

Assessment of the Relevance and Experience of Point-Based Teacher Continuous Professional Development (PBTCPD) Workshops in Ghana

Frank Acheampong¹ Frank Wisdom Kwasi Kloh² George Prince Atta PhD³ Bertha Akuta Azaare⁴

^{1,2,4} Department of Education, St. Ambrose College of Education, Dormaa Akwamu, Ghana.

³ Valley View University, Techiman Campus, Bono East Region, Ghana

Email of the corresponding author: frankacheampong@sace.edu.gh

doi: <https://doi.org/10.37745/bje.2013/vol12n113249>

Published September 21, 2024

Citation: Acheampong F., Kloh F.W.K., Atta G.P., and Azaare B.A. (2024) Assessment of the Relevance and Experience of Point-Based Teacher Continuous Professional Development (PBTCPD) Workshops in Ghana, *British Journal of Education*, Vol.12, Issue 11,32-49

ABSTRACT: *The Government of Ghana introduced the Teacher Professional Allowance to improve teachers' continuous professional development. Following the introduction of the allowance, there has been an increase in the number of workshops organized for teachers at a fee across the country. This paper assessed the Relevance and Experiences of the Points-Based Teacher Continuous Professional Development (PBTCPD) Workshops in the Bono Region of Ghana. The study employed an online survey design using a close-ended and open-ended questionnaire as the data collection instrument. 358 trained in-service teachers participated in the study. The data from the study were analysed using descriptive statistics. The results from the study show that the workshop contents were relevant but did not meet the needs of teachers. Moreover, the analysis of the teachers' views on the PBTCPD suggests that there was little or no desire to attend the point-based CPD workshop. In addition to this, despite the significant effort of using the point-based CPD workshop as both a promotional and effective teaching and learning tool, the overwhelming majority of the teachers saw the point-based teacher CPD workshop as one of the means to take back the Teacher Professional Allowance.*

KEYWORDS: relevance, experience, point-based workshop, professional development, continuous professional development.

INTRODUCTION

Initial teacher education programmes in many developing countries are considered too weak to produce teachers capable of improving student learning. Initial teacher education is important but not sufficient for the preparation of teachers to improve student learning (Akyeampong, 2019; Bashir et al., 2018) and teachers' professional education does not finish at the end of the initial training period (Adu-Yeboah & Ayinselya, 2023). Most education systems throughout the world acknowledge that professional development of teachers is an important approach to improving the quality of teaching, learning, and student performance in schools. Educational institutions institute programmes that initiate change in areas they consider essential for improvement, or in which a new policy has been introduced (Groundwater-Smith et al., 2012; Timperley, & Alton-Lee, 2008).

Governments in many countries implement policies to support teachers' engagement and participation in Continuous Professional Development (CPD) activities, as it is known that such policies provide a much broader framework for the conduct, design, and implementation of teacher CPD activities (Hardy & Melville, 2013). For example, in the UK, Germany, and the United States, educational policies require teachers to engage in CPD activities with stipulated standards to guide practice (de Vries et al., 2013). Similarly, in Australia, there is the "Quality Teacher Program" that includes other programs (such as the Australian Government Teacher Quality Program, and Australian Professional Standard of Teachers) that provide guidelines for the conduct and implementation of CPD for teachers (Abakah, Widin & Ameyaw, 2022).

In Africa, all member countries of the Africa Federation of Teaching Regulatory Authorities such as the Zambian Teaching Council, Teacher Registration Council of Nigeria (TRCN), and South African Council for Educators are all operating under similar regulatory frameworks (National Teaching Council, 2020). The same can be said of the CPD situation for teachers in Ghana. A framework has been designed by the National Teaching Council (NTC) to serve as a guide for teachers and service providers to plan, design and implement appropriate CPD programmes.

With its implementation, the existing teacher promotion system which is based on years of teaching experience, is to be replaced with evidence of teachers' CPD points, teachers are also required to build their portfolio for assessment and these two (CPD points and Portfolio Assessment Grade) are used to determine the professional standing of the teacher, renew his or her license and be able to practice as a teacher. Participation in professional development activities is linked to teachers' career advancement and evidence of professional growth and

achievements form the basis of career progression and awards (Teacher Regulatory ACT of Ghana, 2020).

While the CPD Framework attempts to institutionalize teachers' professional activities, Ghana is beginning to experience challenges, concerns about the quality of training organized in these points-based teacher continuous professional development workshops are increasingly gaining significant political traction and its central tenet will not be achieved. However, given that the CPD Framework affects how CPD is enacted and practiced, the current study sought to investigate the Relevance and Experience of points-based teacher continuous professional development workshops in Ghana. The findings have implications for the effective design and implementation of CPD activities for teachers, provide empirical evidence and lessons for decision-making by policymakers and even countries who seek to implement similar interventions in the future, and expose possible demographic patterns or emerging factors.

