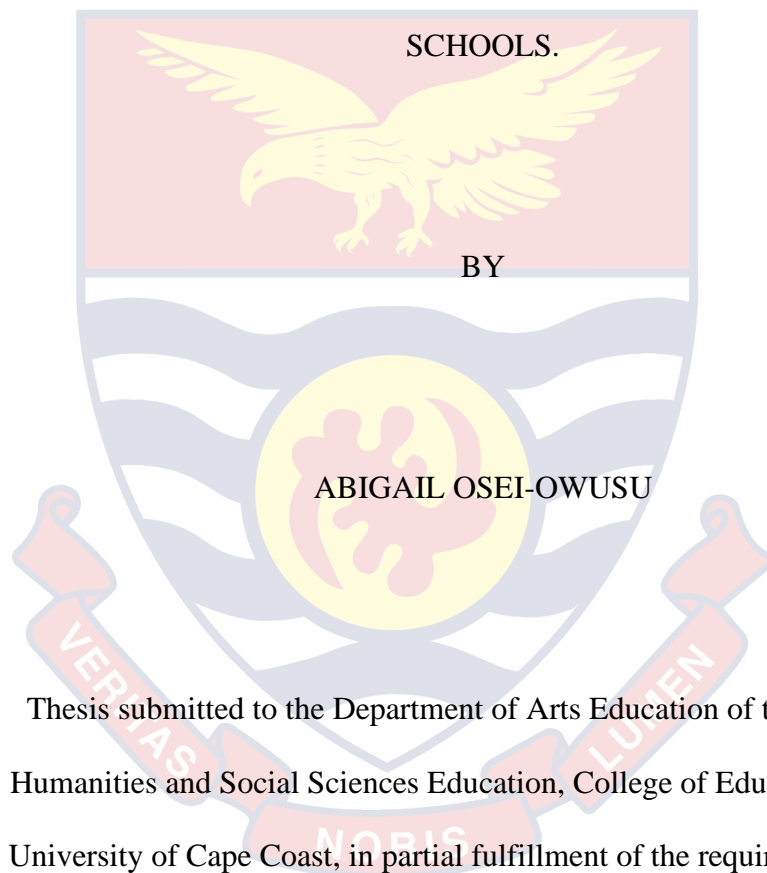UNIVERSITY OF CAPE COAST

ASSESSMENT OF CONTINUOUS PROFESSIONAL DEVELOPMENT

NEEDS AMONG TEACHERS OF TWI IN THE SENIOR HIGH SCHOOLS

ABIGAIL OSEI-OWUSU

2020

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PROGRAMMES AMONG TEACHERS OF TWI IN THE SENIOR HIGH

SCHOOLS.

BY

ABIGAIL OSEI-OWUSU

Thesis submitted to the Department of Arts Education of the Faculty of

Humanities and Social Sciences Education, College of Education Studies,

University of Cape Coast, in partial fulfillment of the requirements for the

award of Master of Philosophy degree in Arts Education (Twi).

OCTOBER 2020

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.
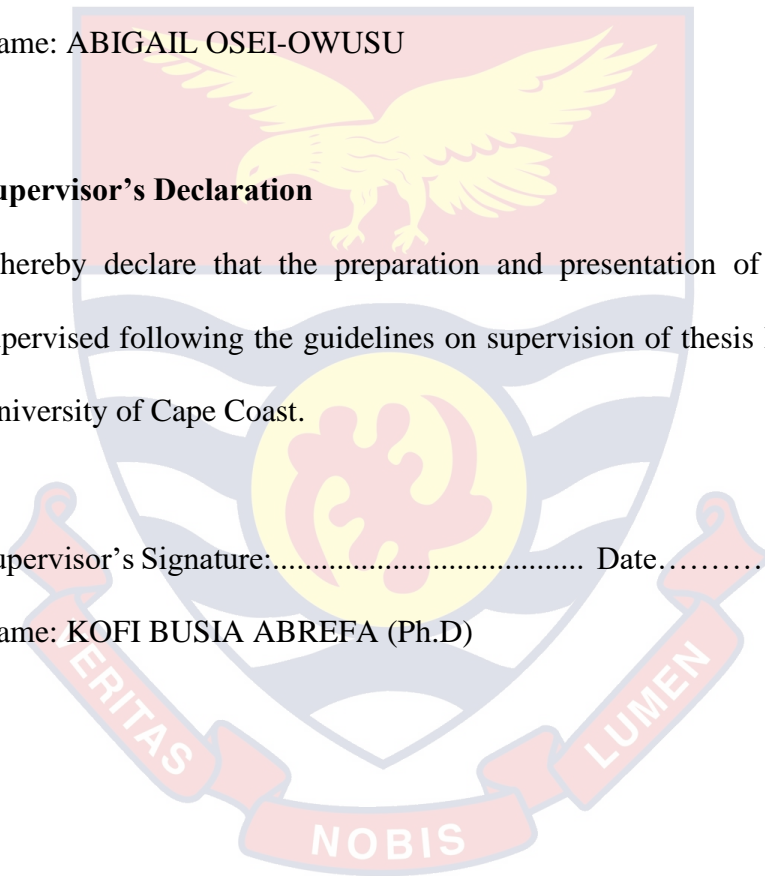
Candidate's Signature: .... Date: ....

Name: ABIGAIL OSEI-OWUSU

Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised following the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature:...................................... Date…………………..............

Name: KOFI BUSIA ABREFA (Ph.D)

ABSTRACT

This study assessed the CPD needs among teachers of Twi in the Senior High Schools (SHS) in Birim South District, Birim Central Municipal, Asene-Manso-Akroso District, Akyemansa District, and West Akim Municipal of Eastern Region. A descriptive census survey was used in the study; thus, all teachers of Twi in the Senior High School of selected Districts and Municipalities in the Eastern Region. Questionnaire was used to gather data from the respondents. Through a descriptive (frequency, percentages, means, and standard deviation), the study found that teachers of Twi participated in CPD activities like school In-Service Education and Training (INSET) Day, workshops/conferences, collaborative learning, further study, personal research, and reading. They, however, need CPD in subject knowledge, pedagogy, new theories and practices of Twi, curriculum planning and development, and multi-cultural settings. It was also found that CPD influences their instructional practices; however, they faced several challenges such as lack of necessary information on programmes, inadequate fund, lack of Ghana Education Service (GES) /school support, lack of prior consultation/needs identification, and conflict with work schedule. The study, therefore, recommended that the Ministry of Education (MoE) should organize and implement school-based CPD as part of the performance of teachers' career structure development criteria.

KEY WORDS

Continuous Professional Development (CPD)

Instructional Practices

Professional Development

Teacher Efficacy (TE)

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during this study. I would have given up a long time ago if not for their loving

encouragement over the past years.

DEDICATION

To my children Nana Osei-Owusu Offeh, Adwoa Afriyie Osei-Owusu,

Kwame Frempong Osei-Owusu, and their grandmother, Mad. Christiana

Bempomaa.

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CHAPTER ONE

INTRODUCTION

Overview

The chapter introduces the background to the study. Particularly, it revisits issues surrounding Continuous Professional Development needs of teachers in Ghana and other nations in Africa. The rest of the chapter covers the statement of the problem, researcsh purpose and specific objectives, research questions, significance of the study, limitations, delimitations, and organization of the study.

1.0 Background to the Study

Education is a primary factor of transformation in every culture. It also has the power to engineer and direct socio-economic development, with the broad goal of changing the character of people, as well as of equipping them with skills and intellectual knowledge to tackle the issues of society. This needs consistency of the education sector, which is the sixth priority of education for all programmes, aiming at enhancing all facets of education, promoting excellence, and achieving observable learning outcomes" (United Nations Educational, Scientific and Cultural Organization -UNESCO, 2015, p4). The standard of every education system depends greatly on the skill, hard work, and commitment of the teacher (Rahman, Jumani, Akhter, Chisthi, & Ajmal, 2011).

The world is in continuous transition in every area of life. This explains that the position and running of schools are evolving in many countries, and so is what teachers expect. "Changes in the education system of the nation and global requirements require the creation of well equipped-workers in their respective careers. Global problems such as hyper-competition, technological

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advancement, and financial crunch are the stimulus for progress in human endeavors. Change requires constant learning to allow individuals to respond to these global challenges and their climate" (Galbraith & Founch, 2007, p. 14). Teachers often face immense obstacles in the workplace, driven by relentless technical progress and the expectations of the 21st century. The dramatic change in the way things are done has pushed companies, organisations, and corporations to expect more productivity from their workers (Galbraith & Founch, 2007). This means that no matter how effective pre-service teacher preparation is, it cannot be expected that teachers would be trained for all the obstacles they would face in their careers.

Teachers are asked to teach in more inclusive classrooms; to put greater emphasis on including students with special learning needs in their classrooms; to allow more efficient use of information and communication technology for teaching; to participate more in preparation inside evaluation and accountability frameworks; and to do more to include parents in schools (Teaching and Learning International Survey (TALIS), 2013, p. 25). In this respect, Haileselasse, (2004, p 14) suggests that, since the world is fast advancing, it is important that teachers, like most other specialist classes, get to know whether their initial teaching skills are sufficient for the rest of their lives; they need to enliven and develop their skills and strategies during their life span of the career development.

As a result, the emphasis on Continuing Professional Development (CPD) for teachers around the world has expanded. The reason being that CPD is continually used as a way of enhancing learner efficiency and the development of the skills needed (Coolahan, 2002).

Teachers' CPD has become a central subject of education reform and teacher development literature, because of the assumption that students' achievement and success are primarily based on the productivity of teachers (Organization for Economic Cooperation and Growth [OECD], 2009). CPD has become a focus on schooling in most countries worldwide. It is generally regarded as the most successful method for educating teachers professionally and enhancing their teaching and intervention methods when they join the workforce (Fraser et al, 2007). CPD supports the notion that individuals aspire to develop their technical skills and gain expertise beyond the basic qualifications originally needed to carry out their work (Gray, 2005).

The concept CPD suggests that all practices that teachers participate in during their careers are intended to improve their work (Day & Saches, 2004, p.16). These practices are expected to result in the continuing learning of students, a mechanism through which students' progress towards competence (Kelly, 2006). Guskey (2002, p.18) defines professional development initiatives as "organized attempts to bring about change in the educational activities of students, their behaviours and values, and the learning result of the research." The OECD described professional development as "activities that improve individual skills, experience, abilities and other characters as instructors" (OECD, 2009 p.49). CPD is essentially a process involving instruction, training, and feedback, and having plenty of time and support. Generally speaking, the CPD relates to the ongoing opportunities available for teachers and others to develop the human ability, knowledge, and other teacher attributes (Schostak, et al, 2010; & Opfer & David, 2011). The CPD could be made accessible to teachers through classes, seminars, or standardized qualification programs, a

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partnership between schools, and through teachers of the same school. CPD is assisted by "coaching/mentoring, collaborative preparation and teaching, and the exchange of good experience" (OECD, 2009; Dampson, Antor, & Eshun, 2018). The CPD is important for teachers because it helps them to validate their skills, experience, behaviour, and methods for the implementation of a given programme. Teachers' involvement in CPD services would also significantly enhance the curriculum and other academic functions in the classroom. Hargreaves (1994) and Bolam (2000), who contend that CPD positively affects curricula and instructional strategies, and the effectiveness of teachers and their interaction with pupils, both advocate this approach.

In addition, Clarke and Hollings (2002, p. 12) suggest that "most immediate and relevant effects of any good CPD for teachers have a positive effect on the changing experience and practice of teachers. This, in essence, results in the better success of the learner".

CPD is known to be an effective method to raise the understanding of teaching curricula and enhance teacher practice. One approach for teachers to develop their performance is to have more effective professional teaching opportunities for teachers at schools that contribute to major changes for teachers and their students (Opfer & David, 2011). As a result, CPD is very essential for educators to excel and become acquainted with their worldwide careers. While teachers and other stakeholders enjoy professional learning advantages, current research indicates that there is a different need for professional growth among countries. In Russia, for example, Gizaw (2006) argues that there is a question about whether the CPD programme at the school/classroom level, like other schools and students, is being enforced.

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OECD (2009) has found that a significant proportion of teachers believe their job does not meet their requirements.

In Europe, the OECD (2009, p.13) states that "educators in Bulgaria, Denmark, and Lithuania require content, subject matter, and success criteria, while educators in Austria, Hungary, Iceland, the Slovak Republic, and Slovenia require professional development in ICT teaching skills, special learning needs of pupils, student discipline and behavioural issues".

It has been seen that more than 60 percent of Ghanaian teachers favour professional growth in some respects (Essel, Badu, Owusu-Boateng & Saah, 2009). A research conducted by Etana (2009) in secondary education in West Wollega Zone in Ethiopia has shown that the teaching operation of teachers is less significant because of the lack of quality teaching, lower participation of faculty members and directors. The Mellkie (2010) research at South Gonder High Schools has indicated that the majority of the teachers know the intention of CPD of teachers and have a good view of the system. However, some teachers have negative opinions. The study of Desalgne, (2010) shows that the activities of CPD are very poor. Another study by Belay, (2016) found that teachers had little knowledge about the logic of CPD. Research conducted by Sagir, (2014) found that teachers wanted professional development in extracurricular and academics, athletics, teaching and appraisal systems, teacher-student relationships, and instructional management environments. In Malaysia, Hussin and Al-Albri (2015) have established that school administrators need professional development in setting goals and outcomes, preparation, programme delivery and evaluation, teacher leadership and teaching skills building, problem-solving, school performance evaluation, student learning,

and development of awareness. It also included the creation of collective decision-making, information study, ICT use, the recognition of core basic and ideal education values, the formation of a learning organization, successful collaboration, improved team participation, skills for the workforce, and conflict management.

