employees would be given the opportunity to undertake CPD

programmes to update their knowledge and skills in order to enhance their competencies and performance. The findings of the study will enrich reference materials for future researchers who might want to replicate this study or extend the frontiers of knowledge in the field of continuous professional development programme.

Delimitations of the Study

Although there are several dimensions to CPD, this study however, focused on determinants and perceived benefits of CPD among the basic school teachers in the Tamale Metropolis of the Northern Region of Ghana. It examined factors or driving forces that motivate basic school teachers to undertake continuous professional development programme as well as the anticipated benefits such teachers are likely to derive from the programmes.

REVIEW OF THE RELATED LITERATURE

Literature on teachers' learning confirms that conditions affecting teacher learning have been guided by two theoretical perspectives and these are the psychological factors (teacher cognition and motivation) and organisational factors (leadership, teacher collaboration, staff relationships and communication, locus of control, opportunities for teachers' learning). However, the latter factors are considered prerequisites for linking teacher professional development and school development. The second theoretical perspective often refers to system theory on change, linking structural, cultural and political dimensions of school workplace environments to professional learning (Coburn, 2004; Earl & Katz, 2006; Nguni, Slegers & Denessen, 2006; Slegers, Geijsel & van der Berg, 2002; Toole & Louis, 2002; Zwart, 2007). Scholars stress the need for research considering the interplay of the two perspectives-psychological factors, together with leadership and organisational conditions- deploying multi-level models. The few existing studies seem to show that psychological factors have relatively large effects on teacher learning, mediating the influence of leadership and organisational conditions (Geijsel, Slegers, Stoel, & Krüger, 2009; Kwakman, 2003).

Determinants of CPD

One of the determinants of participation in continuous professional development programmes is that if an individual recognises that the content of training fits well to his or her educational background or a personal learning needs, he or she will actively participate in the programme up to completion in order to maximise the advantage it offers by the training to acquire skills and knowledge that hitherto may be lacking. Similarly, if the training programme is constructed in a way that followed a well structured learning theories and instructional design principles, learners may find it more interesting and inspiring to participate up to completion (AlYahya, Mat, & Awadh, 2013). They however acknowledged that variables in individual construct cluster may be associated with organisational factors. Changes inflicted by the challenges confronting organisation either internally or externally such as market competition and cultural changes may induce training opportunity for employee to participate in different training program. Employees with requisite skills and knowledge may reinforce and strengthened the organisational factors and eventually create stronger organisational commitment to human resources development program (AlYahya, Mat, & Awadh, 2013).

The factors influencing training process could also have direct and indirect link with organisational variables because the training curriculum and objectives are somewhat aligned with the business goal and organisation are continuously in search of best method of delivery of the subject matter to

achieve the stated business objectives. An organisation may apply technology as a motivational mechanism for full participation in training such as monitoring and tracking individual employee involvement in training and learning programme in such a way to promote completion of learning process without drop-out. The practice is prevailing in integrating the training processes within organisational factors.

Competency-based CPD recognises the importance of learning that is designed to achieve quantifiable improvements in practice. When practitioners enter practice equipped with competencies in self-directed learning, they are in a position to develop a CPD plan specific to their practice needs, to continuously improve their performance, and to measure the impact of their learning on their practice (Batalden & Davidoff, 2007). Competency promotes engagement in learning that is based, in part, on authentic assessments of current knowledge, skills, and abilities. Competency-based CPD is not confined to lecture halls or small-group workshops. It can occur in many settings, such as through the person-to-person exchange of stories and tacit knowledge, in simulation centres, and in practice under the supervision of a mentor or coach. Ideally, learning opportunities should be tightly connected with practice, so that they enable individuals to rapidly apply and evaluate in a real-world setting what they have learned through courses or workshops.

Equally, assessment in competency-based CPD is not restricted to knowledge, skills, or performance in classroom practice; rather, assessments can apply to multiple competency domains, such as communication skills, collaboration with other professionals, and aspects of professionalism. Rather than simply documenting participation in learning activities “for credit,” a competency-based approach to CPD would require trainers to develop learning activities to review or enhance specific competencies to achieve measurable outcomes.