Statement of the Problem

Teacher CPD is of growing importance as a way of supporting the increasingly complex skills students need to learn in preparation for further education and work in the 21st century. Sophisticated methods of teaching are needed to develop student competencies such as deep mastery of challenging content, critical thinking, complex problem-solving, effective communication and collaboration, and self-direction (World Economic Forum, 2015). Effective CPD is needed to help teachers learn and refine the pedagogies required to teach these skills.

The Government of Ghana as part of efforts to improve teachers' continuous professional development in the educational sector instituted "Teacher Professional Allowance" as a new incentive for teachers. Following the introduction of continuous professional development allowance for teachers, there has been an increase in the number of workshops organized for teachers at fees across the country. Anecdotal evidence suggests that NTC, in partnership with some District Directorates of Education organizes workshops for teachers at a fee not uniform across the country. Many districts provide numerous, unfocused, and ineffective professional development programs that are not aligned with goals for student learning and teachers' needs. This proliferation of professional development workshops costs money and diminishes teachers' abilities to attend more effective professional development workshops.

In a letter dated 27th September 2022 and addressed to the Director General of Ghana Education Service (GES) on the CPD Points-based workshop, Pre-tertiary Teacher Unions highlighted the realities on the ground. They pointed out that daily, teachers were confronted with all kinds of CPD at exorbitant fees with the tacit support of some GES staff who compelled teachers under duress or threats to attend. They called for action to sanitize the CPD environment to curb the consistent exploitation, intimidation, and undue pressure from some GES staff. In a related

development, the NTC in a letter dated 2nd October 2022 and addressed to the Director General of GES intimated among other things the snail pace at which Pre tertiary teachers were complying with the point-based teacher CPD since the commencement of teacher registration and licensing in October 2020. The council pointed out a disturbing low points build-up for the majority of teachers as over one hundred thousand (100,000) teachers had not accrued a single CPD point since their registration numbers were issued in October 2020. The council felt that only four thousand out of the over three hundred thousand teachers could meet the minimum CPD points by the end year 2023.

Given that, research has shown many CPD initiatives to be ineffective in supporting changes in teacher practices and student learning or outcomes (Abakah, Widin & Ameyaw, 2022; Darling-Hammond, Hylar, & Gardner, 2017), lack clear and direct links with classroom practice (Council for the Accreditation of Educator Preparation [CAEP], 2015; Gore et al., 2017; Kennedy, 2016), and significant proportion of teachers think that CPD does not meet their needs or wanting more than they received during training (OECD, 2009). Empirical evidence on the Relevance and Experience of the current points-based teacher CPD workshops being implemented in Ghana is needed for decision-making on the policy.

REVIEW OF LITERATURE

This literature review highlights an extensive review of research on the Relevance and effectiveness of **CPD** workshops. This review is underpinned by Self-Determination Theory research on teacher professional development.

Relevance of CPD Workshops

The importance of CPD workshops for teachers lies in their ability to meet the increasing demands of the modern educational sector. CPD workshops keep teachers up-to-date with the latest educational trends, technological advances, and teaching methods. The regular workshops also create a sense of belongingness among teachers and provide a platform for networking and sharing experiences. The workshops allow teachers to bridge the gap between theory and practice, developing new skills and implementing them in their classrooms. The significance of CPD workshops for teachers is seen in the benefits of improving their professional skills and knowledge, which eventually shape them into successful, innovative, and effective educators.

A plethora of research suggests that participation in CPD impacts teachers' professional practices. Studies have found that participation enables teachers to change their instructional practices and impacts teachers' ability to decide on and implement valued changes in teaching (Gersten et al., 2010; Saunders, 2014). Other studies have also revealed the long-term impacts of CPD on teachers' content and pedagogical knowledge (Jacob et al., 2017; Trumper & Eldar,

2015), leading to greater confidence in practice, leadership, student management (Gabriel et al., 2011; Harris & Sass, 2011) and general improvements in student learning (Garet et al., 2001). In Ghana, Mensah and Jonathan (2016) found participation in CPD impacts positively on teachers' knowledge and skills related to their classroom practices, competency, and efficacy. CPD workshops also improve teacher morale and job satisfaction. In a study by Day and Gu (2014), teachers reported feeling more motivated and engaged in their work after participating in CPD workshops. The study also found that CPD workshops can lead to improved teacher well-being and reduced burnout. A study by Desimone et.al (2009) reported that CPD workshops impact teacher's knowledge, skill set, and confidence, which in turn leads to improved student outcomes.

Teachers obtain foundational knowledge and understanding during their pre-service training, yet, they have ongoing learning needs that develop at every stage of their career (de Vries et al., 2013). This makes it prudent for professional development initiatives to target teachers' specific needs for development. Shriki and Patkin (2016) also found in a study that teachers have professional development needs in areas of didactical knowledge and the capacity for dealing with emotional aspects of students' learning. Among Ghanaian basic schoolteachers, it has been observed that they require the following CPD needs: knowledge and use of teaching and learning materials, knowledge and use of ICT-related technologies, school management practices, and student behavior management (Abakah, 2022). It is therefore the responsibility of educators, CPD program designers, and facilitators to identify teachers' CPD needs and help teachers adapt to the changes they have to generate in their teaching.

