

Factors Influencing Teachers Take-up of Continuing Professional Development: the Perspectives of Basic School Citizenship Education and Social Studies Teachers of Sissala West District, Ghana.

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Abstract

This study focused on the factors that influence take-up of CPD activities by Basic School Social Studies teachers and the relationship between teacher characteristics and teacher participation in CPD. The used of the mixed-method approach which involved two phases of quantitative and qualitative data. A total of 185 respondents were purposively sampled. Data on factors that support CPD take-up as well as the relationship between teacher characteristics and teacher participation were gathered using questionnaire and semi-structured interview. Qualitative responses were coded, categorized and analyzed into themes. Quantitative data were analyzed using frequencies and percentages. Most teachers felt that consultation, good content and organisation as well as delivery were the key factors which contributed to the success of CPD activities in the district. It could be concluded from the findings of this study that linear relationship existed between the variables (teacher qualification, teacher experience) and participation in CPDs.

Keywords: Staff development, professional development, continuing professional development, participation of teachers.

1. Introduction

Continuing Professional Development (CPD) is a sine qua non for high quality performance of all teachers. This is because; the quality of teachers is a significant determiner of students' academic success. In buttressing this point, Hammad (2001) indicates that the most key determinant of what students study is related to what teachers know. The teaching profession for instance requires an incessant search of knowledge and skills through capacity building programmes in the form of seminars, refresher courses, in- service training, workshops, induction and orientation for new staff. CPD has been noted as a valuable means through which teachers enhance their knowledge and skills to teach more effectively. In the view of Lawal (2004), teachers' acquisition of pedagogical content knowledge for classroom activities is one most crucial aspect of the education process for which staff development activities usually focused on, leading to the improvement in subject mastery, pedagogy skills and classroom management. Madumere-Obike (2007) notes that, the purposes of staff development programmes are that they ensure the development of professional growth, equip teachers with current knowledge and pedagogical skills, meet particular needs, such as curriculum innovation and orientation, leadership duties and skills, facilitate the adjustment of new teachers in their teaching career, help to promote collaboration among teachers, and to make teachers aware of the need for up-to-date teaching methods.

According to Pedder (2006), a survey of over 1,000 teachers as part of the Learning How to Learn Project emphasised the importance teachers place on lesson-specific professional learning practices for enhancing the quality of their students' learning. The findings show that the teachers reported high positive results for team work, classroom hands-on professional development activities such as collaborative research and experimentation, joint teaching, observation of colleague teachers and providing feedback, but with much lower practice scores.

Also, studies by Kettle and Sellars (1996) in Australia and Olweus (2013) in Norway depict that teachers' professional preparation and development have a great effect on establishing teachers' goals for their learners, and how these goals subsequently influence the teachers' activities in the classrooms and schools. Similarly, Youngs (2001) after studying of records measuring the effects of four different models of professional development on teachers' professional development and school capacity in the United States of America, found that all models in the main, reinforced teachers' skills, knowledge, and attitudes, and they had diverse consequences on other facets of school capacity.

A number of studies concerning the effect of teachers' professional development on students' learning, report that

the more professional knowledge teachers possess, the higher the levels of student academic attainment (Falk, 2001; Tatto, 1999). Also, Borko and Putnam (1995) note that professional development plays a significant role in changing teachers' teaching methods, and that these changes have a positive impact on students' learning. Data collected during the 'Cognitively Guided Instruction Project' (CGI) – a multi-year and multi-phase programme of curriculum development, professional development and research – show powerful evidence that experienced teachers' pedagogical content knowledge and pedagogical content beliefs can be affected by professional-development programmes and that such changes are related to happenings in their classroom activities and student academic performance (Borko & Putnam, 1995). Similar results were obtained in Pakistan (Warwick & Reimers, 1995), where the formal education of teachers was closely associated with the levels of students' achievement. It is interesting to note that the report of Warwick and Reimers (1995) also showed that students' performance was not notably related to whether or not teachers acquired their qualification in the said country.

The provision of continuous professional development (CPD) in Sub-Saharan Africa has encountered challenging issues. Cosmas and Albert (2008) note that the provision of CPD is very low in Sub-Saharan Africa since the 1980s. This is due to the fact that many African countries had to operate in a context of financial austerity and underdevelopment. Besides, the provision of CPD had been in an ad hoc nature and has been described by Bellacan (1995) as the scheduling of awareness programmes, usually of short time interval, to notify teachers about latest ideas in the area of education, or, in the worst situation, to fill authorised institutional days with any on hand topic or speaker. In situations where staff development opportunities are poorly conceptualised, insensitive to the concerns of individual participants, and little effort is made to relate learning experiences to workplace conditions; subsequently little impact is made upon teachers or their pupils (Day, 1999a).

Much of attention has been placed on the results of CPD activities, such as teacher pedagogical skills and instructional activities; the successfulness of various procedures for adult learning; and whether professional development has an effect on children learning (Garet et al., 2001; Desimone et al., 2002). Although some of these researches recognise that teachers have powerful effects on student outcomes, there has been relatively little attention given to the role played by CPD in overall teacher effectiveness and, more specifically, the factors influencing CPD take-up by teachers (Richter, Kunter, Klusmann, Ludtke & Baumert, 2010). This current study thus seeks to explore the factors that influence the take-up of CPD activities of Basic School Citizenship Education and Social Studies teachers in the Sissala West District of the Upper West Region of Ghana.