Odoom, Opoku, and Ntiakoh Ayipah (2016) proposed that teachers should be developed professionally in the fields of methods of instruction, institutional skills, organisation, management, ICT, research, publishing, and mentoring and supervision. The study of the department heads of Chepkole, Koross, and Kiptoo-Tarus (2017), showed that Heads of Department (HODs), needed to be established in technical fields including curriculum distribution, teaching, and learning evaluation. In Ghana, Dampson and Mensah (2018) have identified that teachers, school directors, and School Improvement Support Officers (SISOs) study-specific personnel needed advancement initiatives across both geographical locations such as classroom courses/workshops, in-service training in new school curricula, school management, and communication, education degree/certificate. Some obstacles prohibit teachers from engaging in CPD programmes internationally. For example, the OECD (2009, p.23) states that the "key cause for unaccomplished demand (according to teachers) is the conflict with their work schedule, but the lack of appropriate development opportunities is also a major factor". In Ghana, a review about CPD programmes in Sub-Sahara Africa (SSA) by Cobbold and Dare (2011) indicated that CPD programmes in SSA had several issues such as CPD provision are very low and is adhoc in nature. Similarly, Alemayehu (2011, p. 15) reveals that "lack of well-organized concerned body, lack of

commitment/motivation, lack of coordination among schools, World Economic Outlook (WEO), Zonal Educational Department and Regional Educational Bureau (REB), lack of reliable support, lack of follow up, and lack of knowledge are the major factors which affect the implementation of CPD programme".

Besides this, research was undertaken by Gosa (2012) in Jimma Zone SHS showed that the lack of attitude of teachers towards the programme and the lack of encouragement from Woreda education experts and supervisors were the major factors that hindered the introduction of the CPD programme" (p.14). Chemir (2013) also researched the Gurage Zone High Schools, which concluded that the lack of commitment of teachers to engage in instruction, lack of support from school administrators and lack of cooperation between teachers and school leaders were factors that influenced the introduction of the CPD programme" (p.16). In accordance to the above, a study published by Ashebir (2014) at Kemashi Zone Secondary Schools revealed that the "involvement of teachers in professional development activities, such as mentoring, portfolio development, action research, peer observation, was minimal" (p, 19).

Ghana specifically faces global challenges with the use of creative approaches to develop employee skills and develop capacity through ongoing professional development, teachers, and actors like the Ghana Education Service (GES). The GES mainly and its associated organisations have championed the path to equip teachers and schools with services designed to improve student success. Ghana and its High Schools have been prepared predominantly with important instructional initiatives. In this research, specialized education, technical training, or advanced practical formation

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designed to help teachers and other teachers strengthen their professional knowledge, competence, ability, and work performance is used interchangeably for the development of teachers and CPD.

In Ghana, in-service education and training (INSET) programmes in the past couple of decades mostly focused on assisting candidates to pass their promotion examinations. This initiative was organized by the Ghana National Association of Teachers (GNAT) for its members (Manu, 1993; Essel, Badu, Owusu-Boateng, & Saah, 2009). Furthermore, there were some of the CPDs that were organized by the Teacher Education Division (TED) of Ghana Education Service (GES), the Institute of Education (IoE of University of Cape Coast [UCC]), the Institute for Educational Planning and Administration (IEPA of UCC) and the District and Regional Education Offices for enhancing teacher proficiency (Essel, Badu, Owusu-Boateng, & Saah, 2009). Such training for improved teaching and learning were rare for the most part and did not take on any organized pattern.

To address this gap, the Ministry of Education (MoE) and the GES with support from the Japanese Government rolled out an arrangement from 2005 aimed at operationalizing CPD at the basic education level. That effort saw INSET become systematized and institutionalized in Ghana. According to the MoE (2012), at the end of operationalization of the Japan International Cooperation Agency (JICA), supported nationwide INSET engagement, a policy for pre-tertiary continuous professional development was prepared and enacted. According to the GES (2013, p.6), "the national CPD aims to establish an institutionalized structure for CPD of teachers". The GES thus aims to provide teachers with resources for in-service career growth to ensure a good

level of teaching and to sustain a high level of teaching staff". It will also direct the development of teachers ' professional principles and behaviours, professional experience, and professional practice (GES, 2013).

During the rollout of the INSET programme nationwide from "2009 through 2012 before the government adopted the scheme, some districts experimented with the plan in some of the SHSs in their catchment area. That connects with the central reason why CPD is crucial for the development of the profession of teachers. According to MoE (2014), the Pre-tertiary Teacher Professional Development and Management (PTPDM) strategy for CPD programmes is designed to cultivate both school teachers, leaders, and managers in all regions of Ghana in order to engage in high-quality and successful CPD to ensure better learning. It helps all teachers to strengthen their expertise, skills, and behaviours so that they become more successful classroom educators and more optimistic for community growth. However, amid these attempts by the Government of Ghana to enhance teaching and learning in public SHSs, it appears that these initiatives do not produce the required returns, as the student success in Twi continues to decrease, as shown in the Chief Examiner's report (2011, 2012, 2013, 2014 2015, 2016, 2017, 2018). Many of the aforementioned reports in both developed and emerging countries indicate that there have been issues with the introduction of the CPD programme. It is against this background the current study intends to examine and recommend Continuous Professional Development (CPD) programmes among teachers of Twi in some selected Senior High Schools in the Eastern Region.

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1.1 Statement of the Problem

Education policy in Ghana recognizes CPD as a major part of education and learning. The Ministry of Education (2010, 2012) suggests that teacher education should be continuously extended throughout the individual years of intensive teacher training. The Ministry argues too that the fundamentals set out in the Pre-Service Programme, however, are not ideal for life. To this end, the MoE has started incorporating the CPD services into the schools in coordination with the Japan International Cooperation Agency (JICA). The CPD seeks to establish an institutionalized teacher CPD system, as set out in the GES (Ghana Education Service, 2013). The ultimate aim of CPD is therefore suggested in Ghanaian schools to develop the teacher to function effectively in the school. It is not clear, however, whether the intended objective of the CPD is achieved or not. Furthermore, in the face of these, Ghana government measures to improve the standard of education in schools, such interventions do not seem to yield the required returns; as Twi language, students continue to lose their success in West Africa Senior Secondary Certificate Examination (WASSCE), Chief Examiner's Report (2017).

The poor performance in WASSCE by Twi language students has been a serious issue for various stakeholders' discussion and intervention. For example, the Chief Examiner's report in 2011 and 2012 shows that both Akuapem and Asante Twi have averaged student results in Ghana. From 2013 to 2015 the standard of success was the same. The reports revealed that the output of both Akuapem and Asante Twi in 2016, 2017, and 2018 was below average.

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Among these findings, the Chief examiner emphasized some of the shortcomings among the students and suggested that the teaching of composition writing be stepped up and their teachers are encouraged to read thoroughly at school. The examiner further mentioned that, that more vocabulary exercises be undertaken in order to allow students to solve their mechanical problems. The report also recommended that the linguistic coordinators and district circuit managers identify difficult areas of the programme and arrange seminars and in-service training for language teachers. This will help to boost the academic performance of students in Twi through CPD activities for Twi-teachers in Ghana.

In addition, no matter how successful an instructor's training for the service training is, teachers should not be said to be trained for all the challenges in their lives. Speedy innovations at schools around the world have applied different and additional strategies in the classroom (Cohen & Hill, 2001. Teachers should be conscious and keep up with these overtime issues as it will help them to overcome the challenges they face. Teachers should remember to learn while they instruct. Teachers use CPD to improve their teaching methods more effectively. CPD is important to the teacher in the development of educational outcomes in schools (Cohen & Hill, 2001; Creemers, Kyriakides & Antoniou, 2013). It is a good formal instruction related to improving classroom experience, advancing pedagogical knowledge, and student performance (Bolam & Weindling, 2006). However, many misunderstandings exist about teacher professional development, its purpose, and how it functions (Mizell, 2010).

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From this, it is evident that teachers of Twi need CPD programmes to meet their specific needs and interest. It, however, appears that no empirical studies have been conducted to find out the CPD needs of teachers of Twi in Birim South District, Birim Central Municipal, Asene-Manso-Akroso District, Akyemansa District, and West Akim Municipal in the Eastern Region. Besides, it also appears that studies that have been conducted in Ghana focused extensively on other teachers like science, mathematics, and social studies in both Basic Schools and Post Basic Schools (Dampson, Antor, & Eshun, 2018, Essel, Badu, Owusu-Boateng & Saah, 2009, Cobbold & Dare, 2011 Odoom, Opoku & Ntiakoh Ayipah, 2016). To fill this gap, the current study intends to examine the CPD programmes among teachers of Twi in some selected high Senior High Schools SHS in the Eastern Region.

1.2 Purpose of the Study

The main purpose of the study was to examine the Continuous Professional Development (CPD) needs among teachers of Twi in the SHS in Birim South District, Birim Central Municipal, Asene-Manso-Akroso District, Akyemansa District, and West Akim Municipal in the Eastern Region. Specifically, the study was guided by the following objectives:

1. To examine the perception of teachers of Twi about Continuous Professional Development programmes;

2. To identify the areas that teachers of Twi need Continuous Professional Development;

3. To assess the perceived impact of Continuous Professional Development needs on instructional practices of teachers of Twi; and

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4. Identify the factors that prevent teachers of Twi from participating in Continuous Professional Development programmes.

1.3 Research Questions

The following research questions guided the study:

1. What is the perception of teachers of Twi about Continuous Professional Development activities?

2. Which areas do teachers of Twi need Continuous Professional Development?

3. What are the perceived impacts of Continuous Professional Development on the instructional practices of teachers of Twi?

4. What factors prevent teachers of Twi from participating in Continuous Professional Development activities?

1.4 Significance of the Study

It is believed that the results of this study would help some of the education stakeholders critically assess and implement CPD programmes. Second, it could provide information to MoE, GES, teachers, and parents on the current procedure and practices of CPD and help them meet their duties in secondary schools. The result of this research would allow GES and other stakeholders to become aware of the CPD that would support Twi teachers. The Ministry of Education would also be motivated by the need to use all teachers in the distribution of CPD materials to eradicate the notion of inferiority complex and unjustified assertions of competence by a limited number of teachers. It can also provide decision-makers with the knowledge that would help them better improve educational actions. It would provide valuable information to national and local decision-makers and programme designers to

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further revise and improve the CPD programme when necessary. Not all of that, can enable all stakeholders to recognise the strengths and shortcomings of the school-based CPD programme and take remedial steps to resolve the difficulties faced by schools in the implementation of CPD programmes.

Teachers would understand that CPD seeks to help all of them in one manner or another, and this would allow all teachers to participate. Involvement and allocation of information, skills, and knowledge among teachers and administrators would contribute to the development of a more desirable teaching and learning environment, which is a prerequisite for the attainment of education. In this way, the results of this study would serve to strengthen the perspectives of teachers and policy makers. It would enable school managers and teachers to know the state of CPD implementation and to discover obstacles to the progress of the CPD programme. It can enable instructors, managers, and other accountable officers to be informed of the degree to which the school-based CPD is being applied and to raise the obstacles that stand against the progress of the programmes to take steps to strengthen it. The research would also contribute to the current literature on the experiences of educators in terms of CPD programmes to Twi teachers.

1.5 Delimitation of the Study

To make the study more manageable, geographically, the study is delimited to the public SHSs in Birim Central Municipal, Birim South District, Asene-Manso-Akroso, Akyemansa District, and West Akim Municipal, Eastern Region only. The study is delimited to all teachers of Twi in the study area. All teachers of Twi in the basic (primary and JHS) were excluded since the study was delimited to SHS. The study is delimited to the perception of teachers of

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Twi about CPD programmes, the areas that teachers of Twi need CPD, the perceived effect of CPD programmes on the instructional practices of teachers of Twi and the factors that prevent teachers of Twi from participating in CPD programmes. The study was delimited to both school-based CPD activities and CPD activities organized by GES. A questionnaire would be used to gather data from the respondents.

1.6 Limitations of the Study

Every research may not be exempted from restrictions, for that matter, this thesis is also limited to restrictions. Since the study was restricted to only Teachers teaching Twi in Birim South District, Birim Central Municipal, Asene-Manso-Akroso District, Akyemansa District, and West Akim Municipal, Eastern Region. The results of the study cannot be extended to all Teachers teaching Twi in Ghana. It is often considered that any of the respondents may be careless to fill out the questionnaires. Some of the respondents may respond to the questionnaire in a rush, without interpreting it properly, and thus may respond incorrectly. Hence, all questionnaires that were incorrectly answered were not included. The lack of readiness of the respondents to return questionnaires as per the researcher's schedule can also be considered. They might be burdened with regular workplace and teaching tasks, and they would not be attentive to filling out questionnaires. These problems may affect the feasibility and reliability of the report. This issue was dealt with through explanation of the questionnaires and all ethical standards were observed accordingly.

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1.7 Organisation of the Study

The thesis consists of five chapters. The first chapter is the context of the thesis, the problem statement, the objectives of the thesis, the significance of the study, limitation, description, and the explanation of concepts in operational terms. A description of the literature is given in the second chapter. The design and methods of study, including data source, population samples, sampling size and procedures, data collection techniques, data collection instruments, and the data analysis approach, are discussed in Chapter 3. In the fourth chapter, the findings are presented, analyzed, and validated. The last chapter of the study is dedicated to the overview of the study, conclusions, and recommendations.

1.8 Chapter Summary

CPD has emerged as a leading concept in education has been adopted by educational institutions all over the world. While it is assumed that CPD can help increase students' academic performance, challenges faced in the implementation of CPD obstacles can hinder teachers' abilities or limit their skills and knowledge in teaching. This chapter has therefore given a vivid description and explanation of what CPD and the problem study seeks to address.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

The main purpose of the study was to examine the CPD among Teachers teaching Akuapem Twi in the SHS in Birim South District, Birim Central Municipal, Akyemansa District, Asene-Manso-Akroso District, and West Akim Municipal, in the Eastern Region. The preceding chapter deals with the introduction of the study. This chapter reviews the relevant literature about the topic under investigation. The chapter is divided into three. The first part focuses on the theoretical framework, followed by the conceptual and empirical review.

2.0 Theoretical Underpinnings

This thesis focuses on three theories: cognitivist, social learning, and theory of constructivism. First, Jean Piaget's cognitive activity establishes a foundational framework for teaching the learner to the need for more instruction (Piaget, 1952) and for providing a deeper comprehension of them. This sets the stage for comprehension and the process of learning. Phillips (1969) suggests that Piaget sees the student as one who responds to the universe around them unceasingly by making it clearer how the world is to be unpackaged. Cognitivism is at the forefront in the case of CPD for Teachers teaching Akuapem Twi, in that it gives them actual value to learners and their culture. Provided that the challenges of Teachers teaching Akuapem Twi is for learners to be able to solve problems most simple, cognition methods must be investigated. The overall aim of schooling is to boost the learning result that relies on cognition and meta-knowledge of information in the course.