Whilst many CPD workshops incorporate centralized and institutionalized patterns of organization, some have shown to have positive outcomes for teachers. For example, in a study by Garet, et al., (2001), workshops that provided teachers with in-depth training in a specific area of teaching resulted in significant improvements in teacher knowledge and skills. In a similar study by Darling-Hammond, et al., (2009), teacher participation in high-quality professional development resulted in improved student achievement. Furthermore, CPD workshops that incorporate follow-up and coaching have been shown to have a greater impact on teacher practice (Desimone, 2009). The current qualitative study by Talvio, Berg, Litmanen, & Lonka (2016), analyzed open-ended questions, and categorized responses based on theory and data. The result from participants showed more knowledge of the topics taught and were also more capable of applying their knowledge to typical situations related to the teaching profession.

However, most studies illustrated that CPD workshops that offer centralized, deeply institutionalized patterns of organization, management, and resource allocation, have been shown not beneficial to teachers (Altun et al., 2007; Guskey, 2002). In addition, teachers describe these one-size-fits-all approaches or one-shot workshops as boring, irrelevant, and inappropriate, and they tend to forget 90% of what they have taught (Sandholtz, 2002). Other studies have also shown that men and women have different experiences in CPD workshops, with women often facing gender-based biases and stereotypes that can limit their participation, engagement, and opportunities for advancement (Bell & Nkomo, 2001; Smith, 2016).

Effectiveness of CPD Workshops

Professional development for teachers has become an important aspect of modern education. Teachers' knowledge can be inadequate to deal with the ever-emerging teaching challenges. Regular workshops and training sessions can help them improve their teaching methods and acquire new techniques and technologies (Borko, Jacobs & Koellner, 2010). The purpose of this literature review is to demonstrate the value of CPD workshops for teachers. Research on CPD's efficacy reveals agreement between researchers (Cohen & Hill, 2000). According to Birman, Desimone, Porter, and Garet (2000), researchers are coming to a greater understanding of what makes CPD effective. Hill, Beisiegel, and Jacob (2013) add that positive findings have stimulated a consensus about typical components of high-quality professional learning for teachers. This consensus, articulated by Desimone (2009) holds that effective CPD possesses a robust content focus, features active learning, is collaborative and aligned with relevant curricula and policies, and provides sufficient time for participants. Darling-Hammond, Hylar, and Gardner (2017) methodologically review 35 studies that demonstrated a positive link between teacher professional development, teaching practices, and student outcomes and expanded upon this five-part framework, providing additional specificity about the types of active and collaborative practices that underlie powerful teacher CPD. They identify seven characteristics of effective CPD:

1. Is content focused
2. Incorporates active learning utilizing adult learning theory
3. Supports collaboration, typically in job-embedded contexts
4. Uses models and modeling of effective practice
5. Provides coaching and expert support
6. Offers opportunities for feedback and reflection
7. Is of sustained duration

A systematic review by Glick et.al (2017) stated that successful CPD workshops should focus on teachers' professional growth and be grounded on reflective practice and peer collaboration. It noted that effective workshops should be evidence-based, and provide opportunities for teachers to apply new theories and knowledge into their practice. Additionally, research shows that effective workshops are those that are focused on specific content, provide opportunities for teachers to practice and receive feedback, and are sustained over time (Desimone, 2009), characterized by active learning and aligned with school and district goals (Guskey, 2000). Abakah, Widin, and Ameyaw, (2022) in their study recommended that teacher CPD must be embedded within the practice of teachers' work and occur daily throughout teachers' professional lives. Also, CPD providers must adopt a bottom-up approach to teachers'

professional development, focusing on activities that will make teachers construct their knowledge for their professional growth and professional development needs.

In recent times, a new pattern for CPD has emerged from research that distinguishes opportunities for teachers learning from the traditional, one-day (drive-by) workshop model (Darling-Hammond et al., 2009). Darling-Hammond et al. argue that the duration of professional development appears to be associated with a stronger impact on teachers and student learning because such sustained efforts typically include applications to practice through study groups and coaching. Teachers' professional learning requires time and a quality approach to CPD implementation.

There is a dearth of research on the time necessary to identify a clear threshold for the duration of effective CPD models. It seems that meaningful professional learning that aims to change practice cannot be accomplished in short, one-off workshops. The traditional episodic approach to CPD does not afford the time necessary for learning that is rigorous and cumulative. Professional development that is sustained, offering multiple opportunities for teachers to engage in learning or practices, has a greater chance of transforming teaching practices and student learning. (Desimone, 2011; Heller et al., 2012; Johnson & Fargo, 2014; Penuel et al., 2011).