1.1. Statement of the problem

Teachers' take-up of formal and informal ways of acquiring knowledge and skills has long been the subject of contention in educational research globally. Moreover, attracting, maintaining and developing teachers throughout their professional years have attracted the attention of educational policy makers in many countries (OECD, 2005). Also, many studies show that both informal and formal professional development activities are necessary for strengthened pedagogical practices and learners' achievements (Day et al., 2007). Teacher professional development is thus seen to be critical in maintaining and enhancing the quality of teaching and learning in schools (Craft, 2000; Harland & Kinder, 1997). Various sources of literature on professional development have consistently shown that teacher professional development is indeed a critical aspect of successful school level change and development (Day, 1999b; Hargreaves, 1994). The authors assert that where teachers are able to access new ideas and willing to share experiences more readily, it leads to greater potential for school and classroom improvement. Therefore, matching appropriate professional development provision to particular professional needs is essential if effective learning is to take place.

In recent decades, Ghana has outlined a number of policy documents aimed at enhancing the professional development of teachers throughout their careers. In the last few years, education policy has begun to specifically tackle the issue of CPD. In view of this, much attention has been focused on the restructuring of and investment in CPD provision, the impact on classroom practices and methodologies and students' performance and attainment. However, less attention has been given to the finding out of the reasons teachers participate in CPD as well as the factors which encourage, or motivate take-up of this type of in-career training.

Coolahan (2003,) notes that, there is paucity of data on the level of teachers' involvement in lifelong professional development programs. Considering the magnitude of investment in CPD programs for teachers and the reliance on implementation of education reforms on the provision of effective CPD, it is imperative that the knowledge foundation on which teachers take up CPD regularly and the reasons need to be strengthened. Again, although support services have been introduced which place emphasis on the concept of lifelong learning and provide professional development programmes for teachers, little is known about the extent of participation in CPD, and how take-up varies by teacher or school characteristics in the district (study setting). This study sought to address this gap by investigating into the factors influencing teacher participation in CPD in the Sissala West district of

Ghana. The current research envisages that this study will yield valid results and recommendations to inform educational, CPD practices.

1.2. Purpose of the study

The purpose of this study was to explore the factors that necessitate the take-up of CPD activities by Basic School Social Studies teachers and the relationship between teacher characteristics and teacher participation in CPD activities. The objectives of the study were therefore to determine the factors that necessitate the take-up of CPD activities by Basic School Citizenship Education and Social Studies teachers as well as the relationship between teacher characteristics and teacher participation in CPD activities. The study was guided by the following research questions:

Research question 1: What factors influence the participation of citizenship education and social studies teachers in CPD programmes in the district?

Research question 2: What is the relationship between teacher characteristics and teacher participation in CPD?

1.3. Significance of the study

The findings would help teachers, supervisors and other responsible officers to be aware of the factors influencing teacher participation in CPD, and also bring out the challenges that stand against the success of professional development programmes in order to take actions of improvements. The findings would also provide important information to the national and local policy makers and programme designers so that they would further revise and develop appropriate programmes for specific target groups. The study findings would contribute to the improvement of quality social studies education by initiating responsible parties in school improvement programme which ultimately would end with the highest learners' achievement. The findings would also add to the existing body of literature on teachers' continuous professional development.

1.4. Limitations of the study

As with any study, there are external and internal constraints. An indication of these and their impact is given below.

External and internal constraints were encountered in the course of conducting the study. As always, time and resource constraints act to place bounds around the scope of the study. Time was a factor in this study. External conditions required the fieldwork to be completed within a specified time-frame with little or no scope for this to be extended. Strangers are not always trusted in institutions such as schools for various reasons. Gatekeepers of data may sometimes think that a researcher's presence may expose shortcomings in certain aspects of their work and they may feel uncomfortable. This is particularly true during an intense focus on education. As a result, winning the trust of teachers and head teachers is a challenge that a study such as this needed to meet.

1.5. Delimitation of the study

The study should have ideally assumed a national dimension. However it is delimited to Basic School Citizenship Education and Social Studies teachers in the Sissala West district of Upper West region. The study also focuses only on the factors that influence CPD take-up by Basic School Citizenship Education and Social Studies teachers and the relationship between teacher characteristics and teacher participation in CPD activities.

2. Literature review

In Ghana, CPD for basic school teachers usually take two forms where on one hand, education authorities plan and invite teachers to attend workshops and training programmes on targeted topics such as subject pedagogical content knowledge and skills, leadership and management issues and on the other hand, schools are allowed to decide their own professional development activities which they find useful to their work. However, there is lack of extensive studies to uncover the factors that influence teachers' participation in CPD.

One model that has been used to explain teachers' take up of professional development activities is the Teacher Career Cycle Model. This model is made up of more or less eight stages which can be used to explain the extent of a teacher's participation in professional development: (1) pre-service, (2) initiation into the service, (3) proficiency building, (4) passion and growth, (5) stability, (6) dissatisfaction, (7) career wind-down and (8) career exit. However, it is not certain that every teacher will go through every stage (Fessler & Christensen, 1992).