METHODOLOGY

Descriptive survey involving both quantitative and qualitative data was adopted for the study. The design examined situations as it is without alteration by surveying a sample (Leedy & Ormrod, 2010). Descriptive survey was therefore most appropriate since the intention was to review the nature of participation by basic school teachers in CPD in the Tamale Metropolis. The target population for the study included all basic school teachers on sandwich programmes at the Tamale College of Education centre. The sample for the study however comprised one hundred and fifty one (151) teachers made up eighty (80) males and seventy-one (71) females. These individuals were considered for the study because of their involvement in the sandwich programme which is an integral part of CPD. Simple random sampling technique was used in the selection of the sample for the study. The main instrument used for the study was a seventeen (17) item questionnaire partitioned into three sections and each of the sections dealt with a given issue pertaining to the research questions. Permission was sought from the relevant authorities before data collection. The data were gathered by the researchers within a period of one week since the sandwich semester was in session and students could easily be reached without much difficulty.

RESULTS

The participants in the study comprised males and females belonging to the teaching profession. Table 1 presents information on the gender composition and marital status of the participants.

Research Question 1: What category of teachers engages in the CPD programme at the Tamale Centre?

This research question sought to examine the category of teachers engaged in the continuous professional development programmes. The descriptive statistics was used in analysing the data.

Table 1: Gender of the Participants and Marital Status

Gender	Gender		Status	Marital Status	
	Frequency	Percentage		Frequency	Percentage
Male	80	53	Married	90	70.9
Female	71	47	Not Married	37	29.1
Total	151	100	Total	127	100

Field Survey, (2015)

It can be observed in Table 1 that male and female participation in the study was almost equal. While females constituted 47.0%, males constituted 53.0%. The implication of this result is that nearly equal numbers of males and females basic school teachers embark on continuous professional development programme. The Table also indicates that more married, 70.9% than unmarried 29.1% basic school teachers participated in the study. Perhaps the participation of more married than unmarried could be explained by the fact that children would have been on holidays as such, they are free to embark on CPD programmes. The information on the number of years participants have been in the service as well as the number of years served in their current station is presented in Table 2.

Table 2: Number of Years Served and Number of Years in Current Station

Range	Number of Years in Teaching Service		Range	Number of years served in current station	
	Frequency	Percentage		Frequency	Percentage
01 – 03	34	28.6	65	52.8	
04 – 06	41	34.5	38	30.9	
07 - 09	23	19.3	11	8.9	
10 – 12	10	8.5	5	4.1	
13 – 15	9	7.6	3	2.4	
16 – 18	0	0	1	0.8	
19 – 21	2	1.7	0	0	
Total	119	100	Total	123	100

Field Survey, (2015)

Table 2 reveals that participants had varied teaching experiences and have served over a range of years in their current positions. Participants with between 1 and 3 years working experience constituted 28.6%, those with between 4 and 6 years experience constituted 34.5%, while those with teaching experience between 19 and 21 years were 1.7%. It is also explicit from the Table that 52.8% of the participants have been in their current positions for a period ranging between 1 to 3 years and 30.9% have been in their current position for a period ranging between 4 and 6 years with less than 10% serving in their current position for a period ranging between 7 and 9 years. The data on the participants' ranks and their entry qualification is presented in Table 3.

Table 3: Rank in the GES and Entry Qualifications of Participants

Rank	Rank in the GES		Programme	Entry Qualifications	
	Frequency	Percentage		Frequency	Percentage
Teacher	36	29.3	MSLC	1	.08
Superintendent I	65	50.4	O Level/SSCE	47	37.0
Superintendent II	25	20.3	Diploma in Education	79	62.2
Total	123	100	Total	127	100

Field Survey, (2015)

A close examination of Table 3 reveals the different ranks participants occupy in the Ghana Education Service and the academic qualifications they obtained. While 50.4% of them are Superintendent I, 20.3% are Superintendent II, 29.3% of them are classroom teachers. These teachers are probably the ones on the Untrained Teachers Diploma in Basic Education (UTTDBE) programme which can also be described as continuous professional development programme.

Research Question 2: What factors determine (influence) teachers' participation in CPD?

This question sought to uncover factors that determine or motivate participation in the continuous professional development programmes among basic school teachers. Descriptive statistics was used in analysing the quantitative data and the quantitative data were grouped into themes and patterns. Table 4 highlights the likely motivating factors or determinants of teachers' participation in CPD.