However, these dominant approaches to CPD (one-off workshops, in-service training, or participation in courses) which are transmissive have been criticized extensively. For instance, Borg (2015) argues that these approaches do not promote learning as teachers become dependent on others for their professional development rather than learning to take charge of it themselves. Another area of criticism is the fact that these CPD practices are externally driven and hardly meet the needs of teachers in the classroom (Ríordáin, Paolucci, & O'Dwyer, 2017; Shriki & Patkin, 2016). The result is that such programs fail to have their intended impact on teachers' professional development.

Some scholars argue that CPD workshops can be superficial and unhelpful, providing teachers with only a surface-level understanding of new strategies or techniques without giving them the chance to deeply integrate them into their teaching practice (Borko et al., 2011; Darling-Hammond et al., 2009; Garet et al., 2001; Hill, Beisiegel, & Jacob, 2013). For example, Guskey's (2003) study revealed that professional development that is tailored to the needs of individual teachers and their students is more likely to be effective than generic workshops. Garet et al., (2016) study made an important point when they noted that the content of CPD could be misdirected, and not focused on the actual teaching knowledge and skills that are needed to support student learning. It is important that what teachers are taught at CPD workshops reflect the practices that can make a positive difference in student learning. CPD workshops must consider individual teacher needs, skills, and expertise and tailor the training to meet their specific requirements.

To conclude, Desimone (2009) suggests that CPD workshops may not have a significant impact on teacher practice or student outcomes if they are not well-designed and implemented. Many CPD workshops lack the necessary features to meet the standards of high-quality professional development. Baker-Doyle (2010) and McKinsey (2010) further state that insufficient attention paid to the quality of CPD workshops is not to discount the importance of workshops, courses, and other activities designed to enhance teachers' capacity but stress on quality of professional development programs to teachers. Ginsburg (2010) thinks that CPD workshops do not occur in isolation and their effectiveness is enabled or constrained by the education system's regulations and incentive structures. It is important to ensure that CPD workshops meet the standards of high-quality professional development to ensure the effectiveness of the workshops. That is the content of professional development matters, along with its implementation.

Self-Determination Theory and CPD

Self-Determination Theory (SDT) is a motivational theory that describes the amount of motivation, the quality of motivation, and the psychological needs that drive human behaviour. It suggests that people are more motivated and engaged when they feel a sense of autonomy, competence, and relatedness in their activities (Ryan & Deci, 2017). The theory distinguishes between external motivation (engaging in an activity to earn a reward or avoid punishment) and internal motivation (engaging in an activity because it is personally important, valued, enjoyable, or interesting) (Salikhova, Lynch & Salikhova, 2020). Researchers have explored the potential implications of SDT for teacher professional development (Abakah, Widin & Ameyaw, 2022; Larionova et al., 2018). Niemiec and Ryan, (2009) study demonstrated that both intrinsic motivation and the more self-determined (autonomous) types of extrinsic motivation contribute to both engagement and optimal learning in different educational contexts. SDT is a useful framework for designing CPD programs that promote teacher motivation and engagement. The theory suggests that CPD programs should focus on supporting teachers' autonomy, competence, and relatedness needs and that these needs can be fostered through a range of strategies, including goal setting, feedback, and collaboration. The theory further reveals that autonomy-supportive CPD programs could be beneficial for teachers. When teachers are provided with choices and opportunities to take ownership of their learning, teachers will be more engaged and motivated to learn. CPD programs that promote motivation, engagement, and learning are effective.

The main issue in the implementation of CPD programs is the actual participation and engagement of teachers in the CPD activities. Many studies have shown that teachers' engagement in CPD programs positively affects their knowledge, skills, and pedagogical practices (Barer & Poyasheva, 2020; Perera et al., 2020; Wong et al., 2020). However, some scholars have pointed out that teachers' participation in CPD programs depends on several factors, including their motivation, interests, professional, and personal obligations (Feng and

Wu, 2019; Kennedy and Archibald, 2019; Miller & Trundle, 2016). This highlights the need for CPD programs that are flexible to accommodate the varying needs of teachers and with incentives that encourage participation. Abakah, Widin, and Ameyaw, (2022) provide further evidence to justify the need for the implementation and adoption of more collaborative approaches to teachers' professional development when they talk about CPD that promotes cooperation and increases teachers' autonomy, competence, and self-directedness toward their learning are more effective.

SDT postulates that individuals are motivated to achieve their goals when their basic psychological needs for autonomy, competence, and relatedness are fulfilled. In the context of teachers' CPD, SDT is useful as it offers insight into the factors that promote or hinder teachers' motivation to engage in learning opportunities. Teachers who are provided with choices and opportunities to have input or control over their CPD are more likely to be motivated and engaged. Providing teachers with opportunities to choose their professional development activities, goals, and timelines can help foster a sense of autonomy. Understanding and incorporating SDT principles into CPD programs for teachers can lead to greater motivation, engagement, and ultimately, better teaching (competence) and learning outcomes.