In this model, it is posited that the motivation for a teacher's take –up in professional development, changes as he or she goes through the different stages of his or her carrier development. This suggest that, teachers are more likely to participate in CPD in the early stages because these are their formative and important stages of their

career and may be more passive and indifferent to CPD activities as they reach the stability stage. Subsequently, their motivation to participate in any CPD activity declines even further as they pass through the last three stages. This model has been criticized by Pow and Wong (2017) on the grounds that it is subjective in nature and therefore may not be sufficient to be used to predict teachers' readiness to participate in CPD.

Scribner (1999) propounded a model that can be used to explain the factors that influence an individual teacher's engagement in CPD. The model consists of three main parts that might influence teachers' decision to participate in professional development activities. First of all, he notes that motivation (both intrinsic and extrinsic) is very important. He outlines four intrinsic motivating factors such as: content knowledge needs pedagogical skills deficiencies, classroom management problems and gaps in student centred knowledge. Also he notes two main extrinsic factors that affect teacher participation in CPD activities are remuneration and licensure requirements. Further, he notes that the level of support to teachers by school authorities for PD activities plays a key role in a teacher's decision making process to participate in PD. Again, Scribner (1999) ascribes that the quality, rate at which and the range of PD activities provided to teachers are important factors in determining teachers' decision making process in take up of PD. In addition, teacher's life outside the school, and his level of commitment to his family influence the decision making process.

Kwakwan (2003) in a study on factors that affect teachers' engagement in PD activities involving 542 secondary school teachers in Netherlands identified that three factors; personal factors, task factors and work environment factors have an effect on teachers' participation in PD activities. She noted that personal factors such as professional attitudes and emotion exhaustion appeared to have a greater significance than task factors (i.e. pressure of work, autonomy) and work environment factors (i.e. management support) in predicting teachers' take up in CPD. Borko (2004) asserts that a teacher's engagement in CPD activities can stem from the quest for lifelong learning, the desire for professional competence and to stay abreast with current happenings in his field of work, for career progression, or the need to satisfy compulsory government regulations. Also, a study by Lee (2002) found a number of factors that facilitate effective PD in Taiwan. These include; 'relevant/realistic content' (34%), 'opportunity to share ideas' (32%), 'relevant to needs identified by teachers themselves' (25%), 'hands-on activities' (25%), 'sufficient resources'(20%), 'good delivery' (18%), 'focused content' (17%), 'participants committed' (13), 'school supportive of CPD' (11%), 'presenter with recent experience' (9 %) and 'based on good practice' (9%).

Aside, the above factors, teachers' personal characteristics could influence their involvement in CPD activities. For instance, a study by Amanulla and Aruna (2014) showed that there are significant differences between male and female teachers, more-experienced and less experienced teachers, and government and private school teachers in the mean scores of items related to professional development. According to Torff and Session (2008) personal characteristics of teachers such as age, years of teaching experience, gender, grade level (elementary versus secondary), in which they teach affects teachers' attitudes about PD activities and as a result, influence teachers' participation in PD activities. Also, a study by Ozer and Beycioglu (2010) on the effects of teacher characteristics, such as gender and teaching experience, in terms of PD activities revealed that gender and years of teaching experience affect teachers' participation in CPD activities, with female teachers having more positive attitudes toward PD activities than do male teachers, and experienced teachers generally have negative attitudes about PD activities.

Studies by Hustler, McNamara, Jarvis, Londra, and Campbell (2003) showed that male teachers were a little less likely to have positive feelings about professional development than their female colleagues albeit the difference was negligible. A study by Bayindir (2009) found that there is no relationship between teaching experience and teacher participation in CPD as both less experienced teachers (those with fewer than 5 years teaching experience) and experienced teachers (those with over 21 years of teaching experience) reported that participation in PD activities is unnecessary and therefore often deemed as a waste of time. Also, Teaching and Learning International Survey (2013) showed that there is no statistically significant difference between male and female teachers with regard to days of participation. Moreover, the number of professional development activities engaged in by a teacher decrease with the age of the teacher showing that less experienced teachers receive more days of professional development than more-experience teachers. Alade and Odebo (2014) revealed that gender, age, academic qualification, and years of teaching experience had no significant impact on the benefits teachers' derived from Professional Development activities.

Empirical studies investigating teacher participation in professional development have identified age-related differences (Desimone, Smith & Ueno, 2006). Choy, Chen and Bugarin (2006) study found that teachers were engaged in formal learning opportunities across all age groups. Richter et al. (2010) research showed that formal learning programs (such as in-service training) were mainly often used by mid-career teachers (approximately age 42), while informal learning opportunities show distinct models across the teaching career. Richter et al.

(2010) also found that contrary to expectations, older teachers approaching retirement spend more time engaged in informal professional development, such as reading professional literature, than their younger counterparts.