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Secondly, Social Learning Theory (SLT) is also heavy on CPD theories as in this research. It has been found that this hypothesis encompasses cognitive and social dimensions of the growth and learning of practitioners (Watson, 2013). It is also a conceptual structure and is a relation between observable actions and engineering experiences. The fact is, the creation of human awareness is based on evaluation and contemplation (Bandura, 1977), and in fact, contrary to metaphysical viewpoints in social teachings theory. This happens without imitating such actions. This is, of course, the sort of participation CPD gives teachers of Twi (See Lortie, 2002). The SLT hypothesis affirms that the pedagogical experience of teachers concerning their knowledge of actions is accumulated over time by reiterating findings such as those of the CPD. The SLT gives credence to the advanced learning of teachers of Twi as a core factor in the continued professional growth of teachers.

The third fundamental principle of this current thesis is constructivism that is concerned with the teaching theory of Vygotsky (1986). In the beginning, the 'theory questions the traditional goals of education by encouraging learners (Twi instructors) to develop their own expertise rather than merely obtaining it from a more seasoned teacher (head teachers, head of departments, CPD coordinators, or facilitators, etc.). Since he assumes that people consciously build new information through the relationship with a new world, design theory, and how it applies to the learnings process. CPD systems, which are based on Vygotsky's constructivist principles, are devising the perfect classroom in order to systematically organize and even institutionalize CPDs by tying two more philosophies, Cognitivist and SLT, for students to maximize their general results.

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2.1 Conceptual Review

This section of the chapter deals with relevant concepts about the topic under investigation. These are concepts and definitions of CPD, features or indicators of effective CPD, CPD activities or programmes, and Responsible partners for effective teachers' CPD.

2.1.1 Concept and definition of Continuous Professional Development (CPD)

In several professions, like education, the principle of Continuous Professional Development (CPD) is true. CPD is also referred to as Teacher Development Preparation, In-service Preparation, Development of Workers, Job Development, Development of Human Capital, Skill Development, Continued Education and Lifelong Learning (OECD, 2005). The definitions and interpretations provided by various authors to these words are often different and overlap. Yet related concepts are expressed. Day (1999), for instance, describes CPD as a normal learning activity and as conscious and organized events aimed at helping individuals, communities, or schools explicitly and indirectly and leading to the standard of schooling in the classroom.

Thus CPD is a mechanism in which teachers alone and with other people evaluate and update their dedication as agents of transformation, objectively grow their skills, abilities, and emotional intelligence that are necessary for effective professional thought. Fundamental elements of CPD include individual and mutual learning over the entire teaching career, and increased quality and professional renovation as critical effects. According to Guskey (2002), CPD applies to initiatives and methods intended to adjust teachers' values and behaviours in order to enhance their students ' achievement.

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Similarly, CPD refers to all the practices that teachers pursue over a lifetime that is intended to better their practice (Day & Sachs, 2004). Continuous Professional Development means all professions engaged in development programmes to improve their expertise and abilities, encouraging them to consider their attitudes and approaches to children's education. This means that Continuous Professional Development will improve professionals learning and teaching efficiency and encourage education and training in children (Bubb & Early, 2004; Day & Saches, 2004). Bubb and Early (2004) clarify further that CPD is an evolving process focused on initial teaching and training for teachers through professional growth and training opportunities. Teacher's CPD applies to teacher developmental tasks after they have finished professional teacher preparation (Mizell, 2010). The procedures acts, and practices aimed at improving teachers' technical awareness, ability and attitudes, in order to improve school performance (Guskey, 2000; Neil & Morgan, 2003; Creemers, Kyriakides & Antoniou, 2013).

Researchers suggested that teachers' knowledge varies from organized, standardized subjects to in-services workshops to informal conversations on teaching methods with other instructors, which are set in the daily work of teaching staff (Gray, 2005; Mohammed, 2006; Desimone, 2009). CPD is characterized by casual events, course participation, private study in the field of education, classroom testing, and others (Mizell, 2010). CPD is generally accepted as very significant in the lives of schools, allowing workers to improve socially and individually, and enhancing teaching. CPD trains teachers to take responsibility in the future and it is a method geared towards the future. It is

regarded as one of the most important pedagogical tasks used for improving the performance of teachers and improving the school with all its components.

Furthermore, the CPDs are seen as an important mechanism to deepen the awareness of teaching contents and the growth of their teaching material knowledge and to improve their teaching practice (Desimone, Porter, KwangSuk Yoon & Burma,2002); Guskey, 2002). Four principal motives for CPD teachers are also defined by Bolam and McMahon (2004) as, to improve individual performance, enhance their capacity to meet increasing needs, to practice in new positions or advocacy, and as management preparedness. CPD strengthens the expertise and talents of the teacher, enabling them to understand and strengthen the consistency of the curriculum and education of their behaviours and approaches to education for children. In brief, CPD focuses on encouraging human abilities to improve, practice and promote complex instructional improvements (Blandford, 2000). It is argued from these claims that CPD is necessary for the personal lives and career growth of Twi teachers. The essence of the CPD as an evolving mechanism for developing awareness, expertise and education activities, therefore, needs to be stressed.

2.2 Efficient CPD features or indicators

The opinion has developed that the most successful CPD is concentrated and collaborated on teacher's work. The study says that a growing professional work indicates that collaborative learning is of interest for teachers not only as school specialists but also as members of the wider education culture to step from the periphery of professional knowledge to the center of it. According to the Organization for Economic Co-operation and Development (2005), professional learning appears to be best developed by explicitly defined goals,

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continuing school-based funding for teachers, topic material, relevant preparation plans, teacher management approaches and resources in the educational fields for observation, experience and the application of innovative ways of teaching. Sparks and Louck (1990) observed that programme undertaken in schools are connected with the vast efforts of schools, teachers engaging mutually as helpers and as planners with the administrator of service programmes, and as characteristics of productive continuous professional growth. The key characteristics of successful CPD include self-learning and differentiated educational experiences, teaching workers to act for themselves, choice of objectives and tasks, focus on demonstration, controlled tests and input, on-going, concrete and ongoing training.

WestEd (2002) notes that a successful continuous professional development curriculum centers on teachers as fundamental to student preparation, the advancement of individuals, colleges and institutions, appreciation for and promote the analytical and managerial ability of teachers, directors of schools and others. It also represents the latest study and experience available in curriculum learning and leadership. Again, it helps teachers to gain more knowledge in topics and teaching techniques. It also uses technology and other primary teaching components. It supports the continuing investigation and development of schools in their everyday lives.

In addition, a coherent long-term roadmap powers an efficient CPD. Change is a gradual development; hence, more time is required for the teachers to be supervised and the need to be measured based on their effect on the efficiency of teaching and the learning of the students. The ultimate aims "in every teacher CPD initiative are reforms to teachers and resulting increases in

learning success (WestEd, 2002). Located learning and technical preparation groups are the other common aspects of successful CPD. CPD is successful if teacher preparation is truly carried out by the constructive involvement and participation of students. This real way of learning is central to the advancement of teaching and learning in the sense of practice. Teachers use relational construction and meaning negotiations, through sharing, collegiality and meditation, to bring what they have learned into practice and new learning. Cooperation is essential in the production of successful CPD in this learning process. It is the cornerstone for building skilled learning groups and also for teaching staff to gain trust and for instructor engagement (Harris, 2003).

In addition, the qualities of a successful school-based CPD reflect on the activities and teamwork in the classroom; strengthening the teacher success at the classroom; team instruction and action study together. And ultimately, the performance of the CPD promotes the students' success and the teachers' professional growth. Practicing and applying the CPD curriculum thus leads to success. According to Desalgne (2010), CPD is structured to provide teaching personnel with the skills to learn, evaluate and improve their cognitive skills. It improves the awareness of teachers' content and enables the use of teachers and appealing teachers through the active involvement of partners in the collaboration and preparation of CPD activities.

2.3 CPD services or events

Teachers' continuous professional development practices include unique initiatives that teachers, directors, CPD focal staff, headteachers and other professionals are expected to introduce and carry out to meet the set objectives of professional growth. Some of the standard procedures in available literature

are as follows. "Wood & Lieberman (2002) present three main circumstances in which CPD activities exist. This includes direct instruction (e.g. seminars, classes, conferences, and consultations), school learning (e.g. peer coaching, essential friendships, mentorship studies, job preparation teams) and school learning (e.g. networked learning groups and school visits).

Daily events at school include induction, mentoring, the development of professional learning teams, peer coaching, action research, and instructor development. The core practices for an effective CPD program are embedded in these exercises (David, 2006).

Inducing: Inducing teachers of Twi to the teaching or new setting is a CPD practice. Induction is a concerted attempt by organisation to help workers respond to new roles (Castetter, 1992). Induction is a well-organized method of technical support to teachers who start new work to help them do their work properly. Inducing newly recruited professors for success is indeed a deliberate CPD programme. Induction may be argued for as a reason for encouraging new individuals or newcomers to fulfill their duties properly. That is because nearly any serving teacher testifies that the first year of instruction was always tough. Newly recruited or deployed teachers ought to learn how the education system operates. New teaching workers are being added to conform to or turn themselves into the lifelong phase as a transformative CPD (Gray, 2005).

Newly trained teachers have trouble recognizing their roles due to a lack of knowledge on the purpose and aims of their schools. Induction is thus, decisive for a good understanding of its function and for learning the hierarchical framework of the school system. Ultimately, teachers who had their qualifications have the same chances as their more seasoned peers to use CPD

(Lee, 2000). Induction trains teachers for full-time enrollment and strengthens their attitudes towards professional reflection and long-term career growth considerably. For both the beginner teachers and the schools, teachers' induction must help to avoid undue tension and future failings (VanNiekerk, 2002). Induction can help teachers deal with their issues and cope with the shock of reality. The induction will also help to create a strong base for individual teachers' future careers and professional growth (Bubb & Earley, 2007).

Peer Coaching: The development of a team for professional learning through collaboration between peers is one of the key activities of the Twi Instructor CPD process. Coaching is a mechanism where a person who is a specialist in the field encourages colleagues to solve their challenges in an organized manner and to carry out their tasks better than without this help (Teacher Training Agency -TTA, 1998). Coaching with pairs is the education environment in which skilled teachers or managers advise less qualified teachers by conducting systematic conversations about means of relieving work difficulties (Bell & Gilbert, 1996). In the peer coaching process, trained, qualified, and dedicated teachers have to build a favorable environment for schools that offers a healthy interpersonal atmosphere, collegiality and cooperation. Significant coaching resources include studying, participating in study groups, problem-solving teams, evaluating their colleagues' results and writing papers. David (2006) also presents that participating in groups of pupils, problems solving teams, knowledge sharing and engagement in school enhancement activities are core forms of peer coaching. Coaching is primarily directed at developing functional knowledge (Heystek et al, 2008). CPD-based team coordination will improve the feelings of ownership by debating and

deciding with experts how to make any commitment. Peer Coaching brings a greater understanding of the beneficial influence of the CPD that can boost the motivation of teachers to engage in CPD. "In order to exploit the CPD opportunities, the communication of result is thus of critical significance (Bell, 2005). The role of teachers of Twi is another task of confirmation of their CPD to more seasoned teachers or workers.

Mentoring: Mentoring is technical aid for the CPD programs offered to less qualified, senior and experienced teachers (Blandford, 2000). School mentoring is used whenever an accomplished instructor is appointed. The experienced practitioner is designated to help beginners or new teachers adjust to the complex challenges of teaching. The more seasoned instructor transfers expertise and skills into less experienced teachers during mentoring. The seasoned instructor mentors the newly named teacher to ensure that they learn the requisite expertise and knowledge (Gray, 2005). Mentoring is a mechanism that supports teachers via a mixture of coaching and therapy ultimately, according to Rhodes (2007). Mentoring is connected to help in troubleshooting, cost efficiency and learning development.

Mentoring gives educators a certain amount of initial training to balance the teaching conditions. It consolidates support, productive guidance and collective accomplishments (Craft, 1996). Mundry (2005) states that a good teachers' tutor is named to inexperienced teachers who want to develop their teaching. The mentoring increases the mentors' self-image as they see themselves as knowledgeable, supportive and intimate interactions. A mentor offers encouragement, troubleshooting, advice and network support to a new mentor who shares the tools, insights, activities and resources, and can develop

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an efficient monitoring partnership and use effective therapy skills. It is a strong tool for personal growth and empowerment. It is an important way to help people advance in their careers and becomes more and more common as their potential is understood.

Action Research: Action Research is one significant practice in Twi teachers' CPD. Carr and Kemmis (1986) defined action research as improving technique, improving functional comprehension, improving the circumstances under which practice is being performed. The Action Study is, as per Gay and Airrasian (2000), a collaborative, self-reflective inquiry carried out by socially-situated individuals to enhance the rationality and fairness of their social or educational activity, and also their comprehension of the processes and contexts under which activities are performed. Eileen (2005) suggests that it is a deliberate partnership between colleagues, learners or those who pursue answers to some real difficulty which occurs in schools, between teachers' action being carried out individually. It is an important practice in the growth of education in education systems. In teacher's practice, action research also starts with scholastics who are part of a curriculum programme for teachers and proceed as part of the career learning programme for school-based educators. It is defined in Johnson (1993) that action research strengthens education and learning practices towards better education through the enhancing, alteration, or change of teacher expectations. It questions if the current situation can be changed and how school reform can affect it. It also increases the skill of teachers. In any social setting, it is an alternative to clinical research.

Action research encourages teachers by strengthened education and preparation, better learning experiences for the students, job engagement,

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cooperative workplaces, decision-making, collegiality and successful school leadership (Grundy, 1994). Actions research helps "teachers to grow and to validate their expertise (Hopkins, 2002). Research has found that intervention research increases the collegiality of teachers, decreases emotions of alienation from teachers, and creates an academic environment for teachers in schools. Action research had a positive impact on the employment of teachers at varying stages of expertise (Grundy, 1994). In general, action analysis is then helpful in generating awareness, disseminating it, enhancing practice and gaining public respect for teachers and their career.

Portfolio: The further essential tasks of the CPD include the creation of a Twi instructor professional portfolio. A full account of the career growth of teachers that has begun during the year is the Portfolio. Portfolios are meant to gather papers as confirmation of advanced learning. It helps to boost teachers' mood, engagement and enthusiasm (Falk, 2001). The Twi instructor portfolios in the Ghana sense should include the following records: educational documentation and credentials of people; individual CPD action plans; proof of any of the tasks performed by either a teacher; mentor/facilitator feedback; progress self-reflections of teachers; annual assessment reports; the record of professional skills attained and exam results of review samples and assessment lesson plans samples (Desalgne, 2010).