METHODOLOGY

Design

The study was a descriptive cross-sectional survey of teachers' personal experiences and views of the point-based CPD workshop programme. The design, therefore, involved collecting data from the selected sample through the administration of a questionnaire concerning the views and experiences of teachers and analyzing the responses. This design was chosen because judging from the main purpose of the study; it was deemed the most appropriate

Participants, sample, and procedure

The survey was conducted from November 2022 to April 2023 and was hosted on the Google Forms platform. 403 in-service teachers responded to the online questionnaire; however, data from 358 respondents were used for analysis because of the inclusion criteria and incompleteness of data. The inclusion criteria were trained in-service teachers who have attended one or more paid point-based teacher CPD workshop(s) and who agreed to participate freely in this research. The majority of participants were males (62.3%). Most of the participants could be described as middle-aged (46.9%) between 31 and 40. All participants were professionally trained teachers: 193 had diplomas (53.9%). The most experienced teachers in the study had taught for more than 16 years (14.2%), but the majority of the participants had taught for 1 to 5 years (47.5%).

Instrument

The instrument used in this survey was a questionnaire. Items measuring the relevance and experience of teachers on the point-based teacher CPD workshop programme were developed. In all, the questionnaire was made up of fourteen items in two parts. In the first part, four items contain information on the demographic characteristics of respondents. This included items on age, gender, qualification, and working experience. The second part had 10 items made up of 5 for relevance and 5 for experiences. Responses were measured on a five-point scale ranging from 1= strongly agree to 5= strongly disagree. The questionnaire was self-made and pretested in five model schools. To ascertain the internal consistency of the instrument, an internal consistency test was employed. The alpha value for the items measuring relevance and experience was computed as 0.67 and 0.72 respectively. All other ethical considerations were adhered to.

Data analysis

Descriptive statistics (percentages, means and standard deviations) were used to analyse the data. Researchers used frequencies and percentages to analyse respondents' background information. Descriptive statistics such as mean and standard deviation were used to analyse the research question. For analysis purposes, the strongly agree and agree responses were merged into "Agree" and the strongly disagree and disagree were merged into "Disagree." In addition, a more detailed analysis of the views from the open-ended question was carried out. The views presented by participants from the open-ended question were identified around some themes. The themes were selected to provide accurate views concerning the issues related to the research questions.

RESULTS/FINDINGS

Research Question

The main research question is: What are the relevance and experience of point-based CPD workshops?

Table 1: Items Measuring Relevance and Experience of CPD Workshops Attended by Teachers

Relevance of CPD workshops attended	Mean	Std. Deviation
1. The content was relevant and useful	1.32	.46971
2. The workshop has changed my style of teaching	1.22	.42197
3. The topics covered at the workshop met my expectations	1.57	.49539
4. I feel confident in incorporating the content knowledge into my teaching	1.15	.36110
5. Teachers were consulted for their needs for CPD workshops	1.72	.44930
Experience with CPD workshops attended		
5. The CPD workshop was enjoyable.	1.52	.4999
6. The CPD workshop provided sufficient learning time	1.62	.48534
7. The CPD workshop used collaborative and active learning	1.59	.49104
8. I will recommend the workshop to a colleague teacher	1.60	.49615
9. I will be able to use some of the topics covered in my work.	1.44	.49724

Scale for mean score interpretation (1.00-1.49=agree; 1.50-2.49= disagree)

From Table 1, using the mean scale of 1.00-1.49 as a mark, items 1, 2, and 4 fell on the agree side. The average standard Deviation of .40 shows that there was not much disagreement between participants. Teachers agreeing to these statements “The workshop has changed my style of teaching ” and “ I feel confident to incorporate the content knowledge into my teaching” give credence to what (Gabriel et al., 2011; Gersten et al., 2010; Harris & Sass, 2011; Saunders, 2014) studies have found that CPD workshop enables teachers to change their instructional practices and impacts teachers’ ability to decide and implement valued changes in teaching leading to greater confidence in practice. However, teachers agreeing to the “The content was relevant and useful” contradict (Altun et al., 2007; Guskey, 2002; Sandholtz, 2002) studies that these one-size-fits-all CPD workshops have been shown not beneficial and irrelevant, to teachers. This revelation is interesting as in the current dispensation, the contents taught at these one-shot workshops that offer deeply institutionalized patterns of organization could be relevant. Again, from Table 1, using the mean scale of 1.50-2.49 as a mark, items 3 and 5 fell on the disagree side. The average standard Deviation of .40 shows that there was not much

disagreement between participants. Participants disagreeing with the statements “The topics covered at the workshop met my expectations” and “Teachers were consulted for their needs for CPD workshops” underscore the relevance of having ongoing CPD workshops meet the needs of teachers at every stage of their career. This finding supports (de Vries et al., 2013; Ríordáin, Paolucci, & O’Dwyer, 2017; Shriki & Patkin, 2016) position that externally driven CPD practices hardly meet the needs of teachers in the classroom. It is prudent for CPD providers to adopt a bottom-up approach to professional development that targets teachers’ specific needs.