3. Methodology

The study used the mixed-method approach following the sequential explanatory design. According to Creswell (2008), mixed-method is an approach in which the researcher collects, analyses the data, integrates the findings, and come out with inferences using quantitative and qualitative approaches within a single study. This design comprises two main phases, thus quantitative followed by qualitative (Creswell, Plano-Clark, Gutmann & Hanson, 2003). The researchers adopted mixed-method approach because analyses of the quantitative data would provide a general understanding of the research problem. Whereas subsequent analyses of qualitative data would refine and further explain those statistical results with an in-depth examination of participants' views (Creswell, 2008).

The sample for this study was made up of 185 respondents which included 15 headteachers and 170 teachers (made of 89 males and 81 females) selected through purposive sampling. The district was chosen because being Tutors at the Tumu College of Education, the researchers visited schools in the district running Teacher Continuous Professional Development (TCPD) programme with different facilities, in different geographical settings and participants with different educational backgrounds. The researchers' interaction with the teachers revealed that they had varying assumptions about TCPD in general and its relevance, challenges and the expected outcome, students' learning improvement, within the school and otherwise. The current study used questionnaire and semi-structured interview to collect information from the teachers in line with the research objectives. It includes both open-ended and close-ended items. Likert-type scales were also used where respondents were asked to rate items connected with their attitude towards CPD in line with CPD activities. Respondents were also offered opportunities to give qualitative responses and additional comments. The Statistical Product for Services Solution (SPSS version 22 for Windows) was used to analyse the data. Statistical descriptors used in this study are frequency (f) and percentage (%). Following procedures outlined by Ferguson and Takane (1989) and Kannasutr (1999), mean and t-test were employed to determine the patterning of the views of teachers the factors that encourage their CPD take up as well as teacher characteristics and their participation in CPD activities.

4. Results and Discussion

Research question 1: What factors influence the participation of social studies teachers in CPD programmes in the district?

The study collected data on factors that influence the participation of respondents in CPD activities. Table 1 presents results on the factors contributing to effective continuous professional development activities in the Sissala West District.

Table 1: The Factors Contributing to Successful or Effective CPD Activities

Factor	Freq.	%	Rank
Consultation	56	33	1 st
Good organisation	47	28	2 nd
Good content	34	20	3 rd
Provider experience	19	11	4 th
Proper delivery	12	7	5 th
Other	2	1	6 th
Total	170	100	

Source: Fieldwork data (2017)

Table 1 shows that, a majority (56) which represents 33% of the respondents mentioned consultation (1st) as a factor. This is followed by good organisation (2nd) as reported by 47 (28%) respondents. The rest were good content (3rd) as stated by 34 (20%) respondents, and provider experience (4th) as indicated by 19 (11%) respondents. The least of the factors were proper delivery (5th) as mentioned by 12 (7%) respondents, and other unspecified factors (6th) as stated by 2 (1%) respondents.

Semi-structured interview data conducted for headteachers on the factors that influence the

take-up of CPD activities by Basic School Social Studies teachers.

A number of factors influence the participation of social studies teachers in CPD programmes. I think teachers are motivated to participate in the activities when the facilitator does good delivery, and teachers' expectations are met. This means that facilitator has much content knowledge and hands- on activities (**Interview data, Headteacher # 1**).

Teachers are encouraged to participate in these activities when they are made to decide on the kind of CPD activities that they would like to undertake to develop themselves. Also, they will take part in it if the CPD activity will help them to update their knowledge and skills as well as personal benefits such as promotion (**Interview data, Headteacher # 2**).

Teachers take part in continuous professional development activities that meet their needs. That is the activities are focused, well structured, presented by people with recent and relevant knowledge, and provide for active learning (**Interview data, Headteacher # 3**).

Teachers take part in continuous professional development activities that meet their needs. They are also zealous to participate in it if teachers are involved in planning for CPD activity. Another factor is when the CPD programme is practically oriented and properly organised (**Interview data, Headteacher # 4**).

Teachers will usually like to take part in continuous professional development activities if the content is relevant to their work and if it is well organised. This will enable them acquire knowledge that will improve their efficiency (**Interview data, Headteacher # 5**).

I think teacher participation is high when facilitators do good delivery, and their expectations are met. The implication is that a facilitator should have much content knowledge and hands- on activities (**Interview data, Headteacher # 6**).

Teachers are involved in continuous professional development activities that are suited to their needs. Most often these activities that are activities are well structured and focused in providing relevant knowledge and skills (**Interview data, Headteacher # 7**).

Teachers will take part in continuous professional development activities that would satisfy their needs. They would also take part in it if it is planned with teachers. A practically oriented and proper organised continuous professional development activity would encourage teachers to participate in it (**Interview data, Headteacher # 8**).

Teachers take part in continuous professional development activities when they are made to decide on the kind of CPD activities in collaboration with stakeholders and also, if the delivery process is handled by competent and knowledgeable facilitators (**Interview data, Headteacher # 9**).

Teachers participate in continuous professional development activities if the content is relevant content, and the activities are well organised. Besides, effective delivery by facilitators also accounts for teachers' participation in these activities. This will enable them acquire knowledge that will improve their efficiency (**Interview data, Headteacher # 10**).