The GES / MoE Ghana workshops are held in Ghana with a team of experts sharing their expertise and abilities to instructor classes on school or school holidays. In Heystek et al (2008), these courses, in which instructors remain learners, are designed to provide educators with real knowledge. The fact that they do noticeably develop their understanding, skills and material do

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not adequately reflect in the education system. These conventional methods are unsuccessful. As a result, Mundry (2005) proposes that policy makers and curriculum administrators should discard obsolete personnel growth methods and engage in more 'practical' approaches to educators' technical learning (p.14). 1. The workshop teaching did not necessarily lead to a transition of expertise, Heystek et al (2002) agreed.

Conferences: Concerning the CPD gatherings, vast quantities of educators are typically organized by the local education agencies or district offices. Conferences not only encourage directors and educators to share the successes of their own colleges but also offer the space for scholarly papers to be delivered (Heystek, et al 2008). Heystek et al (2008) also feel that conferences, as well as workshops, are not suitable for professional growth. They found out that the audience is generally passive at conferences and lectures and listens until the end of presentations where questions and talks are permitted. The lectures, seminars and conferences of Letiche, Van der Wolf and Plooij (1991) are regarded as being In-service Education and Training (INSET). This method, which requires structured, systemic, and appropriate production and follow-up through promoting evaluation and input, employee dialog and peer coaching, is most successful if focused on education criteria (Bernauer 2002; Bolam 2003; Lee, 2005).

Teamwork and group work: The development of Teachers who teach Twi operates in a teamwork environment (Heystek et al, 2008). Steyn and Van Niekerk (2002) claimed that using teams, the first step in establishing ownership and participation requires vast numbers of people in decision-making. Teachers are getting increasingly effective and competent together but the efficiency of

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the generated learning is increased. Teachers in the group typically have key problems and the team members also pose the same concerns (Smith, 2003; Heystek et al., 2008). However, collegiality is an essential feature of a team. A study conducted by little (1982) recognizes the importance of collegiality as she concludes that consistent career growth is ideally accomplished when educators speak about the discipline of teaching regularly, continually and more explicitly. Teamwork forms the foundation of self-development, as it offers an incentive for equals to exchange experience and skills in content preparation, technique, learning and appraisal used in their teaching. This means educators are returning to their classrooms with a better knowledge of the issue and even educators from other schools (Heystek et al, 2008).

Clustering of schools and educational visits: Clusters are an arrangement that includes two or three schools close together to learn good practice. Excellent educational institutions are grouped with institutions that face difficulties in delivering good education. Specialists in district bureau also come to assist in each of these clusters. Closely packed schools can decide to write traditional cluster exam documents and organize communal scripts. Educators are given a chance to draw up scripts more closely and analyze the success of the pupils (Heystek et al, 2008).

2.4 Empirical Review

This portion of the chapter discusses the scientific results of other scholars on the subject under study. The following are the research issues that directed the study: (a) nature of Continuous Professional Development; (b) professional improvement areas that teachers require, (c) perceived impact of

CPD programmes on teachers' instructional practices; and (d) the perceived factors preventing teachers from participating CPD activities.

2.5 Nature of continuous professional development

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

In continuation of the Continuous Professional Development (CPD) project in the Addis Ababa City Authority, Desta, et al (2013) explore possibilities and threats among primary school educators in Ethiopia. This study shows that teachers invest in self-reflection (for tracking and assessing their own work outside the collection of portfolios), intervention research (for the career advancement of educators), mentorship, seminars at schools in-house, and counselling from school leaders, peers, and orders. Kokebe (2013) also assessed in Ethiopia activities and difficulties in the Metekel district, Benishangul Gumuz Region, of the ongoing career advancement of college teachers in

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primary schools. Both primary and secondary data techniques were used for analysis methods. Teachers, department heads, heads of government, facilitators of CPD schools, vice-directors, surveillance specialists, and experts in the areas were students. A simple random and purposeful sampling procedure is used to pick the participants. Questionnaires, focus forums, and interviews as well as the study of records were selection instruments. Descriptive figures and narratives were used to interpret the data collected. The study showed that teachers were very interested in CPD practice, such as the mentoring, creation of portfolios, the execution of action testing, and the fostering of group conversations and peer insights.

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

In Abu Dhabi, United Arab Emirates, Alnuaimi, Mohaidat Yang and al-Rashedi (2016) examined the needs, consequences of professional advancement, and the challenges faced by the secondary education teachers through Teaching and Learning International Survey analysis. The report shows that teachers have a good involvement in preparation and workshop (83.6%), mentorship and coaching (63.0%), instruction or workshops (51.6%), and personal or joint testing (50.8%), as well as a weak presence in certification (16.6%) and observational trips to other schools (29.9%). They have also been

active in student-related CPD activities, including assessment and evaluation of teachers (84.5%), educational experience in the area (79.9%) and student conduct and school administration (78.1%).

Fresew (2016) analyzed the role of government secondary schools and the opportunities for continuing professional growth in Oromia, a town in Jimma using a qualitative approach. The study found that current CPD activities were seminars, instruction, and engagement in creative class management methods, exchange of insights, and the provision of additional instructional resources to students. In this sense, they are informally and sporadically active.

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

Similarly, the tradition and difficulties of continuing professional growth of school-based teachers in the Arbaminch City administration government secondary schools in the Gamo Gofa district are evaluated by Berehe, Legesse, and Tadesse (2018). The research was both descriptive and explanatory. Purposeful random sampling approaches for educators, heads of schools, city training offices, and cluster administrators were employed.   In

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order to obtain data from the respondents, questionnaires, interviews, and documentation were used. The data were analyzed using descriptive and narrative statistics. The study shows that teachers were lowly engaged in CPD behaviour, such as action research, classroom management, mentoring, counseling, and portfolio development. The study suggested that the city education office partner closely with educators, provide the necessary preparation funds, empower teachers to accept more roles in the CPD phase, and appoint well-trained CPD facilitators to reduce the effects of the CPD implementation challenges.

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

Equally, in Ghana, Dampson and Mensah (2018) explored the professional development needs of teachers, headteachers, and School Improvement Support Officers (SISOs) in the Basic Schools in the Central Region of Ghana. The study employed a descriptive survey design. The study

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found that teachers, headmasters, and SISOs in both regional areas engage in staff learning activities such as courses/workshops on good practice in schools and facilities for new education curricula/school administration and leadership, graduate courses/certificates, instructional studies, and teaching and teaching workshops. In urban schools, though, respondents are more interested than their counterparts in rural-urban schools.

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

2.6 Professional improvement areas that teachers require

Extant research indicates that there are gaps between countries in need of professional growth. Daresh (2003), for example, cited practices that inexperienced teachers required for class preparation, student behaviour, and district rule work. He also stated personal interests and concerns regarding teaching. Yohon (2005) identified appraisal instruments, student inspiration, program development, lesson planning, and basic reporting in a survey performed by new teachers. The OECD (2009) states that educators need a high quality of materials, topics, and results in Bulgaria, Denmark, Lithuania, and

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education practitioners in Austria, Iceland, Hungary, Slovakia, and Slovenia are faced with discipline and behavioural challenges. A survey carried out by Essel, Badu, Owusu-Boateng, and Saah (2009) has shown that more than 60% of teachers in Ghana want to improve their professional careers in certain regions.

The understanding of CPD and proficiency needs by English teachers in Turkey was checked in Eksi and Aydin (2013). The research involved ninety-two teachers employed at Istanbul State University. 79 of the teachers were full-time teachers, and the other 13 were part-time trainers. Data were obtained from an automated questionnaire. For analyzing the results, descriptive statistics and many regression analyzes have been used. The study revealed that professional development of the English instructors was needed in modern English Language Teaching (ELT) theories and methods, use of ELT-tech technologies, use of ELT-specific instruction, use of the ELT drama, use of integrated teaching skills, and use of traditional European language Systems for comparison.

In addition, Sagir's (2014) research showed that teachers required professional development concerning extra-curricular and classroom work, curriculum and assessment programmes, teacher-student relations, and education climate organization. There are various activities that cover career advancement needs. Any programme that concentrates on the special needs of pupils and teaching administration. Additional practices include currículum construction and unit preparation (Garet et al., 2001; Pehmer, Groschner, & Seidel, 2015). Hussin and Al-Albri (2015) found in Malaysia that perhaps the leaders of the school requires career growth in establishing goals and results, planning, executing, and reviewing curricula. They also included competence and teaching ability, troubleshooting, awareness of school success assessment,

and recognizing the development and learning of students. Other areas that were important for professional growth by the leaders of the school were building collaborative decisions, study capabilities, use of ICT, the concept of core principles and educational principles, formation of the learning group, effective communications, team engagement, expertise for collaboration and dispute resolution.

Teachers and other members of the school system must be identified and regarded as leaders (Witte & Jansen, 2016). Evans et al (2016) also cited teaching support activities, details about where services are required, control of the classroom, and participation of parents. Teachers have to be encouraged to further develop experts in subject matter contents (Korkko, Kyro-Ammala, & Turunen, 2016; Witte & Jansen, 2016), technology, and other critical components that contribute to a high level of quality education. The 2013 research TALIS explores teachers' perspectives on requirements and influences of the career and the challenges encountered by teachers at High Schools around Abu Dhabi in the United Arab Emirates, Badri, Alnuaimi, Mohaidat1, Yang & Al-Rashedi (2016). The study shows that teachers require CPD in emerging technologies at workplaces, educating special needs of pupils, ways to improve cross-employment skills in the future, and ICT in the classroom.

In the areas of teaching techniques, organizations, administration and management skills, information technology systems, study and editing, mentorship, and supervision, Ghana, Odoom, Opoku and Ntiakoh Ayipah (2016) found that teachers needed professional development. From the Heads of department (HoD) Studies in Kenya, the HoDs required professional development in the application of curricula, supervision and teaching

methodologies, and assessment of learners (Chepkole, Koross & Kiptoo-Tarus 2017). The needs of students, school principals, and course superintendents (CS) at basic schools in the Central Region of Ghana were examined by Dampson and Mensah (2018). The research used a descriptive design. 209 teachers were examined using the simple random testing method, and 29 head teachers and 11 SISOs were also tested by the purposeful sampling technique. For gathering information from the interviewees, a self-designed reliability questionnaire was used. In the occurrence counts and percentages, data obtained from respondents is analyzed. It also showed that teachers, headmasters, and school improvement support officers (SISOs) had varying professional development standards between the two locations. The research thus proposed that the styles of career learning services be changed to suit the needs of education stakeholders.

A descriptive survey was conducted by Mwita (2015) in Mombasa, Kenya to examine the potential advantages of Continuous Professional Development (CPD) for teachers in selected secondary schools in Mombasa District was conducted by Descriptive survey methodology was utilized in the study. The study found that most of Mombasa's private High Schools engaged in numerous CPD programs regularly and found it useful. The study suggested that more radical methods should be followed in the management of CPD services by teachers as an important aspect of secondary school teaching efficacy, in order to capture high student success.

Likewise, Blair (2013), the purpose of this initiative for football coaches working in a school in Planning, Plans, and Assessment (PPA) was to assess the continuous professional development (CPD) programme. In 2005, all teachers

were given PPA time, as part of a seven-stage solution to the 2003 workload remodeling Act, to support the Twin goals of tackling the workload for teachers and improving Educational Expectations (DfES, 2003). The assessment followed a practical case study approach to clarify the relationship between the original context, the evolving processes, and the initial results of the CPD programme.

The introduction of the CPD curriculum was supported by the philosophy of learning, which stressed the synergy between new and old experience, enabled coaches to study both functional and ontological knowledge. The CPD curriculum was based on these ideal effects from a crucial pedagogical point of view (Kirk, 2000), asking the trainers to determine whether the information is approved or denied by the programme. The initial background results revealed that the coaches did not have the experience, capacity, and understanding required to work in PPA time towards the concept of specific work. The initial shift process has demonstrated that the initial context and processes of CPD have a good relationship, which involves realistic coaching and works with other coaches. The original findings further confirmed the process of progress and demonstrated that experience, ability, and understanding for some coaches have been established. Also, some mechanism of action blocks were found to have discouraged coaches from improving their knowledge, competence, and understanding concerning PPA time, and working towards the concept of a particular job.

The survey concludes that the future CPD should concentrate on how schools and Community Sports Trusts will increase physical education

expectations covered by external coaching, rather than focus more closely on what expertise sports coaches need to do and how best to improve this work.

The results also reinforced the success process and revealed that certain coaches have experiences, qualified individuals, and understandings, but also some intervention block structures that deter coaches from changes in PPA time and function against a certain job definition. The survey suggested that the future CPD should concentrate on how schools and trusts in athletics and families are going to raise the physical training demands of external coaching instead of more closely focus on what professional sports trainers have to do, and also how best to strengthen this job.

Between the 2013-2014 and 2014-2015 academic years, Mathematics teachers from the chosen High Schools in East Tennessee took part in a permanent professional development programme. The 2014 – 2015 academic year District Tennessee Value-Added Assessment System (TVAAS) results were compared by unpaid t-testing with test score data from 2012 – 2013 in the school year. Findings show a sharp rise in test scores during the career learning programme. The findings of this study promote the use of regular, consistent professional learning in the secondary education setting. While some gains are not instantaneous, the results mandated by the state have improved over a period of three years. Schools that carry out such a programme would be required to track teacher engagement, spend several years at the schools and offer opportunities for improvement when appropriate.

O'Sullivan (2011) performed a related analysis in Northern Ireland that aimed at analyzing teachers from two jurisdictions, Northern Ireland (NI) and the Republic of Ireland (RoI) on attitudes, perspectives, and inspiring aspects of

continuous professional development (CPD). It addressed the personal, educational, and system contexts which motivate or inhibit the participation of teachers in CPD while examining the impact of engagement on their practice. Findings from this analysis encouraged the creation of CPDs for teachers. Likewise, Bartleton (2018) explored the perceptions of stakeholders about the effect of ongoing professional growth on education in the field of education. The study concluded that teachers mentioned that CPD has major advantages for reviewing subjects, communicating good practice, and providing communication, contemplation, and future development. Despite all these, the ability to increase achievement levels remains completely unrealized.