Table 4: Determinants of Continuous Professional Development

Content	SA%	A%	U%	D%	SD%
I engage in profession development programme because of the desire to get higher academic/professional qualification	72.0	23.8	1.8	0.6	1.8
higher rank in the GES	43.4	40.3	3.1	10.1	3.1
promotion at work	54.0	36.6	5.6	2.5	1.2
to be respected among peers	36.0	37.3	5.0	14.3	7.5
in order to get along with colleagues	34.1	43.3	5.5	11.6	5.5
in order to get higher placement	45.0	40.6	3.1	10.0	1.3
obtain pay rise is associated with profession growth	56.1	26.8	7.9	6.7	2.4
to earn more recognition and reputation among students	31.7	32.3	11.6	17.7	6.7
to earn recognition from parents	24.2	29.8	9.3	21.7	14.9
to occupy a position of responsibility in the school	39.4	38.8	8.1	10.6	3.1
to achieve self-fulfilment and satisfaction	58.4	30.4	5.6	1.9	3.7

Field Survey, (2015)

Table 4 shows 95.8% of the participants held the view that they engage in continuous professional development programme because of the desire to get higher academic and professional qualification. Similarly, 83.7% of them contended that they embark on continuous professional development programme in order to earn a higher rank in the Ghana Education Service. Further analysis of the results in Table 4 reveals that 90.6% of the participants identified promotion at work as one of the main determinants for undertaking continuous professional development programme. Other incentives such as respect among peers, 73.3%, getting along with colleagues, 77.4%, higher placement, 85.6%, and earning more recognition and reputation among students, 64.0% are also identified as determinants for teachers' engagement in continuous professional development

programmes. The Table further shows that 82.9% of the participants identified pay rise as a motive for continuous professional development, hence, their decision to enrol on the programme. Table 4 further indicates that 78.2% of the participants engage in professional development programme in order to occupy a position of responsibility in their schools. Also 88.8% take on continuous professional development programmes in order to achieve self-fulfilment and satisfaction.

Research Question 3: What are the perceived anticipated benefits of CPD to teachers?

This research question sought to find out the anticipated benefits teachers are likely to gain by participating in CPD. The data used in answering this question is mainly qualitative in nature, as such; responses were regrouped under themes on the benefits of CPD to the teacher. However, the dichotomous responses were analysed quantitatively using non parametric analytical tools. Table 5 provides information as to whether participation in any form in CPD has an effect on the participant.

Table 5: Benefits of CPD Programmes to Basic School Teachers

Content	Frequency	Percentage
Yes	156	99.4
No	1	0.6
Total	157	100.0

Field Survey (2015)

Table 5 presents the results of perceived benefits of continuous professional development to basic school teachers. Over 99 percent thought it was very beneficial to them as opposed to 0.6 percent who thought otherwise. This was expected given the massive voluntary participation of various categories of teachers in CPD programmes across the various institutions and organisations.

Anticipated Benefits of Continuous Professional Development Programmes

The responses on the anticipated benefits of continuous professional development programmes were grouped according to themes and sub-headings for their emergent patterns. The main themes identified were: to keep up with rapid pace of changes in education, to improve teaching methodology, acquisition of skills and knowledge, professional development, job requirement, to gain social and financial independence, for self fulfilment, in order to be effective and efficient, to cause both attitudinal and behavioural change and to earn promotion in the profession.

Keep up with rapid pace of changes in education

Participants indicated the anticipated benefits of the continuous professional development programmes to them as individual teachers. They contended that continuous professional development programmes will enable them to keep up with the rapid pace of change in the educational system and techniques. A participant remarked:

“The benefit of the continuous professional development programme is that it changes my entire life academically as compared to those who have not gotten the opportunity and it will help me climb the educational ladder. This will help me fulfil my desires in life”.

Earn promotion in the profession

Participants considered the acquisition of higher academic and professional qualification as well as earning higher promotion at the work place as part of anticipated benefits of the continuous professional development programmes to them. They argued that once an individual embarks on continuous professional development programme, such a person will most likely be promoted

because of the higher qualification and knowledge level the person has acquired and upgraded. They also contended that continuous professional development brings about easy promotion as well as rise in the rank within the Ghana Education Service. Others thought that some forms of continuous professional development programmes reduce the usual pronouncement that “no study leave” for further studies among teachers. Some other participants held the view that continuous professional development programme is associated with promotion and high payment. A participant commented that:

“One of the benefits of the continuous professional development to me is that it will let me occupy a better position and to get a higher rank in the GES and also to update my knowledge and upgrade my skills”.

Another participant said:

“With continuous professional development, I will be promoted to the next rank, earn an increased salary, besides, I will be respected by colleagues etc.”