Teachers take part in continuous professional development activities that satisfy their needs. That is when the activities are focused and well structured (**Interview data, Headteacher # 11**).

I think teachers willingly participate in continuous professional development activity when it meets the following criteria: effective delivery that meets teachers' expectations and hands-on activities (**Interview data, Headteacher # 12**).

I think teachers are motivated to participate in the activities when they are properly delivered, and teachers' expectations are met in terms of good content, and hands-on activities (**Interview data, Headteacher # 13**).

Teachers participate in CPD programmes when they are made to decide on the kind of CPD activities they need. Also, if the CPD activity will help them to update their knowledge and skills as well as some personal benefits such as promotion (**Interview data, Headteacher # 14**).

Teachers participate in continuous professional development activity if it would satisfy their needs, planned with teachers, and it is practical oriented. Another factor which encourages teacher participation is when the content of CPD activity is relevant and well organised. Besides, effective delivery by facilitators also accounts for teacher participation in these activities since it enables them to gain knowledge and skills that will improve their efficiency (**Interview data, Headteacher # 15**).

This study finding is buttressed by Pedder (2006) by a survey of over 1,000 teachers as part of the Learning How to Learn project which emphasised the importance teachers place on lesson-specific professional learning practices for enhancing the quality of their students' learning. Teachers reported high-value scores for collaborative classroom-based professional development activities such as joint research and experimentation, team teaching and peer observation and feedback, but much lower practice scores. It is also supported by Lee (2002) where he found a number of factors that facilitate effective PD in Taiwan include 'relevant/realistic content', 'opportunity to share ideas', 'relevant to needs identified by teachers themselves', 'hands-on activities', 'sufficient resources', 'good delivery', 'focused content', 'participants committed', 'school supportive of CPD', 'presenter with recent experience' and 'based on good practice'.

Research question 2: What is the relationship between teacher characteristics and teacher Participation in CPD?

Data was solicited from the respondents on their characteristics to determine the relationship between teacher characteristics and teacher participation in CPD activities. The data presented in Table 2.

From Table 2, out of a total number of 170 teachers who participated in this study, those who really participated in CPD activities ($n = 151$) far outnumbered those who did not participate in it ($n = 19$). Out of the 151 teachers, male teacher participation ($n = 89$) in CPD is higher compared to female teachers participation ($n = 62$) in the current study. A mean comparison of the gender differences in teacher participation was skewed towards male teachers ($M = 2.00$; $SD = 0.000$) as against female teachers ($M = 1.41$; $SD = 0.495$). Similarly, a t-test output indicates that the observed difference in the means is significant; $t(168) = -5.192$, $p = .000$, at a confidence interval (C.I) of 95%. This result statistically shows a negative but significant marginal gender difference in teacher participation in CPD activities. This result seemed to suggest that male teachers are more likely to participate in CPD activities as compared to their female counterparts. The finding is supported by studies by Hustler, McNamara, Jarvis, Londra, and Campbell (2003) that revealed that male teachers were a little less likely to have positive feelings about professional development than their female colleagues albeit the difference was negligible. The low participation of female teachers in CPD activities could be linked to some challenges which confront them, For instance, they are likely to face multiple role challenges or work overload if they are career women, wives and mothers who care for their families. It would be difficult for such female teachers to effectively function since they might be overburdened with domestic tasks, especially if the lack or received less support from their families. It is also likely that they might encounter financial constraints, especially if they were to self-sponsor their participation in CPD activities. It is also likely that female teachers have low internal (intrinsic) motivation for CPD activities.

Table 2: Cross Tabulation of Teacher Characteristics and Participation in CPD Activities

Variable	Variable category	Participation in CPD			M	SD	t-cal	df	p																																																																						
		Yes (n = 151)	No (n = 19)	Total																																																																											
Sex	Male	89	0	89	2.00	0.00	-5.192	168	0.000																																																																						
	Female	62	19	81	1.41	.495				Age	Under 25 yrs	19	0	19	4.00	.943	-12.091	168	0.000	25-34 yrs	96	0	96	35-44 yrs	36	8	44	45-54 yrs	0	3	3	55+ yrs	0	8	8	Educational Qualification	Cert. 'A'	17	0	17	3.11	.315	-10.039	168	0.000	Diploma	118	0	118	Bachelor degree	16	17	33	Other	0	2	2	Teaching Experience	Under 5 yrs	89	0	89	4.37	.761	-18.344	168	0.000	6-10 yrs	51	0	51	11-15 yrs	11	3	14	16-20 yrs	0	6	6
Age	Under 25 yrs	19	0	19	4.00	.943	-12.091	168	0.000																																																																						
	25-34 yrs	96	0	96																																																																											
	35-44 yrs	36	8	44																																																																											
	45-54 yrs	0	3	3																																																																											
	55+ yrs	0	8	8																																																																											
Educational Qualification	Cert. 'A'	17	0	17	3.11	.315	-10.039	168	0.000																																																																						
	Diploma	118	0	118																																																																											
	Bachelor degree	16	17	33																																																																											
	Other	0	2	2																																																																											
Teaching Experience	Under 5 yrs	89	0	89	4.37	.761	-18.344	168	0.000																																																																						
	6-10 yrs	51	0	51																																																																											
	11-15 yrs	11	3	14																																																																											
	16-20 yrs	0	6	6																																																																											
	21+ yrs	0	10	10																																																																											