In Ethiopia, Desta et al (2013) looked at prospects and obstacles for primary school teachers to follow the Continuous Professional Development (CPD) initiative in the Addis Ababa City Administration. Most teachers agree that CPD enables the quick flow of knowledge and input between teachers, cluster schools, and management. Teachers believe that CPD facilitates documentation of better practices and success stories in the form of portfolios and anecdotal records. Also, it helps them to develop an individual plan for CPD activities, and it keeps records of their work.

2.7 Perceived Impact of Continuous Professional Development programmes on Teachers' Instructional Practices

Well-structured career progression has been correlated with changes in the work of teachers, developments in pedagogical abilities, and the success of pupils (Guskey, 1989; Bolam and Weindling, 2006). Bolam (2002) emphasizes the importance of professional development on the actions of leadership so teachers can educate their students more efficiently and thus reach a desirable

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equilibrium between individual, school, and national needs. Technical growth has both immediate and long-term consequences. They continued that the opportunity to assess provides teachers with a greater ability to analyze their work more effectively. Poskitt (2005) emphasized that the willingness of teachers to learn and improve their expertise and skills is being influenced. Research demonstrates that such professional advancements struggle to reach the appropriate level to have a strong impact upon the practice or learning of students (Darling-Hammond & Bransford, 2005; OECD, 2008; Wei, Darling-Hammond & Adamson, 2010). Desimone (2009) points out the relevance of the constructive effect on teacher decision-making and the adoption of valuables improvements in the teaching field of professional learning. Harris, Cale, and Musson (2011) identified the teacher's positive effect on their views of physical formation on professional growth. Some research suggested that the professional development's longer-term results depended on gaining greater trust in practice (Buczynski & Hansen, 2010; Harris et al., 2011; Harris & Sass, 2011). The value of emotional intelligence capacities for good thought, preparing, and contacting students and partners was demonstrated by Gabriel, Day, and Allington (2011).

2.8 Perceived factors that prevent teachers from participating in Continuous Professional Development activities

Studies demonstrate that there are multiple obstacles to integrating career learning successfully. These forms of assistance can include paid working hours and substitutions (often for budget and operational reasons), teachers' welfare expenses, wage bonuses, wage advancement and promotion conditionality, national policies, and campaigns (for example in Sweden;

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OECD, 2005). Similarly, research carried out by Alemayehu (2011) in government secondary schools in the Bale zone revealed that the key factors that impacted the implementation of the CPD program include a lack of well-organized body involved and lack of commitment/motivation, lack of cooperation between schools, lack of reliable funding, inadequate supervision and awareness. Research carried out by Gosa (2012) in some selected secondary schools in Jimma Zone found that the CPD's introduction was not endorsed in a meaningful way by teachers and by Woredas experts and supervisors.

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

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

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described as the significant issues facing the CPD in Kemashi zone secondary schools.

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

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

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

In Ethiopia, Tulu (2019) examined the practices and challenges of school-based teachers' Continuous Professional Development implementation

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in secondary schools of Hawassa City Administration. The study employed a descriptive survey design with both quantitative and qualitative methods. A simple random and convenience sampling technique was used to select teachers, department heads, principals, and CPD facilitators. Questionnaires, interviews, and document analysis were used to gather data from the respondents. Descriptive statistics and narrative were used to analyze the data gathered. The study found that lack of teachers' motivation/interest, lack of adequate training, lack of skills in conducting action research, lack of adequate resources, lack of trained facilitators, insufficient allocation of budget, lack of peer coaching and peer evaluation, and high workload were some of the challenges facing CPD implementation in secondary schools of Hawassa City Administration.

2.9 Chapter Summary

This chapter has examined relevant literature related to the study. The majority of the literature revealed a lack of funds, adequate support, and a low level of participation in CPD as some of the main challenges. It is important that the various stakeholders efficiently create a conducive environment for teachers to partake in CPD programmes without any hindrances.

CHAPTER THREE

RESEARCH METHODS

3.0 Introduction

The research centered on analyzing the CPD among SHS teachers teaching Akuapem Twi in Birim South District, the Municipality of Birim Central, the District of Akyemansa, the district of Asene-Manso-Akroso, and the municipality of West Akim in the Eastern Region. The strategies for performing the research are listed in this chapter. The research architecture, demographics, survey techniques, the tool for gathering data, ethical concerns, and eventually data management and interpretation guidelines are presented. It also discusses how reliability and authenticity have been checked for the instrument.

3.1 Research Design

The descriptive-census analysis was performed in Birim South District, Birim Municipal, Akyemansa District, Asene Manso-Akroso District, and West Akim Municipal in the Eastern Region to assess the CPD programme. Usually, the descriptive census is used to gather statistics for the entire population (Ogah, 2013). Although this design is acceptable for testing, it is challenging. Fränkel and Wallen (2000) conclude that the challenges of using the descriptive census model include the following: unclear and vague questions to ensure that participants do not answer questions honestly or carefully and that an insufficient amount of survey questions is completed and returned. More so, a quantitative approach was adopted to help the researcher gather a large number of people and a large amount of data. The quantitative analysis also helped to measure and quantify the data.

3.2 Population

The population of the study were all teachers of Twi in public SHS in Birim Central Municipal, Birim South, Akyemansa, Asene-Manso-Akroso Districts, and West Akim Municipal, Eastern Region. There are 12 public SHS in all. These are Achiase SHS, Akim Swedru SHS, Aperade SH-Tech, Oda SHS, St Francis SH-Tech, Attafuah SH-Tech, Ayirebi SHS, Akokoaso SH-Tech, Atweaman SHS, Akroso SHS, Asamankese SHS, and St. Thomas SH-Tech. In each of these schools, there are four (4) Twi teachers; except St. Thomas SH-Tech and Asamankese SHS who have three teachers of Twi each. In all, there were forty-six (46) teachers of Twi in the study. The Census method was used to include all the 46 teachers of Twi because the number is small and it is realistic to use everyone in the study. These districts were selected since all the senior high schools in the district offer Akuapem Twi as an elective subject.

3.3 Data Collection Instrument

In order to collect primary data from participants, a self-developed questionnaire was used. The questionnaires are well-structured, either with open-ended questions or with probing in both ways (Saunders, Lewis & Thornhill, 2012). There were closed items in the questionnaire. In the questionnaire, the Likert Scale ranging from Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA) was formed into 6 (A, B, D, E, and F). Section A looked for Twi teachers' information on background, age, credentials, years of schooling, and years of teaching. Section B dealt with the first problem in the research which measures the perception of CPD by Twi teachers. There were ten (10) items in this segment. The essence of the CPD attended or engaged by the teachers of Twi was addressed in Section C. There

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were ten (10) items on the CPD in this segment. Section D sought information on areas that teachers of Twi need CPD. This section also contained ten (10) items on CPD needs. Section E focused on Twi teachers' perceived impact or effect of CPD on their instructional practices. This section contained fifteen (15) items on the perceived effect of CPD, and Section F contained information on the challenges faced by the teachers of Twi in participating in CPD activities or programmes.

The questions were focused on the literature. Questionnaires are simple to handle, simple to answer, and quick to score and therefore take the participants relatively little time. They are also valuable devices for capturing a large spectrum of information from a wide range of individuals or respondents. It was chosen because it helps respondents to have well-considered responses over a significant period (Kothari, 2004). The questionnaire was picked because it was simpler, due to the lack of time and financial capital as compared to conducting interviews. It also allows more anonymity because the respondents and the researcher have no face-to-face communication. Because of these abilities, respondents are often at risk of struggling to consider questions that can have a long-term effect on research results (Kumar, 1999).

3.4 Pilot Testing

Golafshani (2003) notes that an instrument is valid if it calculates what it was meant to do. Again, the instrument protected all the content-related analysis problems. Nardi (2007) addressed many ways to assess the measurements used to assess the reliability of the instrument. In this analysis, the principles of the results of the research were assured by resolving the problems of both reliability and validity in the following manner: the instrument

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was tested for both face and material validity. As indicated in the table below, the results of the pilot study was reliable, hence none of the questions were modified.

Table 1: Reliability Results for Research Items

Variable	No. of items	Cronbach's Alpha
Nature of CPD activities	14	0.863
Areas of CPD needs	16	0.701
Perceived impact of CPD	11	0.792
Perceived factors against CPD	15	0.811
Overall scale	56	0.853

Source: Field data, 2020

The research instrument was piloted to determine its efficacy after developing face and content validity. This involved 20 teachers of Twi from five selected SHS within Denkyembour and Kwaebibirem Districts, Eastern Region. The teachers of Twi in these Districts were chosen because they have similar characteristics to those in Districts and Municipals selected for the study. For example, they teach in SHS, have similar qualifications, etc. Cronbach Alpha was used to check the internal consistency of the instrument. The reliability of the overall scale was 0.853 which is assumed reliable and acceptable to the sample. The sub-scale of the instrument also yielded an acceptable reliability-co-efficient (see Table 1).

3.5 Data Collection Procedures

Data was collected through the distribution of questionnaires. In collecting data for this research all the selected schools were visited individually and meetings were arranged with heads of departments. After the meeting with

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the various heads of language departments, they informed the teachers about the study. Through the help of the HODs, the teachers of Twi were assembled and briefed about the study, and they were met one on one to ask any questions or clear any doubt they had about the study. Afterward, the teachers were informed that participating in the study was voluntary and their information will also be kept confidential. After the debriefing, all the teachers who were willing to participate agreed to take the questionnaire and answer them. All the teachers agreed on a time of convenience to hand over the questionnaire to the HODs so that the researcher can easily have access to the answered questionnaires and gather all the data that has been solicited.

3.6 Ethical Issues

Ethical procedures were observed because the analysis concerns human beings. Science ethics compliance helps protect the interests of researchers in research and encourages research honesty (Israel & Hay, 2006). In order to conform to scientific ethics, these steps were taken. The researcher collected an introductory letter from the Department of Arts Education. Study subjects were notified before data collection was approached. The participants were informed by letters of agreement before the data was obtained. The aim was to seek their cooperation and to ensure their voluntary engagement. This letter allowed the researcher to receive authorization from the SHS chosen to capture the piloting and the actual data. The respondents were informed of their privacy before the questionnaire was conducted, and all information given was confidential.

3.7 Data Processing and Analysis

Data collected from the field were screened. In the screening process, the data were arrayed and keyed into SPSS version 24 for processing. Descriptive statistics (frequency, percentages, means and standard deviation) were used to analyze the data. Table 2 presents the details of the data analysis guidelines.

Table 2: Statistical Tool for Research Questions

SN	Research questions	Statistical tools
1	What is the perception of teachers of Twi about continuous professional development activities?	Frequency and Percentages
2	Which areas do teachers of Twi need continuous professional development?	Mean and standard deviation
3	What are the perceived impacts of continuous professional development on the Twi teachers' instructional practices?	Mean and standard deviation
4	What factors prevent teachers of Twi from participating in Continuous professional development activities?	Mean and standard deviation

3.8 Chapter Summary

In summary, forty respondents were recruited for the study. All the teachers who were recruited for the studies have more than five years of experience in teaching. This helped the researcher to gain comprehensive information about the study. Importantly, the pilot study equally enabled the researcher to gain first- hand information on the subject on study. This chapter has therefore elaborated on how data was collected for the study.

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CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This research centered on the CPD needs of teachers of Twi in the SHS in Birim South District, Birim Central Municipal, Akyemansa District, Asene-Manso-Akroso in Western Akim Municipal in the Eastern Region. The results of the research and interpretation are presented in this chapter to help resolve the research questions that informed the study. This chapter has been broken into two sections. The first part dealt with the respondents' background details, while the second part dealt with the research questions that contributed to the study.

4.1 Demographic Characteristics of Respondents

The background information of the teachers, includes gender, age, academic qualification, educational experience and CPD attendance. The background data were obtained to provide a brief summary on the respondents. Table 3 evaluated the data using the frequency and percentages.

The findings on the personal details of the respondents are described in Table 3. Of the 46 teachers of Twi included in the study, 25 were male (54.30%) and 21 were female (45.70%). It follows that the Twi male teachers were more than the female teachers. With respect to the age distribution of the respondents, 13 teachers of Twi were found to be less than 30years of age representing (28.27%). Following this were 11 representing (23.91%) were aged 35-39 years, those 40-44 years were 16 representing (34.78%), whereas 6 (13.04%) were aged 30-34 years. This result suggests that teachers of Twi are deployed by the research team are evenly represented and can undergo CPD-organized events

by GES or the school or personal growth. They also can provide different details on CPD and how it impacts the schooling activities.

Table 3: Background Information of teachers of Twi (n=46)

Variable	Category	Frequency	Percentage
Gender	Male	25	54.30
	Female	21	45.70
Age group	Below 30yrs	13	28.30
	Between 30-34yrs	6	13.00
	Between 35-39yrs	11	23.90
	Between 40-44yrs	11	23.90
	Between 45-49yrs	2	4.30
	50yrs and Above	3	6.50
Academic qualification	Diploma/HND	7	15.20
	Bachelor's degree	31	67.40
	Master's degree	8	17.40
Table 3 Continued			
Teaching experience	Between 1-5yrs	14	30.40
	Between 6-10yrs	7	15.20
	Between 11-15yrs	12	26.10
	Between 16-20yrs	13	28.30

Source: Field data, 2020

As seen in Table 3, the majority of teachers of Twi had bachelor's degree (n=31; 67.4%), while the 8 respondents (17.4%) and 7 (15.2%) had Master's degree and HND degree, respectively. This finding indicates that teachers of Twi are highly qualified hence they will engage in CPD events in order to be

aware of current problems and practices in their profession. 14 (30.4%) of teachers has worked between 1-5 years, 13 (28.3%) and 12 (26.1%) have also worked as teachers between five to twenty years. This degree of teaching experience among teachers of Twi could help to explain how they engage in CPD activities and how their teaching practices are affected.

4.2 Findings

4.2.1 Research Question One: What is the perception of teachers of Twi about Continuous Professional Development activities?

The goal of this research question was to examine Twi teachers' perspectives on CPD practices in which they have participated. The respondents were asked to shows how much they take part in a certain CPD operation depending on the Likert four-point scale typology. The data were evaluated with frequency and percentage, as seen in Table 4.

Table 4 discusses the conclusions of the respondents on their understanding of CPD involvement. The findings suggest that teachers of Twi enroll in CPD services. Among the 46 interviewed, 24 had attended school INSET days (52.2 percent), while 11 comprising 23.9 percent were rare and never took part in INSET days.