In addition, from Table 1, the Experience items Mean scale of 1.50-2.49 shows items 6, 7, 8, and 9 as being on the disagree side whereas the mean scale of 1.00-1.49 puts item 10 on the agree side. This means that teachers disagree with these statements “The CPD workshop was enjoyable, the CPD workshop provided sufficient learning time, the CPD workshop used collaborative and active learning, and I will recommend the workshop to a colleague teacher”. This finding does not reflect (Darling-Hammond, Hyler, and Gardner, 2017; Ullah & Jundran, 2014) characteristics of effective CPD. The SDT is useful to this study because it directs our attention to distinguish between teachers' external motivation (attending the CPD workshops to earn points for license renewal and possible promotion) and internal motivation (attending the CPD workshop because it is personally important, valued, enjoyable, or interesting) (Salikhova, Lynch & Salikhova, 2020). It is important to emphasize that CPD workshops that do not have features of effective CPD may not have a significant impact on teacher practice. Finally, teachers agreeing to the statement “I will be able to use some of the topics covered in my work” confirm (Desimone, 2009; Glick et.al (2017) view that effective workshops should be evidence-based, and provide opportunities for teachers to apply new knowledge into their practice.

What is your general view(s) or perception about the Point-based teacher CPD workshop attended?

Further, an open-ended question was also used to elicit more responses from teachers about their experiences in Point based CPD workshop attended. These responses were categorized into organization, content, monetary, and number of points related to themes.

The majority of the teachers shared their views on how the workshops were organized. Most respondents expressed their dissatisfaction with the organization. Some felt the workshops were ineffectively implemented. Explaining how the workshops were not effectively done, one of the teachers wrote: “*How would you put more than 200 teachers in one room just to read books to them and collect money in the name of CPD workshop? All teachers in a circuit must not leave their classrooms the whole day to attend a workshop in the name of CPD points.*” Another respondent wrote: “*They put KG teachers, Primary teachers, and JHS teachers with different subject backgrounds in one church building to teach them in the name of CPD proficiency.*” From the foregoing, it is clear that teachers are not too pleased with how the CPD workshops are organized. The responses of the teachers confirm that CPD workshops are not well-designed and implemented.

Teachers also shared their views on content-related issues. Many teachers were of the view that the topics or content studied at the workshops were general in nature. Also, some participants felt the topics did not meet their expectations. To this, one teacher wrote: *“The content of the CPD workshops is ridiculous. The content doesn't contribute anything meaningful to what the teacher needs in the classroom”*. Another teacher wrote: *‘There have been many CPD workshops which I believe has no impact on the teachers’ immediate needs. What this means is that point-based CPD workshops seem not to meet the needs of teachers in the classroom. The policy is likely to fail to have the intended impact on teachers’ professional development’*.”

Lastly, teachers identified the monetary and number of CPD points-related issues. The responses of the participants confirm this fact when they complain about the cost of attending the workshop and CPD points. One participant wrote: *“It seems the organisers are interested more in taking money from the teachers in the name of points build-up than actual capacity building.”* Another respondent wrote: *“Apart from the way the workshops are organized, the amount paid and the points accrue aspect of this CPD workshop leaves much to be desired”*. Another respondent wrote: *“The cost involved in CPD participation is too high compared with the benefits of the points”*. These comments are demotivating and could lead to a low level of morale or no desire to attend the point-based CPD workshop. It is clear that if Ghana is to succeed in implementing a good point-based CPD framework, then the cost of attending and point benefits should be realigned to reflect equity.

CONCLUSIONS

Results from the study highlight the importance of needs assessment and the effectiveness of point-based CPD workshops. The data clearly shows the contents taught at the point-based CPD workshops are relevant but do not meet the needs or expectations of teachers. The study shows that point-based CPD workshops are not well-designed and implemented. The data produced ample evidence to conclude that there is a communication gap between what the teachers want/need and what the service providers provide in terms of content, organization, cost, and number of CPD points. It is important to state that without proper need-based content and effective CPD to support the ever-increasing complex 21st-century skills, the credibility of the point-based CPD workshops can be compromised.

Recommendations

The study provided empirical data to show the relevance of the point-based CPD workshops. Therefore, we submit that the Ghana Education Service and service providers should assess teachers’ needs before organizing professional development programmes for them. Teachers need not just workshops but better support for their professional development. Policymakers should ensure that the development programmes available meet teachers’ needs. The present results draw the attention of stakeholders to develop an effective strategy or framework for CPD

workshops to have the necessary features to meet the standards of high-quality professional development. Given that teachers' knowledge and skills have repercussions on their students' academic performance and their professional growth, the National Teaching Council (NTC) should ensure that the development opportunities available are well-designed and implemented effectively. The way forward is to develop synergy among Ghana Education Service (GES), National Teaching Council (NTC), and Teacher Unions to create an enabling environment, which will realign the content, organization, cost, and points-related issues in the point-based Continuous Professional Development (CPD) Framework.