Source: Fieldwork data (2017)

Key: **M** = Mean; **SD** = Standard Deviation; **df** = degrees of freedom; **p** = probability value or significance level

Young and middle-aged teachers who fall within the age group of 25-34 (n = 96) were more likely to participate in CPD activities compared to their counterparts who were between 35 and 44 years (n = 34) and those who are 25 years old or below (n = 19). Teachers who were 45-54 (n = 0) and 55 years or more (n = 0) are either not likely or less likely to participate in CPD activities. A comparison of the mean in age differences and teacher participation in CPD indicated that young teachers (M = 4.00, SD = 0.943) were more likely to participate in CPD compared to their counterparts who were old or elderly (M = 2.11, SD = 0.595). An independent samples t-test result shows that the observed difference in the means is significant; $t(168) = -12.091$, $p = 0.000$, at a confidence interval (C.I) of 95%. This result statistically shows a significant age difference in teacher participation in CPD.

This result implies that young teachers are more likely to participate in CPD activities compared to their elderly counterparts. This is an indication that the tendency or inclination to participate in CPD activities is high among young teachers. Empirical studies investigating teacher participation in professional development have identified age-related differences (Desimone, Smith & Ueno, 2006). Choy, Chen and Bugarin (2006) study found that teachers were engaged in formal learning opportunities across all age groups. Richter et al. (2010) research showed that formal learning programs (such as in-service training) were mainly often used by mid-career teachers (approximately age 42), while informal learning opportunities show distinct models across the teaching career. Richter et al. (2010) also found that contrary to expectations, older teachers approaching retirement spend more time engaged in informal professional development, such as reading professional literature, than their younger counterparts. This is in contrast with the current study where young teachers are more likely to take up CPD activities. This is so because; it is likely that they have high internal motivation for such programmes because they value them. It is also likely that it aligns with their personal goals and interests of promotion and professional growth and development. This could be so because old or elderly teachers might not value the relevance of such professional development activities to their personal goals or interests of promotions. Also, their propensity and participation in such programmes might be relatively low because of closeness to retirement. This result suggests that CPD activities should target more young teachers.

In terms of teacher qualification; teacher participation in CPD activities is high among those who obtained diploma certificates ($n = 118$) and Certificate 'A' holders ($n = 17$). However, teacher participation in CPD activities was low among those who obtained bachelor degrees ($n = 16$) and other higher degrees such as master and doctorate degrees ($n = 0$). There was a significant relationship between teacher qualifications and participation in CPD [$t(168) = -10.039, p = 0.000$ (two-tailed)]. Teacher participation was much higher among those with low qualifications ($M = 3.11, SD = 0.315$) than their counterparts with higher qualifications ($M = 1.99, SD = 0.469$). This means that a low teacher professional and academic qualifications trigger high participation. That is, teachers with low professional and academic qualifications have high inclination to participate in CPDs compared to their counterparts with higher qualifications. This is an indication of a linear relationship between these two variables (teacher qualification and participation in CPD). This result suggests that CPD activities should target teachers with low professional and academic qualifications.

Teacher participation in CPD activities was high among those who had spent a few years in the teaching profession compared to their counterparts who had spent more or long years. This means that participation in CPDs is high among teachers who are less experienced. The results of this study found that teacher participation in CPD was high among those who spent 5 or less years ($n = 89$), those who spent 6-10 years ($n = 51$), and those who spent 11-15 years ($n = 11$). Teachers who had spent 16-20 years ($n = 0$), and 21 years or more ($n = 0$) less participated in CPD activities or they were found not to participate in CPDs at all. There was a significant relationship between teacher experience and participation in CPD [$t(168) = -18.344, p = 0.000$ (two-tailed)]. Teacher participation was higher among less experienced teachers ($M = 4.37, SD = 0.761$) than their counterparts who are more experienced ($M = 1.48, SD = 0.631$). It is likely that less experienced teachers have high internal (intrinsic) motivation to participate in CPD activities. That is, less experienced teachers have high inclination to participate in CPDs. This is an indication of a linear relationship between teacher experience and participation in CPD. This result suggests that CPD activities should target teachers who are less experienced.

During the interview, some of the headteachers had these to say:

A lot of male teachers take part in CPD activities than their female counterparts. This phenomenon is due to the fact that female teachers have a lot of duties to carry out at home. It could also be as a result of monetary constraints. In my view, beginning teachers take part more in CPD activities as compared to teachers who are about to retire. This is because the beginning teachers need more skills and content to be effective and efficient in their work and also get promotion. Those about to retire believe they have done their part and need to prepare for their retirement. Teachers with lesser educational qualifications involve themselves more in CPD activities than those with higher educational qualifications. This is so because the former need more skills and knowledge to be effective and efficient to become better professionals whilst the later has attained this stage. Teachers who just join the teaching profession do take part more in CPD activities than teachers who have been in the profession for a long period. This phenomenon is as a result of the fact that the former needs more skills and knowledge to be effective and efficient in their work to attain professionalism, whereas the latter might have already attained professionalism (**Interview data, Headteacher # 1**).