Table 4: Twi Teachers' Participation of CPD Activities (n=46)

	Never	Rarely	Sometimes	Always
Statements	$f(\%)$	$f(\%)$	$f(\%)$	$f(\%)$
School INSET days	11(23.90)	11(23.90)	19(41.30)	5(10.90)
Workshops/short courses	8(17.40)	12(26.10)	22(47.80)	4(8.70)
Observation/visits to other school for learning purposes	26(56.5)	10(21.70)	10(21.70)	-

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Table 4 continued…

Conferences/seminars/lectures	11(23.90)	17(37.00)	12(26.10)	6(13.0)
Peer coaching/observation	18(39.10)	14(30.40)	13(28.30)	1(2.20)
Mentoring	22(47.80)	11(23.90)	9(19.60)	4(8.70)
Teacher group activities	5(10.90)	14(30.40)	24(52.20)	3(6.50)
Collaborative learning/teamwork	12(26.10)	10(21.70)	20(43.50)	4(8.70)
Professional network with other teachers	14(30.40)	12(26.10)	16(34.80)	4(8.70)
Conducting action research	20(43.50)	9(19.60)	13(28.30)	4(8.70)
Personal research and reading	-	4(8.70)	26(56.50)	16(34.80)
Informal dialogue to improve teaching	6(13.00)	12(26.10)	21(45.70)	7(15.20)
Qualification programmes (further study)	-	8(17.40)	27(58.70)	11(23.90)
Engaging with subject associations	9(19.60)	16(34.80)	19(41.30)	2(4.30)
Average percentage count	**12(26.10)**	**11(23.90)**	**18(39.10)**	**5(10.90)**

Source: Field data, 2020

Concerning workshops/short courses, the majority of the teachers of Twi indicated that they had experienced workshops/short courses (n=26; 56.5%) while 12 (26.1%) of them had rarely participated in workshops/short courses and 8 (17.4%) of the teachers had never participated in workshops/short courses. Similarly, out of 46 respondents, 18(39.1%) of them had participated in conferences/seminars/lecturers as CPD activities while 17(37%) of them had rarely participated in conferences/seminars/lecturers as CPD activities and 11

(23.9%) of the respondents had never participated in conferences /seminars /lecturers as CPD activities. This is in accordance with the MoE / GES practice, where the expertise and skills of a team of professionals are present as instructor during classes at school or during school holidays. The MoE / GES has held conferences to welcome various educators, who are willing to discuss their accomplishments and to provide educators with research papers (Heystek et al, 2008).). They also attended conferences.

Concerning teachers' participation in peer coaching/observation as CPD activities, it was realized that 14 of them representing 30.5% had experienced or were involved in peer coaching/observation as CPD activities while 14(30.5%) of them had rarely participated in it, and 18(39.1%) of the teachers had never participated in peer coaching/observation as CPD activities. As a result, most teachers of Twi collaborate in collective peer coaching to form a professional learning team where a participant with experience in the sector supports peers by organized dialogue and practice about how their issues can be addressed and activities properly performed. In the coaching process, educated, skillful and devoted teachers are important to build a desirable atmosphere for schools that offers healthy interpersonal ties, collegial relations and cooperation. Their practical capabilities could be strengthened, their emotions of ownership increased with the conversation process and their passion for the CPD system can improve (Kalinauckas, 1995; Bell, 2005; David, 2006; Heystek et al, 2008).

In Table 4, regarding teachers' participation in mentoring as CPD programme, it was found that 13(28.3%) of them had experienced mentoring while 11(23.9%) of them had rarely participated in mentoring activities and

22(47.8%) of them had never participated in mentoring activities. The consequence is that teachers of Twi have endured the procedure of transferring them to more experienced teachers or specialists. This will help to build and exchange awareness. The more experienced teacher therefore transfers expertise and skills to a less experienced professor (Blandford, 2000; Rhodes, 2007; Gray, 2005). This CPD behaviour will improve proactive oversight, efficient therapy skills and co-operation (Craft, 1996).

Regarding collaborative learning/teamwork, the majority (n=24; 52.2%) of the teachers of Twi had participated in it while 10(21.7%) and 12(36.1%) of the teachers had rarely and never participated in collaborative learning/teamwork as CPD activities respectively. With regard to professional network with other teachers, it was realized that 20(43.5%) of the teachers of Twi had participated in professional network with other teachers while 12(26.1%) and 14(30.4%) of them had rarely and never been involved in professional network with other teachers respectively. These findings mean that most teachers of Twi are interested in team work and professional networks, which strengthen their sense of ownership by debating and deciding on how practitioners can participate (Bell, 2005). The effectiveness of teachers of Twi flourishes in teams. Teams encourage vast numbers of individuals to engage in decision making, which is the first step towards establishing ownership and dedication. This makes them more successful, generates efficiency and increase the standard of the education provided (Steyn & Van Niekerk, 2002; Smith, 2003; Heystek et al., 2008).

From Table 4, it was noted that out of 46, 17 (37%) of them were involved in conducting action research while 9 (19.6%) of them had rarely been

involved in conducting action research and 20 (43.55) had never participated in conducting action research. However, majority of them sometimes participated in personal research and reading (n=26; 56.5%) and 16 (34.8%) of them were always involved in personal research and reading. This finding includes the involvement of teachers of Twi in mutual, social self-reflective surveys to strengthen the fairness and accountability of their very own social or educational activities and to develop their perception of the practices and circumstances in which they work.

This is an essential practice in the development of the education structure profession (Gay & Airrasian, 2000; Eileen, 2005). The result will lead to strengthen, alter or influence the mindset of the instructors and enhance the current condition and have the ability to have effects on school change, render the teacher professional and motivate the teacher by increasing the level of individual teaching and learning and instructional activities. The findings have shown that teachers of Twi have engaged more than average in CPD practices (n=34; 73.9%), 12 (26.1%) never in CPD. Often they took part in school INSET day, workshops / conferences / seminars, further analysis of collaboratory learning, personal studies, and reading; but they did not partake in observation, counseling, mentorship or professional networks.

The findings of these surveys are in line with TALIS (2013), where the majority of teachers engaged in courses / workshops, education conferences or lectures, qualification programs, study tours in other classrooms, instructor engagement in a teacher's network, individual and joint study on one subject and mentoring or peer supervision and coaching. The findings also comply with Abreh's 2018 survey in Ghana which educators of science and mathematics are

involved in many CPD events such as capability growth workshops, SEIP conferences, SEIP trainings. The results have shown that teachers of Twi have engaged in more than averaged CPD (n=34; 73.9%) and 12 (26.1%) have never been involved. Teachers of Twi were also involved in INSET School Day, workshops / seminars, deeper study of collective learning, personal research and reading, but were not involved in observation, counselling, mentoring or technical networks. Similarly, in Ghana Dampson and Mensah (2018) noted that teachers and headmasters, as well as School Improvement Support Officers(SISOs), have been taking part in staff development programmes, including classes / workshops on good practice in schools, INSET on new educational curriculums / school direction, education degree / certificate and teaching and training methods workshops. The analysis by Badri et al (2016) in the UAE suggests that teachers engaged strongly in courses and lectures, mentoring and counseling, instruction or seminars and individual or joint studies. The findings are also in keeping with (Desta et al, 2013) study conducted in Ethiopia, in which teachers participated in self-reflecting activities (to track and evaluate their work outside the collection of portfolios), intervention research (for professional development), mentoring, seminars at the school's in-house, and guidance from colleagues and school leadership guidelines.

In Ethopia Mekonnen (2014) found that teachers engaged moderately in CPD events, including mentoring, portfolio creation, intervention analysis, encouraging community meetings and peer-reviewed evaluations and reviewing overall implementation achievements and shortcomings.

The conclusions, however, contradict the Tulu study in Ethiopia in 2019 that CPD practices such as mentoring, creation of portfolios, intervention analysis, supporting community discussions and peer review were not properly involved, and the overall progress and shortcomings of applying processes were evaluated. Furthermore, the findings were inconsistent with Berehe et al (2018)'s study in Ethiopia into low engagement by teachers in CPD activities like action research, classroom management, mentorship, coaching and portfolio creation. Kokebe (2013) found that in Ethopia, teachers were lowly involved in CPD work, for example mentored, portfolio advancement, action research, facilitated group discussions and peer-reviewed findings and assessed total successes and integration failures.

4.2.2 Research Question Two: Which areas do teachers of Twi need Continuous Professional Development (CPD)?

The objective of this research question was to explore the perceived areas that teachers of Twi need Continuous Professional Development. Based on four-point Likert scale, the respondents were made to indicate their level of agreement and disagreement concerning statements on areas where they need CPD. The data gathered were analyzed using mean and standard deviation. A mean of 2.50 and above indicates respondents' agreement with statement (need CPD) while a mean of 2.49 and below indicates respondents' disagreement with the statement. The results are presented in Table 5.

Table 5 presents the results of the respondents concerning their view on areas that they need CPD. It is clear from the results that teachers of Twi need CPD in all the areas of their career. For example, the primary area that teachers of Twi need CPD was their pedagogy (teaching skills in Twi) (M=3.61;

SD=0.49). This result means that teachers of Twi want to develop and be abreast with current pedagogical practices in the field to facilitate effective curriculum implementation and to ensure students' engagement and understanding of concepts. This could enable them to effectively blend the content and the pedagogy to deliver lesson. The second area that the teachers of Twi need CPD was curriculum planning, development, and coordination (M=3.59; SD=0.50).

Table 5: Areas that Teachers of Twi Need CPD (n=46)

Statement	Mean	SD	Rank
Subject knowledge (Twi literacy)	3.48	0.59	5th
Use of Technology in teaching Twi (ICT)	3.30	0.96	11th
Special education needs (teaching special learning needs of students)	3.39	0.68	9th
Pedagogy (teaching skills in Twi)	3.61	0.49	1st
Student behaviour management and discipline (Classroom management)	3.35	0.48	10th
Personal development, leadership and management	3.22	0.47	13th
Table 5 continued…			
Twi curriculum planning, development and coordination	3.59	0.50	2nd
Student assessment and evaluation practices	3.39	0.49	8th
Student counselling	3.09	0.59	15th
School administration and management	3.02	0.49	16th
Twi instructional practices	3.44	0.62	7th
Teaching in multi-cultural setting	3.50	0.66	3rd
New theories and practices of Twi	3.44	0.62	6th
Student motivation	3.24	0.74	12th
Conducting classroom research (action research)	3.15	0.56	14th
Preparing supplementary materials	3.48	0.55	4th
Average Mean/SD	**3.36**	**0.61**	

Source: Field data, 2020

As a result, teachers need more instructional improvement to have adequate learning opportunities that help students make their learning meaningful. Therefore, teachers want to know the program further involving instructors with standards on the program information. Tables 4 suggests that teachers of Twi are the third area teachers are in need of CPD in multi-cultural settings (M=3.50; SD=0.66). This results indicates teachers want to understand how to combine the thoughts and values of students from multi-cultural background in the classroom to maintain a successful teaching and learning experience. Ghana practices inclusive education, it is best to include all teachers of Twi in the teaching process and this would be successful if they learn in multi-cultural environments and know how to educate them.

In addition, teachers of Twi need to show awareness and learning to successfully teach in multicultural settings. Students from different backgrounds carry so much into the classroom, such that dynamic experiences in the classroom provide great opportunities for vibrant and creative teaching. The preparation of additional materials was also a major field where teachers of Twi required CPD (M=3.48; SD=0.55). This result indicates that the teaching staff continue to strengthen and build additional teaching and learning materials to allow successful teaching and learning. These materials may be used to provide more data, illustration and background information. This will allow teachers of Twi to cultivate the enthusiasm and commitment for students that are a vital elements in student learning.

As evident in Table 5, the teachers of Twi reported subject knowledge (Twi literacy) (M=3.48; SD=0.59) and new theories and practices of teaching Twi (M=3.44; SD=0.62) as the fifth and sixth areas that they need CPD

respectively. This outcome indicates that the teachers are involved in developing existing practice in the field. This will allow them to sustain and develop their knowledge and skills (critical understanding and education). It is important to note that subject awareness and knowledge about pedagogical contents provide great value in fostering the growth of professional knowledge and experience by teachers to promote the learning and comprehension of students in Twi. This could help them deliver their lessons as researchers say that teachers ought to show their knowledge of content, pedagogy, and theories behind the content. The teachers have also shown that the research and evaluation practice of the learners (M=3.39; SD=0.49) is another significant field for CPD. This results in teachers wanting more expertise and information on assessing what students know and should achieve, interpreting the results of these tests and successfully using these results to enhance their curriculum and programs.

They need CPD to create, identify and use informal and standardized diagnostic, formative and summative appraisal policies to evaluate student education, provide students with prompt, relevant and sufficient input on their learning outcomes, identify and engage in moderation assessment practices, in order to promote clear and comparable judgments.

In Table 5, the teachers of Twi also indicated classroom management (M=3.35; SD=0.48) as another significant area that they need CPD. As a result, teachers want more instruction on the control and discipline of student behaviour. The CPD programme must be able to develop and enforce equitable constructive relationships that engage all students in class events and help them. They must build and sustain orderly and practical schedules in order to create

an atmosphere in which students have time to study their learning assignments, handle difficult conduct by consistent expectancies with their students and negotiate with disciples.

It is concluded from these results that, on average, teachers of Twi need CPD (MM=3.36; SD=0.61) in certain areas like subject knowledge, pedagogy, new theories and practices of Twi, curriculum planning and development, multi-cultural setting, instructional resources/materials, assessment practices and classroom control and management. The findings relate to the research conducted in Ghana by Dampson and Mensah (2018) who found that teachers need various practices such as ICT training. In Ghana, Odoom and others (2016) have considered professional growth to be required for teachers in the areas of teaching methods, administrative competence, management and leadership, ICT, study and publication, and mentoring and supervision. It also correlates with Chepkole et al. (2017)'s analysis in Kenya, according to which teachers require professional development to enforce the program, supervise, instruct and assess learners. The findings also explain Badri et al '(2016) 's research in the UAE that teachers require CPD for new workplaces in technology, teaching of students with special needs, development of cross-cutting skills in future work / studies, and ICT skills in teaching. Sagir (2014) also observed that teachers needed to develop professionally in extra-curricular and classroom events, training programs and tests, the interaction between teacher and pupil, and the organisation of educational environments. Any programs concentrate on special needs pupils and teaching administration. The findings are in line with the research carried out by Eksi and Aydin (2013) in Turkey which showed that the teachers of English need professional development in new ELT theories

and methods, use of technology in ELT, language with particular aims (ESPs). In Europe, OECD (2009) has stated that educators need to improve their profession in the discipline of students and their actions. Yohon (2005) similarly found that teachers require CPD in appraisal instruments, student engagement, and program creation, preparation of courses and recording of expectations. Daresh (2003) also discovered that teachers need CPD in class preparation, student conduct control and district rule work.