Acquisition of skills and knowledge

Further analysis of the qualitative responses reveals that other anticipated benefit of the continuous professional development programmes according to the participants is that it increases their knowledge and skills and enables them develop self-confidences and competence in their respective subject area. A participant remarked:

“It will help develop me physically, mentally, socially and psychologically. It will help me contribute my quota to the development of the society and the nation as whole”.

Another said:

“It improves and broadens the subject matter knowledge and skill of the teacher and also helps the teacher to attain higher academic professional qualification”.

They also argue that with continuous professional development, the teacher updates his/her knowledge in order to be abreast of changes in education. A teacher said:

“Some benefits will be that, I will be upgraded to take higher salary; my knowledge will be improved in all spheres of life and may be moved to a higher class to teach in the JHS”.

Another teacher said:

“The teacher obtains knowledge and skill from the programme, it also boosts the competency level of the teacher, and it broadens the horizon of the teacher. ‘He added’, upgrade your knowledge in the service and your salary will be increased and you will be promoted at your work side”.

Generally, the continuous professional development programmes enables the teacher to acquire more knowledge in the subject area and equips the teacher with skill and also updates him in the classroom management. Through the professional development programme, teachers acquire more knowledge on how to handle pupils. As a trained teacher, it improves your knowledge base in order to enable you deliver effectively.

Professional development

Further synthesis of the qualitative responses pointed to the fact that continuous professional development programme develops the individual teacher professionally for the job market. Aside the professional development, it also helps the individual to acquire professional knowledge and competency needed for improved performance. One of the participants said:

“This is because CPD will help equip me with the knowledge, skills and attitude needed for higher professional growth and development”.

Another teacher said:

“To grow higher in academic and professional qualification and indeed receive higher pay associated with the professional growth”.

Job requirement

Another accruing benefit of the continuous professional development programme identified by the participants is that CPD is professional requirement that will make them relevant and thus enabling them secure their jobs in the Ghana Education Service. Participants argue that they have to undergo training and go back to class and help the young ones in school. They contended that once a teacher undergoes training, it means that he acquires certificates necessary for his job and this will enable him or her to fit well into the union and also develop the confidence level of the teacher. By this, he or she is better positioned to manage the classroom and also enable him or her to teach well. One of the teachers said:

“One of the benefits of the continuous professional development programmes to me is to get the require training of the profession in order to deliver properly in my course of practice as a professional teacher”.

Another teacher said:

“Continuous professional development programme eases the pressure of having to teach for a number of years before collecting study leave to go to school”.

These comments go to buttress the fact many teachers consider their participation in CPD as an avenue for building their professional competencies and engendering their membership in the teaching profession.

Social and financial independence

The analysis of the qualitative data further suggests that participants view long time social and financial independence as one of the benefits of participating in the continuous professional development programme. They explained that the continuous professional development programme may lead to higher qualification and rank, which results in income appreciation and probably enable them support other family members. It will ultimately end with an overall improvement in one's living. Buttressing the point, a participant said:

“Continuous professional development programme is to help one attain meaningful professional educational standard in order to be independent and stop looking up to other people who are not ready to help”

Another teacher remarked:

“One of the essential benefits of continuous professional development programme is that there are a lot as my life style will change, teaching methods will be modified and there will be total change in me”.

Self fulfilment

Similarly, data obtained on participants indicated that another anticipated benefit of the programme was self-fulfilment and satisfaction. They argue that when an individual embarks on such a programme, such an individual will be able to understand him/her self and develop positive self image of him or herself. This they said is attributed to the knowledge and skills the person acquires. A participant remarked:

“Continuous professional development programmes enables one to develop self confidence because a knowledgeable person is always confident in presenting your lessons and this is achieved through this programme”.

Another teacher alleged:

“To achieve self-fulfilment and satisfaction and for higher academic and professional development that can grant me higher job in the country”

Efficiency on the Job

According to the participants, continuous professional development programmes is also associated with improvement in teachers proficiency and in teaching. This will further enable the teacher improve his/her professional skills and capabilities as well as improvement in one's academic qualification. The programme will also help the teacher acquire systematic procedures in teaching. A teacher remarked:

“Continuous professional development programme helps me to teach effectively. The programme will prepare me better for effective teaching relatively. With continuous professional development, you will be effective and efficient in your occupation”.