The number of male teachers and female teachers that take part in CPD activities is about the same from my estimation. This is as a result of the fact that both male and female teachers do the same work in the teaching service. Hence, they all require same sort of skills and knowledge to be effective and efficient in their work. Young teachers participate more in CPD activities than teachers who are older. Young teachers have more years to teach; as such they need to continuously develop themselves to be able to do their work effectively. On the other hand, older teachers who are close to retirement may be interested in activities that prepare them for retirement not activities that will enhance their efficiency in the teaching field. Teachers who completed teacher training institutions with the minimum teaching certificate usually want to engage in CPD activities in order to upgrade themselves to achieve competence. However, teachers with higher qualifications feel reluctant to engage in CPD activities for the fact they believe they have acquired what is

required to be a competent teacher. Teachers with less experience in teaching need the needed experience to be able to perform effectively. This accounts for their regular participation in CPD activities to enable them learn the skills and knowledge to do a better job in the chosen profession. Conversely, teachers with more experience usually have some kind of dislike for CPD activities with the belief that they have acquired skills and knowledge it takes to be expert teachers (**Interview data, Headteacher # 2**).

Both male and female teachers take part in continuous professional development activities in my estimation. This may be so because both sexes are in the same teaching profession which requires same skills and knowledge in the practice of their chosen field. In this regard both take part in these activities to acquire the needed skills and knowledge to function as effective and efficient professionals. Those who involve themselves more in continuous professional development activities are the young teachers. It could be that these young teachers have the quest to attain professionalism which can only be achieved through lifelong learning. Hence, they engage more in continuous professional development activities. Teachers with the least qualifications are the ones who usually participate more in continuous professional development activities. This cohort of teachers needs to 'grow' in the field. This growth is only attained through self-development by engaging in continuous professional development activities. Teachers with more teaching experience most often than not like to take part in continuous professional development activities. They assume that they have all it takes to deliver effectively in terms of pedagogy and knowledge in the teaching and learning environment. On the contrary, teachers with little experience involve themselves more in continuous professional development activities since they have little or no experience in the field. "I always chose the newly trained teachers when I am asked to select teachers to attend continuous professional development activities" (**Interview data, Headteacher # 3**).

The participation of both male and female teachers in continuous professional development activities is same. Both categories of teachers require same skills and contents to function well as teachers. Hence, they need same learning opportunities to acquire same. Young teachers participate more in CPD activities than old teachers do. Young teachers who have just joined the profession have a lot to learn in terms of pedagogy and content knowledge. The avenue for the acquisition of the pedagogical skills and content knowledge is through continuous professional development activities. Older teachers who are almost 'tired' in the service usually feel reluctant to engage in continuous professional development activities. They assume that the 'journey' is about ending or has ended. Generally, the participation in continuous professional development activities is comparatively high among teachers who have the least teaching qualification. This phenomenon is as a result of the need to 'catch up' with teachers who have a higher teaching qualification or go ahead of them to position themselves as godfathers in the profession. The phenomenon is that, teachers with enough experience see themselves as having acquired a lot with regard to what is required of them as effective professionals. Consequently, these teachers see nothing 'new' in these continuous professional development activities. Hence, they often fail to take part in these learning opportunities. However, teachers without the needed experience are compelled to participate more in continuous professional development activities to enable them gain much experience in the field of teaching (**Interview data, Headteacher # 4**).

There exist some differences between male and female teacher participation in continuous professional development activities. Male teachers participate in continuous professional development activities more than female counterparts. Male teachers usually have more opportunities to engage in CPD than their female

colleagues. Male teachers have enough time as they usually excuse themselves from house household activities. Female teachers are usually caught up with a lot family duties that take away much of their time. There is a gap between the participation of young and old teachers in continuous professional development activities. Young teachers participate more in continuous professional development activities than older teachers. The young teachers are beginning teachers who need to learn how to do the work of the teacher. Hence, they need continuous professional development activities. The older teacher has already acquired the art of teaching. Hence, they are less likely to engage in continuous professional development activities. The educational qualification of teachers will determine the level of participation in continuous professional development activities. Teachers with less educational qualification have the quest to climb the educational ladder in the teaching profession. Hence, they participate more in continuous professional development activities. Teachers with higher educational qualification assumed they have reached their peak. Thus, they do not need any knowledge and for that matter there is no need to engage in continuous professional development activities. There is no much difference in the level of participation of teachers in continuous professional development activities by experience. The difference only exists in the type of activities. Highly experienced teachers are more likely to participate in certain types of CPD activities such as computers, whereas younger teachers experience are more likely to attend courses in classroom management (**Interview data, Headteacher # 5**).