4.2.3 Research Question Three: What are the perceived impacts of Continuous Professional Development on the instructional practices of teachers of Twi?

The goal of this research question was to examine the potential effect of CPD on teaching practices of teachers of Twi continued professional growth. On the basis of the four-point Likert scale, the respondents were advised that they approve and disagree with claims of the impacts on training methods of ongoing professional learning. The data gathered was analyzed using mean and standard deviation. A mean of 2.50 and above indicates respondents 'agreement with statement (positive impact) while a mean of 2.49 and below indicates respondents' disagreement with the statement (negative impact). Table 6 displays the results.

Table 6: Impacts of CDP on Twi Teachers' Instructional Practices (n=46)

Statement	Mean	SD
CPD activities or programmes		
provide me with the new knowledge and skills in teaching	3.52	0.55
help to change the way I teach, and	3.35	0.64
Table 6 continued…		
very useful in solving problem in class and school	3.22	0.51
give all the necessary skills and competencies to be an effective teacher	3.11	0.67
provide ideas and strategies that are very helpful with classroom management	3.37	0.53
enhance positive attitude towards teaching and teaching profession	3.26	0.65
enhance positive change in my teaching practices and behaviour	3.35	0.57
improve my performance and behaviour in class and school as a whole	3.28	0.50
make me reconsider my teaching methods	3.41	0.62
make me feel more confident while teaching	3.54	0.62
improve my teaching skills	3.48	0.62
Average Mean/SD	**3.35**	**0.59**

Source: Field data, 2020

The findings of the respondents on the vision of perceived consequences as seen in Table 6. The findings indicate that teachers of Twi have perceived favorable effects on the CPD in training. The professors, for instance, firmly

assumed that CPD made them more optimistic during their preparation (M=3.54; SD=0.62). They presented them with new expertise and teaching skills (M=3.52; SD=0.55). Their abilities in teaching were enhanced (M=3.48; SD=.62). The teachers of Twi also demonstrated that the CPD exercises were fitted with suggestions and techniques that would be very useful in the way they handled their classes (M = 3.37; SD 0, 53; M = 3.35; SD = 0, 57), which also helped develop their way of teaching (M = 3, 35; SD = 0,64).

These findings means there is an inclusion of teachers of Twi in CPD programmes. This helps them display physical, social and intellectual growth experience and comprehension. The attributes of students are often tailored to students of diverse communities, languages, faith and socioeconomic backgrounds' academic abilities and needs. It also allowed them to organise contents into cohesive, well-sequenced learning and teaching, plan and execute learning and teaching lessons using curriculum information, evaluation and monitoring needs, and to implement teaching material and teaching techniques to establish motivational teaching practices. The involvement in CPD initiatives also assists teachers of Twi in the definition of learning objectives that provide students with diverse skills and characteristics with achievable tasks, the preparation of classroom sequences using student education, material and successful teaching methods. Also included were the demonstration of knowledge about a variety of tools, such as ICT, that include students in their teaching. They also encourage inclusive and constructive relationships that involve and support all students in classroom events, develop, sustain orderly and viable schedules. Thus, create an atmosphere in which teachers take time to

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understand and show their understanding of realistic approaches to managing difficult behaviour.

From the results teachers of Twi have, on average, perceived favorable impacts on their teaching activities from CPD systems (MM=3.35; SD=0.59). They became more optimistic in teaching, they were presented with new teaching experience, insights and techniques which were very helpful for the management of classrooms and their constructive teaching role. The findings are consistent with the research by Desta et al. (2013) in Ethiopia, where most teachers assumed that CPD provides teachers, cluster schools and management with a simple flow of information and input. Teachers claim CPD offers documenting in the form of portfolios and anecdotal documents better practices and success stories.

In addition, it aids them in creating an individual CPD strategy and maintaining track of their work. Certain studies have shown that the long-term effect of professional learning relates to increasing confidence in their work. The findings are consistent with the Harris et al. (2011) report that professional learning has allowed teachers to get their views of physical education right away from a positive effect. The research by Desimone (2009) indicates that CPD has improved the capacity of teachers to assess and incorporate valuable teaching improvements. Poskitt (2005) emphasized that the willingness of teachers to learn and improve their expertise and skills is being influenced. Powell et al (2003) noted that both immediate and long-term effects on professional growth. They added that teachers have better skills to represent and assess their practice's efficacy. Bolam (2002) highlighted the effects of professional development on leading behaviour, in order to make teachers more successful

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in educating their students to achieve a desired balance of human, school and national needs. Well-structured career learning has been related to improvements in teacher practice, enhanced pedagogical abilities and the success of pupils (Guskey 1989; Bolam & Weindling 2006).

4.2.4 Research Question Four: What factors prevent teachers of Twi from participating in Continuous Professional Development activities?

The goal of this question was to examine the factors perceived to discourage the involvement of teachers of Twi in Continuous Professional Development. On the basis of the Likert scale, respondents shared their consensus and disapproval about comments on conditions stopping them from engaging in continuing professional training. The meantime and standard deviation, data the obtained were analysed. A mean value 2.50 or higher suggests an alignment with a comment of the respondents (a factor) while a mean of 2.49 and higher leads to a resistance (not a factor) from the respondents. Table 7 displays the results.

Table 7: Perceived Factors that prevent teachers of Twi from Participating in CPD activities (n=46)

Statement	Mean	SD	Rank
Inadequate fund/finances	3.39	0.68	2nd
Lack of prior consultation/needs identification	3.17	0.68	6th
Poor delivery (poor presentation by officers)	2.78	0.79	15th
Lack of practical applications	2.96	0.63	13th
Poor venue and timing	2.83	0.93	14th
Lack of available programme materials	3.24	0.64	4th
Poor quality supervision	3.04	0.70	11th

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Table 7 continued…

Insufficient time (workload)	3.09	0.87	10th
Conflict with work schedule	3.15	0.76	7th
Lack of GES/school support	3.33	0.73	3rd
No suitable professional development	3.11	0.88	9th
Cost of participation (too expensive)	3.20	0.65	5th
Family responsibilities	3.15	0.63	8th
Lack of necessary prerequisites	2.98	0.61	12th
Lack of necessary information on programmes	3.59	0.58	1st
Average Mean/SD	**3.13**	**0.72**	

Source: Field data, 2020

Table 7 displays the research participants' responses on the reasons against which they take part in CPD programs / activities. Results suggest that teachers of Twi have been saddled with many obstacles while engaging in the CPD programs. The first big obstacle that prohibits them from engaging in CPD services, the teachers of Twi indicated the lack of knowledge on programs (M=3.59; SD=0.58). This results shows that that no available CPD information systems prohibiting teachers of Twi from engaging in CPD programs. Inadequate support (M=3.39; SD=0.68) was the second obstacle stopping them from engaging in CPD services. This adds to the shortage of funding money for teachers of Twi who are not interested in CPD programmes. In addition, lack of GES / school resources (M=3.33; SD=0.73) and the lack of program materials available (M=3.24; SD=0.64) stopped them from participating in CPD programmes. The costs of enrollment (cost of CPD) (M=3.20; SD=0.65) have been reported by teachers as being the element stopping them from taking part

in CPD services. This results in teachers perceiving CPD systems to be too costly.

Table 7 also noticed lack of previous consultation / need recognition (M=3.17; SD>0.68) as another big obstacle that discourages teachers of Twi from engaging in CPD services. This results in the teachers of Twi being hardly contacted prior to coordinating the CPD programs and some CPD programs not meeting their needs.

Another significant factor that prevent teachers of Twi from participating in CPD programmes was conflict with work schedule (M=3.15; SD=0.76), insufficient time (workload) (M=3.09; SD=0.87) and family responsibilities (M=3.15; SD=0.63). These results indicate that the time of organizing CPD programme overlaps with the work activities, hence, the time of those CPD programmes are not favourable. They are also constrained with the workload/schedule both at school and home; hence, they are not able to participate in CPD activities.

From these results, it is concluded that teachers of Twi face several challenges which prevent them from participating in CPD programmes/activities (MM=3.13; SD=0.72). They are constrained with lack of necessary information on programmes, inadequate fund/finances, cost of participation, and lack of GES/school support, lack of prior consultation/needs identification, conflict with work schedule poor timing, insufficient time (workload) and family responsibilities. These challenges could negatively affect the teachers' professional development which in-turn could have negative effect on their instructional practices and curriculum implementation, consequently, affecting students' academic achievement.

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The findings validated Tulu's (2019) study in Ethiopia that insufficient teacher incentive / desires, inadequate preparation, inadequate capacity for action research, inadequate funding, inadequate budget allocation, inadequate peer training, peer appraisal and a high workload are challenges in implementing the CPD at high schools.

Kabila et al (2018) also observed in Zambia that teachers faced many difficulties in engaging in the CPD including a lack of awareness of the definition and roles of CPD and a failure on CPD to build time for their individual growth and fulfill educational needs. The findings are consistent with Fresew's research (2016) in Ethopia showed that teachers/students, administration, finances, and strategy are identify with the four greatest problems identified with the CPD. Badri et al (2016) observed in the UAE that the key problems facing educators in engaging CPD activities are the lack of resources, rewards and career development, in contradiction to the job schedule. The critical problem facing the CPD operation in Kemashi Zone's secondary schools were inadequate funding in Ethiopia to support the teachers' development, the lack of preparation, lack of action research, lack of compliance with CPD services, insufficient allocation of resources, lack of professional learning and peer appraisal, and the lack of an Inductive scheme.

Similarly, the findings were compatible with the Desta et al (2013) study in Ethiopia that inadequate awareness, lack of theoretical support, tension and work-overload concerns, contradictions in the execution, lack of the cash plan, lack of dedication and timely and frequent follow-up and lack of motivation of teachers to consider teachers were significant problems for CPD participants. The factors that influenced the execution of the programs were

outlined by Chemir (2013), who suggested that the lack of teachers' desire to engage in the training, lack of school leaders' support and lack of cooperation among teachers or school leaders. As the key impediment factors of the introduction of the CPD program, Gosa (2012) has described the lack of constructive teacher conduct and lack of help from the Woreda education experts and supervisors. Alemayehu (2011) has revealed that the key factors that influenced the execution of the CPD programs were lack of well-organized body in question, lack of commitment/motivation, lack of cooperation among colleges, World Economic Outlook (WEO), Zonal Educational Department (ZED) and Regional Educational Bureau (REB), lack of reliable assistance, inadequate follow-up and lack of information.

4.3 Chapter Summary

The study revealed that lack of motivation, funds, and lack of cooperation among teachers are the main obstacles facing CPD programmes. This chapter has also revealed that most of the teachers have positive perceptions about CPD and have at least participated in one of the CPD programmes despite the existing challenges.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

The main purpose of the study was to examine the CPD needs among teachers of Twi in the Senior High Schools in Birim South District, Birim Central Municipal. Akyemansa District, Asene-Manso-Akroso District and West Akim Municipal in the Eastern Region. This is the last chapter of the study. It summarizes the study, highlighting the methodologies adopted in collecting and analysing data to come out with the main findings in addressing the research questions formulated. Based on the main findings, conclusions are reached to permit the provision of appropriate recommendations as well as suggestions for further studies.

5.1 Summary of the Study

A descriptive-census study was employed for this study to examine the Continuous Professional Development (CPD) among teachers of Twi in the Senior High Schools in Birim South District, Birim Central Municipal, Akyemansa District, Asene-Manso-Akroso District and West Akim Municipal in the Eastern Region. Descriptive census was used because the data was collected on all the population. The study was guided by four research questions:

1. What is the perception of teachers of Twi about Continuous Professional Development activities?

2. Which areas do teachers of Twi need Continuous Professional Development?

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3. What are the perceived impacts of Continuous Professional Development on the teachers' instructional practices?

4. What factors prevent teachers of Twi from participating in Continuous Professional Development activities?

The population of the study was all teachers of Twi in public SHSs in Birim South District, Birim Central Municipal, Akyemansa District, Asene-Manso-Akroso District and West Akim Municipal, Eastern Region. The Census method was used to include all the 46 teachers of Twi because the number is small and it is realistic to use everyone in the study. A questionnaire was used to gather primary data from the respondents. The instrument was examined for both face and content validity. The instrument was pilot-tested with the aim of ascertaining its reliability using 20 teachers of Twi from five selected SHS within Denkyembour and Kwaebibirem Districts, Eastern Region, which yielded an overall reliability co-efficient of 0.853. Ethical consideration was followed during the data collection. Data collected was processed using SPSS version and analysed using descriptive statistics (frequency, percentages, means and standard deviation).

5.2 Key Findings

1. Concerning research question one, the study found that most of the teachers of Twi participated in CPD activities (n=34; 73.9%). They participated in school INSET day, workshops/conferences, collaborative learning further study, personal research and reading; however, they hardly participated in observation, peer coaching, mentoring, and professional networks.

2. Regarding research question two, the study found that teachers of Twi need CPD (MM=3.36; SD=0.61) programmes in certain areas like in subject knowledge, pedagogy, new theories and practices of Twi, curriculum planning and development, multi-cultural setting, instructional resources/materials, assessment practices and classroom control, and management.

3. About research question three, the study found that teachers of Twi perceived positive impact of CPD programmes on their instructional practices (MM=3.35; SD=0.59). CPD made them feel more confident while teaching, equipped them with the new knowledge and skills in teaching, ideas and strategies that are very helpful with classroom management, and their positive attitude towards teaching

4. Finally, the study found that teachers of Twi faced several challenges which prevent them from participating in CPD programmes/activities (MM=3.13; SD=0.72). They are constrained with lack of necessary information on programmes, inadequate fund/finances, cost of participation, and lack of GES/school support, lack of prior consultation/needs identification, conflict with work schedule, poor timing, insufficient time (workload), and family responsibilities.