REFERENCES

- Adu-Yeboah, C. & Ayinselya, A. R. (2023). Introduction to In-Service Education and Training-Module for B.ed Primary/JHS programme. Institute of Education, UCC.
- Akyeampong, K. (2019). *Improving Teaching and Learning: A Knowledge and Innovation Exchange (KIX) Discussion Paper*. Washington, DC: Global Partnership for Education
- Assor, A., Kaplan, H., & Roth, G. (2002). Choice is good, but relevance is excellent: Autonomy-enhancing and suppressing teacher behaviours predicting students' engagement in schoolwork. *British Journal of Educational Psychology*, 72(2), 261-278.
- Bashir, Sajitha, Marlaine Lockheed, Elizabeth Nihan and Jee-Peng Tan (2018). *Facing Forward: Schooling for Learning in Africa*. Washington, DC: World Bank.
- Bell, M. P., & Nkomo, S. M. (2001). Our separate ways: Black and white women and the struggle for professional identity. *Harvard Business Review*, 79(1), 131-139.
- Borko, H., Jacobs, J., & Koellner, K. (2010). Contemporary approaches to teacher professional development. *International encyclopedia of education*, 7, 548-556.
- Borko, H., Jacobs, J., Eiteljorg, E., & Pittman, M. (2011). Video as a tool for fostering productive discussions in mathematics professional development. *Teaching and Teacher Education*, 27(2), 323-338.
- Brown, C., Cavanagh, M., Crawford, D., Agius, K., & McPhail, M. (2017). Teachers' perceptions and practices of gender equity in Australian schools. *Australian Journal of Education*, 61(1), 5-20.
- Council for the Accreditation of Educator Preparation. (CAEP). (2015). CAEP evidence guide. Washington, DC: Author
- Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). *Effective Teacher Professional Development*. Palo Alto, CA: Learning Policy Institute.

- Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009). Professional learning in the learning profession: A status report on teacher development in the United States and abroad. National Staff Development Council.
- Day, C., & Gu, Q. (2014). Resilient teachers, resilient schools: Building and sustaining quality in testing times. Oxon, UK: Routledge
- de Vries, S., Jansen, E. P., & van de Grift, W. J. (2013). Profiling teachers' continuing professional development and the relation with their beliefs about learning and teaching. *Teaching and Teacher Education*, 33, 78–89.
- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational researcher*, 38(3), 181-199.
- Desimone, L. M. (2011). A primer on effective professional development. *Phi Delta Kappan*, 92(6), 68-71.
- Desimone, L. M., & Garet, M. S. (2015). Best Practices in Teachers' Professional Development in the United States. *Psychology, Society, & Education*, 7(3), 252-263.
- Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American educational research journal*, 38(4), 915-945.
- Garet, et al. (2016). Focusing on mathematical knowledge: The impact of content-intensive teacher professional development. National Center for Education Statistic. Retrieved from <https://ies.ed.gov/ncee/pubs/20164010/CPDf/20164010.CPDf> (accessed 5/8/17).
- Gore et al. (2017). Effects of professional development on the quality of teaching: Results from a randomised controlled trial of Quality Teaching Rounds. *Teaching and Teacher Education* 68 (2017) <http://dx.doi.org/10.1016/j.tate.2017.08.007>
- Groundwater-Smith, S., Mitchell, J., Mockler, N., Ponte, P., & Ronnerman, K. (2012). Facilitating practitioner research: Developing transformational partnerships. Routledge.
- Guskey, T. R. (2003). What makes professional development effective? *Phi Delta Kappan*, 84(10), 748-750.
- Guskey, T. R. (2000). Evaluating professional development. Corwin press
- Hardy, I., & Melville, W. (2013). Contesting continuing professional development: Reflections from England. *Teachers and Teaching*, 19 (3), 311–325.