From the analysis of the responses made, it can also be said that continuous professional development programmes enables the teacher to develop professional proficiency to teach effectively.

Attitudinal and behavioural change

Participants observed that part of the benefits of the continuous professional development programmes also included attitudinal change and behaviour which makes them well experienced in their respective field of endeavour as remarked below:

Continuous professional development programme enables me to develop new techniques as to how to handle classroom affairs in an orderly manner when teaching in the class.

Another participant also said:

Continuous professional development makes me a well experienced teacher and exposes me to certain new opportunities.

They further argued that continuous professional development programmes promotes all qualifying teachers to achieve their aims and to pass well and get a certificate.

Improvement in teaching methodology

According to participants, benefits of the programme also expressed itself in the improvement of methods of teaching used by teachers in their classrooms. A participant remarked:

It helps the teacher to gain more experiences in current methods of teaching. It also helps teachers to teach with confidence and proficiency.

Another participant said:

It adds more techniques to you as a teacher and helps you to know how you will be able to understand and handle students. I have indeed benefited because the way I am teaching now is different from the way I was teaching my pupils. This informs me that participation in the continuous professional development brought about this change in my teaching.

Another participant said:

Continuous professional development programme broadens my mind with regards to the methods and techniques of teaching. The subject matter too has been broadening. It will also improve my lesson preparation and delivery.

It can therefore, be said that participation in continuous professional development programme enables the teacher to teach pupils to their understanding and enables teachers to teach well.

Sustenance of good life in future

Continuous professional development programmes according to the participants ensures high academic standard in the society. It also provides knowledge and skill to undertake in a professional job. A participant remarked:

“Continuous professional development ensures good life in future. It enables me to take care of my family and also in bringing up the young ones. This is because CPD helps the teacher to help the pupils to become responsible adults in future”.

From the analysis made, it can be deduced that continuous professional development programme enables the teacher to attain high academic qualification in order to improve his or her own professional abilities and also raises the image of the profession. The other associated benefits include increased professional qualification, earn higher promotion at work, and earn respect among peers as well as self upgrading in order to earn a better living.

KEY FINDINGS

Upon a close scrutiny and analysis of the results presented above, the following findings were arrived at:

1. Teachers engage or participate in CPD mainly to attain/achieve higher academic qualification and its associated benefits such as promotion, higher placement in ranks, self-fulfilment and earn respect from colleagues among others. This finding is supported by each of the significant bivariate correlations of these factors presented in the results.
2. The study established that the category of basic school teachers engaged in CPD were diploma holders, Cert ‘A’, untrained teachers, Middle school leavers, SHS leavers and Ordinary Level holders.
3. It was also found that teachers had varied reasons and expectations for participating in the CPD. While some expected to gain higher incomes, higher ranks, and assume positions of responsibility, others expected to gain respect among their colleagues, students and the public as a whole.

DISCUSSIONS OF RESULTS

Teachers engage in CPD mainly to achieve higher academic qualification and its associated benefits such as promotion, higher placement in ranks, self-fulfilment and respect among others. This finding is consistent with Mubiana’s (2011) finding which suggests that lower ranked teachers are motivated to engage in CPD in order to upgrade their skills and knowledge. Unlike O’Sullivan, McConnell and McMillan (2011) who found that personal, school and context systems also accounted for professionals (especially in education) engaging in continuous professional development. Both O’Sullivan, McConnell and McMillan (2011) and Mubiana (2011) acknowledge the desire to improve teachers knowledge and skills as the motivating factor to engage in CPD. Considering the backgrounds of teachers who participated in the study, the teachers were made up of diploma holders, Cert ‘A’, and untrained teachers who were mainly Middle school leavers, SHS leavers and ‘O’ Level holders. None of them had first degree as such; they are not highly placed in the ranking of Ghana Education Service. Therefore, they are motivated by this desire and hence, willingly participated in CPD in order to upgrade their knowledge base for effective teaching as well as for promotion and better placement.

Continuous professional development improves teachers’ knowledge of the subject area they teach and enhances their understanding of student thinking in that subject matter. It enables teachers to be

committed to their own professional development and to build job satisfaction. CPD is significant to make school environment safe and secure (Levine, 2005). However in the field of education little is known about the effects of CPD on teacher performance and output. Given the limitations of our current system of CPD, there are advantages to re-establishing a CPD system around the competencies that enhance performance, improve quality of care. Although the relevance of the training programme is in no dispute, learner's interest as well the mode of presentations were strong motivational factors for engagement in CPD (AlYahya, Mat, & Awadh, 2013), though these were not explicitly explored in this study.