5.3 Conclusions

The study found that Teachers who teach Twi had a positive perception towards CPD activities. They participated in school INSET day, workshops/conferences, collaborative learning, further studies, personal research, and reading; however, they hardly participated in observation, peer coaching, mentoring and professional networks. They also need CPD in subject

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knowledge, pedagogy, new theories and practices of Twi, curriculum planning and development, multi-cultural setting, instructional resources/materials, assessment practices and classroom control and management.

They perceived CPD to be effective in helping them to know students and how they learn, understand how students learn, know the content and how to teach it, organize content into an effective learning and teaching sequence. CPD could also help them apply knowledge and understanding of effective teaching strategies to support students' literacy, establish challenging learning goals, plan, structure and sequence learning programs, select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking, select and/or create and use a range of resources, including ICT, to engage students in their learning. They could be able to use effective classroom communication, evaluate and improve teaching programmes, support student participation, manage classroom activities, and manage challenging behaviour. However, lack of necessary information on programmes, inadequate fund/finances, high cost of participation, and lack of GES/school support, consultation/needs identification, and conflict with work schedule, poor timing, insufficient time (workload), and family responsibilities are some of the factors that prevent them from participating in CPD programmes. This could also hinder their total development, collegial in school, and enhancement in instructional practices. This could hinder teachers of Twi pedagogical practices to provide intellectual quality, make lesson significant, and provide conducive learning environment for all students.

5.4 Recommendations

Based on the key findings and conclusions, the following recommendations were made to help address the research questions: The study recommended that:

1. MoE in collaboration with GES through the school administrators should provide effective peer coaching and mentoring among teachers to help teachers learn from each other and to enhance their growth and development. They are advised to consider implementing school-based CPD (induction, mentoring coaching action research and portfolio activities) as part of the performance of teachers' career structure development criteria; and thus, it needs immediate actions in order to solve the problem.

2. MoE in partnership with GES should continue to organize effective and vibrant CPD programmes like school INSET day, workshops/conferences and provision for further studies for all teachers to help them to be abreast with current issues in the field of specialization. They should continue to motivate teachers to continue to participate in collaborative learning, and professional networks to enhance teacher's development and growth.

3. The forms of Professional Development Programmes should be tailored to meet the needs of teachers of Twi.

4. Teachers of Twi should continue to participate in CPD activities in order to be abreast with current issues in the field and improve their instructional practices.

5. MoE through GES should work closely with the schools to provide timely training, allocate adequate budget and other resources for training, motivate teachers to willingly take more responsibilities in the implementation process of CPD, and schools should assign well trained CPD facilitators to minimize the effect of challenges affecting CPD implementation.

5.5 Suggestion for Further Research

1. Since the study was conducted on teachers of Twi in some selected districts in Eastern Region, a study should be conducted to include a larger population of teachers of Twi on their perception on CPD programmes.

2. Another study should be conducted to explore how the teachers' participation influences their performance and students' academic achievement" in Twi Language.
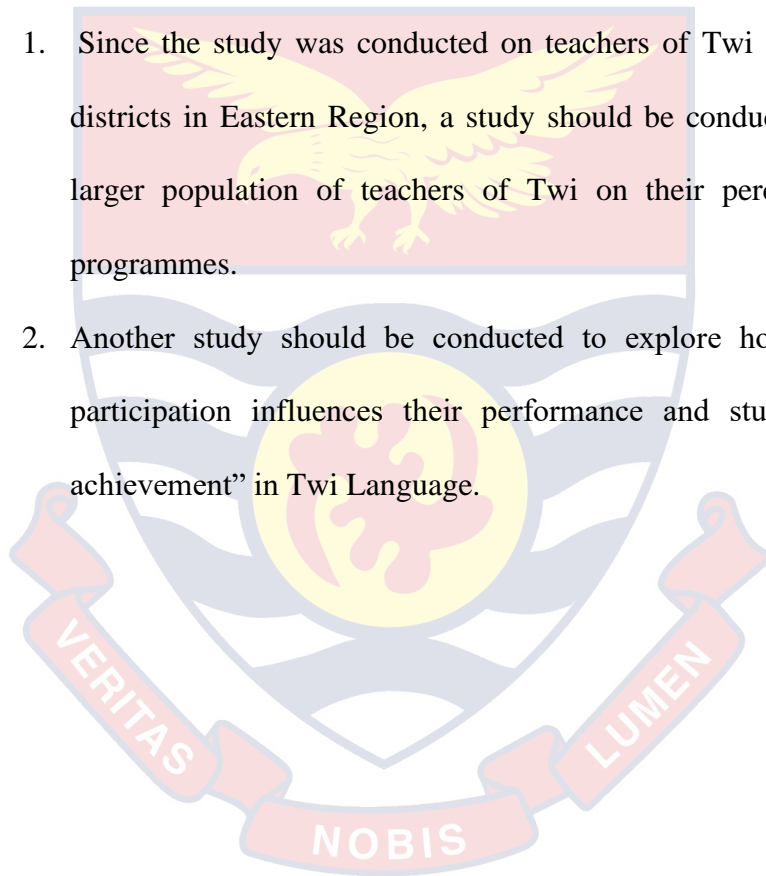
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APPENDIX A

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF HUMANITIES AND SOCIAL SCIENCE EDUCATION

DEPARTMENT OF ART EDUCATION

Questionnaire for Teachers of Twi

Dear Respondent

I am conducting a research work on the topic *Assessment of Continuous Professional Development programme among teachers of Twi in the Senior High Schools in Birim South District, Birim Central Municipal, Akyemansa District, Asene-Manso-Akroso District and Wewst Akim Municipal.* This questionnaire is designed to measure your perspective on nature or types of continuous professional development activities that have been organised by GES or your school and those that you have undertaken by yourself and its effect on your instructional practices in school. I kindly request your assistance to help fill this questionnaire frankly and objectively. I assure you that any information provided will be treated and held in strict confidence and use solely for academic purpose. Thank you for your time.

Instructions: Please, tick (√) the box where applicable

SECTION A

Background Information

1. Gender   a) Male   [   ]   b) Female   [   ]

2. Age group   a) below 30yrs [   ]   b) 30-34yrs   [   ]

   c) 35-39yrs   [   ]   d) 40-44yrs   [   ]

   e) 45-49yrs   [   ]   f) 50+ yrs.   [   ]

3. Academic qualification
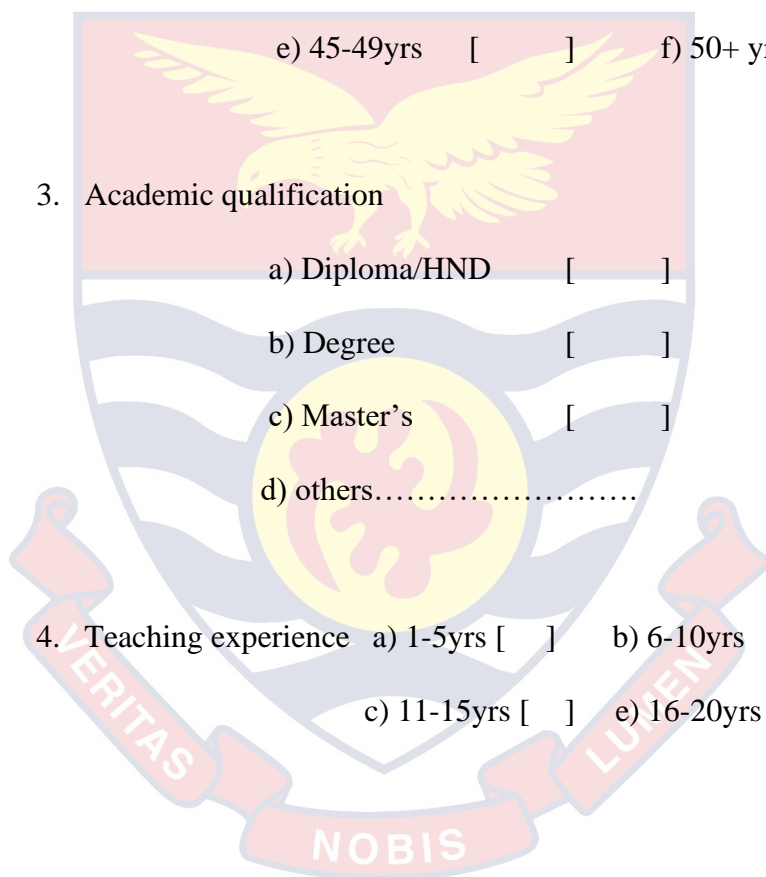
   a) Diploma/HND   [   ]

   b) Degree   [   ]

   c) Master's   [   ]

   d) others……………………..

4. Teaching experience   a) 1-5yrs [   ]   b) 6-10yrs   [   ]

   c) 11-15yrs [   ]   e) 16-20yrs   [   ]

SECTION B

Continuous Professional Development (CPD) Activities

This section relates generally to CPD activities or programme that have been organised by GES/School or those that you have participated in over the last years. Indicate how often you have participated in these activities by ticking (√) 1=Never, 2=rarely, 3=Sometimes and 4=Always

Statements	Never	Rarely	Sometimes	Always
1. School INSET days				
2. Workshops/short courses				
3. Observation/visits to other school for learning purposes				
4. Conferences/seminars/lectures				
5. Peer coaching/observation				
6. Mentoring				
7. Teacher group activities				
8. Collaborative learning/teamwork				
9. Professional network with other teachers				
10. Conducting action research				
11. Personal research and reading				

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|				
12. Informal dialogue to improve teaching				
13. Qualification programmes (further study)				
14. Engaging with subject associations				

SECTION C

Areas of CPD Needs/support

This section generally relates to the areas of teaching where you think you need professional support or development. Please, indicate the extent to which you agree or disagree with the following statement by ticking (√) 1=strongly Disagree (SD), 2=Disagree (D), 3=Agree (A) and 4=Strongly Agree (SA)

Statements	SD	D	A	SA
5. Subject knowledge (Twi literacy)				
6. Use of Technology in teaching Twi (ICT)				
7. Special education needs (teaching special learning needs of students)				
8. Pedagogy (teaching skills in Twi)				
9. Student behaviour management and discipline (Classroom management)				
10. Personal development, leadership and management				

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11. Twi curriculum planning, development and coordination				
12. Student assessment and evaluation practices				
13. Student counselling				
14. School administration and management				
15. Twi instructional practices				
16. Teaching in multi-cultural setting				
17. New theories and practices of Twi				
18. Student motivation				
19. Conducting classroom research (Action research)				
20. Preparing supplementary materials				
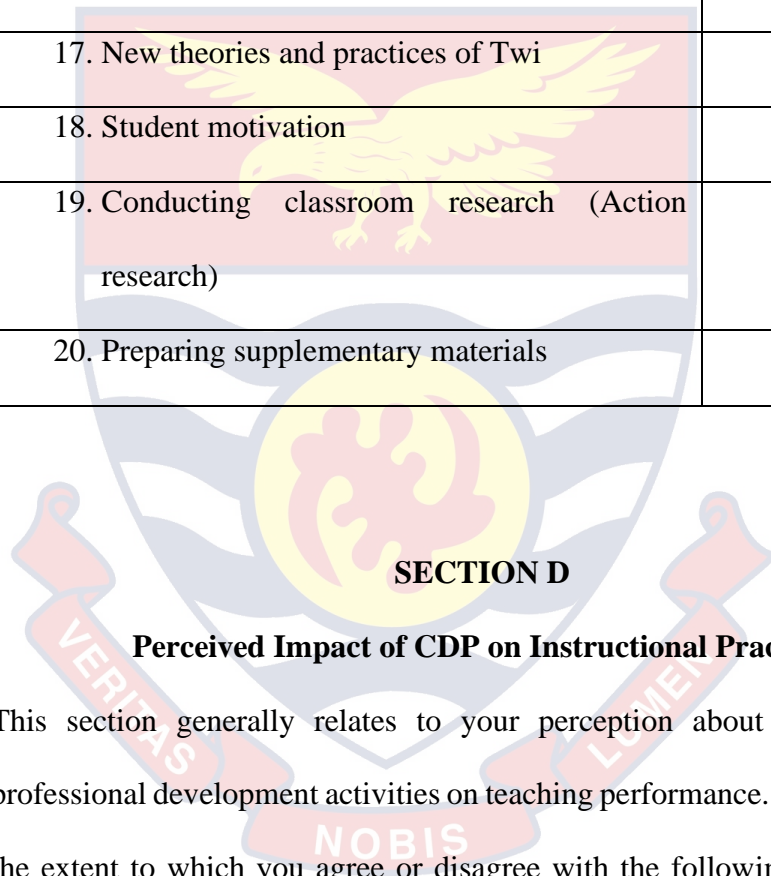
SECTION D

Perceived Impact of CDP on Instructional Practices

This section generally relates to your perception about the impact of professional development activities on teaching performance. Please, indicate the extent to which you agree or disagree with the following statement by ticking (√) 1=strongly Disagree (SD), 2=Disagree (D), 3=Agree (A) and 4=Strongly Agree (SA)

Statements…….CPD activities or programmes	SD	D	A	SA
1. provide me with the new knowledge and skills in teaching				

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2. help to change the way I teach and				
3. very useful in solving problem in class and school				
4. give all the necessary skills and competencies to be an effective teacher				
5. provide ideas and strategies that are very helpful with classroom management				
6. enhance positive attitude towards teaching and teaching profession				
7. enhance positive change in my teaching practices and behaviour				
8. improve my performance and behaviour in class and school as a whole				
9. make me reconsider my teaching methods				
10. make me feel more confident while teaching				
11. Improve my teaching skills				

SECTION E

Perceived Factors that prevent teachers from participating in CPD

activities

This section generally relates to the barriers that prevent you from participating in CPD activities. Please, indicate the extent to which you agree or disagree with the following statement by ticking (√) 1=strongly Disagree (SD), 2=Disagree (D), 3=Agree (A) and 4=Strongly Agree (SA)

Statements	SD	D	A	SA
1. Inadequate Fund/finances				
2. Lack of prior consultation/needs identification				
3. Poor delivery (poor presentation by officers)				
4. Lack of practical applications				
5. Poor venue & timing				
6. Lack of available programme materials				
7. Poor quality supervision				
8. Insufficient time (workload)				
9. Conflict with work schedule				
10. Lack of GES/School support				
11. No suitable professional development				
12. Cost of participation (too expensive				
13. Family responsibilities				
14. Lack of necessary prerequisites				

15. Lack of necessary information on programmes				