- Hill, H. C., Beisiegel, M., & Jacob, R. (2013). Professional development research: Consensus, crossroads, and challenges. *Educational Researcher*, 42(9), 476–487
- Hoffman, K. M., Subramaniam, M., & Kinsey, L. (2017). Men and women are not equal: Examining gender differences in technology use, access, and skills in Sub-Saharan Africa. *Gender, Technology and Development*, 21(1-2), 5-23.
- Kennedy, A. (2014). Understanding continuing professional development: The need for theory to impact on policy and practice. *Professional Development in Education*, 40(5), 688e697. <http://dx.doi.org/10.1080/19415257.2014.955122>.
- Kennedy, M. M. (2016). How does professional development improve teaching? *Review of Educational Research*, 86(4), 945e980
- Kimmel, M. S., & Messner, M. A. (2010). Men's responses to feminism at the turn of the twenty-first century. *Gender & Society*, 24(1), 56-81.
- Larionova, A. A., Zaitseva, N. A., Anoshina, Y. F., Gaidarenko, L. V., & Ostroukhov, V. M. (2018). The modern paradigm of transforming the vocational education system. *Astra Salvensis*, 6(4)
- National Teaching Council (2020). A Framework for Professional Development of Teacher: Guidelines for Point Based- System (Inset and Portfolio). National Teaching Council Ministry of Education Accra, Ghana
- Niemiec, C. P., & Ryan, R. M. (2009). Autonomy, competence, and relatedness in the classroom: Applying self-determination theory to educational practice. *Theory and Research in Education*, 7(2), 133-144. <https://doi.org/10.1177/1477878509104318>
- Ryan, R. M., & Deci, E. L. (2017). Self-determination theory: Basic psychological needs in motivation, development, and wellness. New York: Guilford Publications.
- Salikhova, N. R., Lynch, M. F., Salikhova, A. B. (2020). Psychological Aspects of Digital Learning: A Self-Determination Theory Perspective. *Contemporary Educational Technology* 12(2) <https://doi.org/10.30935/cedtech/8584>
- Amponsah, S., Ampadu, E., & Thomas, M (2023). Professional development among in-service teachers: motivational factors, pathways and coping strategies, *Educational Review*, DOI: 10.1080/00131911.2021.1951173
- Smith, J. L. (2016). Gender differences in participation and completion of professional development programs: A review of the literature. *Journal of School Administration Research and Development*, 1(1), 1-11.

- Timperley, H., & Alton-Lee, A. (2008). Reframing teacher professional learning: An alternative policy approach to strengthening valued outcomes for diverse learners. *Review of Research in Education*, 32, 328e369. <http://dx.doi.org/10.3102/0091732X07308968>
- Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. L. (2007). Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement. Issues & Answers Report, REL 2007-No. 033. Regional Educational Laboratory Southwest (NJ1).
- Gersten, R., Dimino, J., Jayanthi, M., Kim, J. S., & Santoro, L. E. (2010). Teacher study group: Impact of the professional development model on reading instruction and student outcomes in first grade classrooms. *American Educational Research Journal*, 47(3), 694–739.
- Saunders, R. (2014). Effectiveness of research-based teacher professional development: A mixed method study of a four-year systemic change initiative. *Australian Journal of Teacher Education*, 39(4), 166–184
- Jacob, R., Hill, H., & Corey, D. (2017). The impact of a professional development program on teachers' mathematical knowledge for teaching, instruction, and student achievement. *Journal of Research on Educational Effectiveness*, 10(2), 379–407.
- Trumper, R., & Eldar, O. (2015). The effect of an MEd program in science education on teachers' professional development: An Israeli case study. *Professional Development in Education*, 41(5), 826–848
- Gabriel, R., Day, J. P., & Allington, R. (2011). Exemplary teacher voices on their own development. *Phi Delta Kappan*, 92(8), 37–41.
- Harris, D. N., & Sass, T. R. (2011). Teacher training, teacher quality and student achievement. *Journal of Public Economics*, 95(7–8), 798–812
- Mensah, D. K., & Jonathan, A. W. (2016). Teacher professional development: Keys to basic school teachers' curriculum practice success in Ghana. *British Journal of Education*, 4(4), 29–37
- Baker-Doyle, Kira (2010). "Beyond the Labor Market Paradigm: A Social Network Perspective on Teacher Recruitment and Retention." *Educational Policy Analysis Archives*. 18 (26): 1-14. Retrieved from: <http://epaa.asu.edu/ojs/article/view/836>
- Ginsburg, M. (2010). "Improving Educational Quality through Active-Learning Pedagogies: A Comparison of Five Case Studies." *Educational Research*. 1 (3): 62-74.
- McKinsey (2010). Why Top Students Don't Want to Teach. McKinsey Quarterly: Chart Focus Newsletter, December; Retrieved on 20 January 2011 from: http://www.mckinseyquarterly.com/newsletters/chartfocus/2010_12.htm.

- Ríordáin, M. N., Paolucci, C., & O'Dwyer, L. M. (2017). An examination of the professional development needs of out-of-field mathematics teachers. *Teaching and Teacher Education*, 64, 162–174
- Heller, J. I., Daehler, K. R., Wong, N., Shinohara, M., & Miratrix, L. W. (2012). Differential effects of three professional development models on teacher knowledge and student achievement in elementary science. *Journal of Research in Science Teaching*, 49(3), 333–362. 38.
- Johnson, C. C., & Fargo, J. D. (2014). A study of the impact of transformative professional development on Hispanic student performance on state mandated assessments of science in elementary school. *Journal of Elementary Science Teacher Education*, 25(7), 845–859.
- Penuel, W. R., Gallagher, L. P., & Moorthy, S. (2011). Preparing teachers to design sequences of instruction in Earth systems science: A Comparison of three professional development programs. *American Educational Research Journal*, 48(4), 996–1025
- Ullah, T., & Jundran, S. (2014). Impact of district teacher educators' mentoring support on professional development of primary school teachers. *The Journal of Educational Research*, 17(1), 112e130.