The study also found that teachers had varied reasons and expectations for participating in the CPD. While some expected to gain higher incomes, higher ranks, and assume positions of responsibility, others expected to earn respect among their colleagues, students and the public. This finding is also consistent with literature. Continuing Professional Development has been recognised as a tool for updating and widening the knowledge and skills of practising professionals (DoH, 1999; Frick and Kapp, 2006). Several authors have associated CPD (or some of its elements like training) with business competitive advantage (Rosow & Zager, 1998; Bennet et al, 1998), growth of intellectual capital (Carnevale, 1990; Quinn et al, 1996), successful company strategy (Guest, 1987) and performance improvement (Strike, 1995; Holly and Rainbird, 2000). As a consequence, many organisations have embarked on employee training and retraining often spending huge sums of money (Noe, 2002; Perks, 2006) in that respect. Despite wide recognition of CPD, there is no concrete evidence to show that CPD contributes to improvements in organisational performance, or even the conditions that would support this to happen as well as motive for CPD. The relationship between CPD and organisational performance is also explored. The argument that can be made here is that when the effectiveness of CPD is queried, then there is something wrong with relationship between CPD and organisational performance. However, studies of the effectiveness of formal CPD in enhancing competence and performance suggest that a substantial gap persists between the evidence available to inform practice and its translation into improved quality of care (Cabana et al. 1999; McGlynn et al. 2003; Choudhry et al. 2005).

The findings are also grounded in the theoretical framework. Many of the participants are motivated to embark on CPD to fraternise with others and make new friends and also to earn recognition and be respected at work place. This suggests that teachers with lower ranks and level of education are not necessarily happy with their situations in the schools they teach. Many of them lack confidence not just because they do not have the experience and competence to teach but because of their low levels of education among others. These are the expositions of the psychological factors (teacher cognition and motivation) and organisational factors (leadership, teacher collaboration, staff relationships and communication, locus of control, opportunities for teachers' learning). However the latter factors are considered prerequisites for linking teacher professional development and school development. The second theoretical perspective often refers to system theory on change, linking structural, cultural and political dimensions of school workplace environments to professional learning (Coburn, 2004; Earl & Katz, 2006; Nguni, Slegers & Denessen, 2006; Slegers, Geijsel & van der Berg, 2002; Toole & Louis, 2002; Zwart, 2007). Scholars stress the need for research considering the interplay of the two perspectives - psychological factors, together with leadership and organisational conditions - deploying multi-level models. The few existing studies seem to show that psychological factors have relatively large effects on teacher learning, mediating the influence of leadership and organisational conditions (Geijsel et al., 2009; Kwakman, 2003).

CONCLUSIONS

From the findings, it can be concluded that teachers' quest for higher academic qualification and ranking in GES influenced their participation in CPD. This conclusion finds logic in the sense that higher qualifications usually correlate positively with higher salaries, higher positions of responsibility, respect from the public and higher ranks in the Ghana Education Service.

Teachers' perception of the benefits accruing from participation in CPD greatly influences their participation. This expectation may express itself in form of promotions, higher positions and ranks, respect from peers and students and parents among others.

Considering the category of teachers who participated in the study, it can be safely concluded that teachers who participated in the sandwich CPD at the Tamale centre were mainly teachers of lower or no ranks in the GES. We can further conclude from the findings that teachers anticipated achieving higher academic qualifications because it may culminate in higher promotions, higher ranks and positions of responsibility among others.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made:

Although the surge in the number of basic school teachers seeking continuous professional development programmes is alarming, government should support and encourage the tertiary institutions that run many of these continuous development programmes to set up satellite campuses in all the districts so that classroom teachers will not travel or vacate their post in order to participate in such programmes.

The tertiary institutions organising the continuous professional development programmes in collaboration with the Ghana Education Service should devise mechanisms for evaluating the impact of the continuous professional development programme on the performance of these teachers who embark on the CPD. This will inform policy direction about the relevance of the programmes this institution offer to prospective applicants and the need to tailor those programmes to the specific needs and aspiration of the applicants.

The district assemblies in collaboration with the Ghana Education Service should identify and support committed basic school teachers who want to undertake CPD programmes relevant to their professions so that they can upgrade and update their knowledge and skills needed for enhanced competencies and performance in the classroom.

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