A lot of male teachers take part in CPD activities than their female counterparts. This phenomenon is due to the fact that female teachers are saddled with a lot of household activities and do not usually have enough time to engage in continuous professional development activities. Beginning teachers participate more in CPD activities as compared to teachers who are about to retire. This is because the beginning teachers need more skills and content to be effective and efficient in their work and to become expert teachers. Those about to retire are more aligned to activities that prepare them for retirement. Teachers with the least educational qualifications participate more in CPD activities than those with higher qualifications. This is so because the former need more skills and knowledge to be effective and efficient to become better professionals whilst the later assumed that all that is required for their work had been learnt. Teachers who just joined the teaching profession participate more in CPD activities than teachers who have been in the profession for a long period. This phenomenon is as a result of the fact that the former need skills and knowledge to attained professionalism whereas the latter see themselves professionals (**Interview data, Headteacher # 6**).

Both male teachers and female teachers participate in continuous professional development activities. This may be so because they have the same job description which requires same skills and knowledge. Consequently, they take part in these activities to acquire the needed skills and knowledge to function as professionals in the teaching field. The young teachers participate more in continuous professional development activities as compared to the old teachers. Young teachers want to attain professionalism and professionality. Hence, they need to participate more in continuous professional development activities. Teachers with the least educational qualifications participate more in continuous professional development activities than those with higher educational qualifications. This cohort of teachers have a lot to do in the field. This is achieved through self development by engaging in continuous professional development activities. Teachers with more teaching experience are reluctant to participate in continuous professional development activities. The mind set is that, they have all it takes to deliver effectively in terms of pedagogy and knowledge in the teaching and learning environment. On the contrary, teachers with little experience participate more in continuous professional

development activities since they have little or no experience in the field (**Interview data, Headteacher # 7**).

The participation of both male and female teachers in continuous professional development activities is the same. They all require same skills and content to engage in their work as professional in the teaching field. Hence, they need same learning opportunities to acquire them. Young teachers participate more in CPD activities than teachers who are older. Young teachers have a lot to learn in terms of pedagogy and content knowledge. The avenue for the acquisition of the pedagogical skills and content knowledge is continuous professional development activities. Older teachers usually feel reluctant to engage in continuous professional development activities in that they assume that they 'know all'. Generally, the participation in continuous professional development activities is comparatively high among teachers who have the least teaching qualification. This is because of the need to bridge the knowledge gap with teachers who have higher teaching qualification. The conception is that, teachers with much experience see themselves as think tanks with regard to what is required of them as effective professionals. This notion makes them see nothing 'new' in these continuous professional development activities. Hence, they do not take part in these learning opportunities. However, teachers without the needed experience are compelled to participate more in continuous professional development activities to enable them gain much experience in the field of teaching (**Interview data, Headteacher # 8**).

The number of male and female teachers who take part in CPD activities is about the same from my estimation. The reasons include: male teachers like their female colleagues require same sort of skills and knowledge since they do same job. Both male and female teachers need growth in their profession and this is achieved through lifelong learning activities and for that matter CPD activities. Young teachers participate more in CPD activities than teachers who are older. Young teachers need promotion in the field of teaching and this can be achieved through self-development. They need more knowledge and skills to do their work better. The older teachers who have gone through CPDs are ill-equipped and needed knowledge and skills. Hence, they have less interest in continuous professional development activities. Teachers who completed teacher training institutions with the minimum teaching certificate engage in CPD activities to achieve competence. Teachers who had higher qualifications feel reluctant to engage in CPD activities with the thinking that they have learnt 'all' to make them competent better. Teachers with less experience in teaching require much experience to perform effectively as required of them. This necessitates their regular participation in CPD activities to enable them learn the skills and knowledge to do a better job in chosen their chosen profession. Whereas teachers with much experience usually have some kind of 'dislike' for CPD activities with assumption that they have acquired skills and knowledge it take to be expert teachers (**Interview data, Headteacher # 9**).

There exists some difference between male and female teachers' participation in continuous professional development activities. Male teachers participate in continuous professional development activities more than their female counterparts. Male teachers do usually have more opportunities to engage in CPD than do their female colleagues. Male teachers have the resources to undertake continuous professional development activities. Female teachers are limited in terms of resources to participate in continuous professional development activities. There is a difference between the participation of young teachers and old teachers in continuous professional development activities. Young teachers participate more in continuous professional development activities compared to older teachers. The young teachers are relatively new in the profession. Hence, they need more knowledge and skills. These are acquired through professional development

activities. The older teachers feel that they have learnt all that they need to learn. Hence, they have less interest in continuous professional development activities. The educational qualification of teachers will determine their level of participation in continuous professional development activities. Teachers with the minimum educational qualification have the quest to get to the peak in the teaching profession. Hence, they participate more in continuous professional development activities. Teachers with higher educational qualification assumed they have reached their pinnacle. Thus, they do not need any knowledge and for that matter there no need for them to engage in continuous professional development activities. There is no much difference in the level of participation of teachers in continuous professional development activities by experience. However, the kinds of continuous professional development activities undertake differ. The much experienced teachers new technological content hence participate in computer related courses whereas the less experienced teachers require knowledge on class management hence prefer continuous professional development activities tailored in this direction (**Interview data, Headteacher # 10**).

The participation level of male and female teachers in continuous professional development activities is the same. They all require same skills and knowledge to carry out their work effectively and efficiently. This is achieved through participation in continuous professional development activities. The young teachers participate more in continuous professional development activities as compared to the old teachers. Young teachers want to attain professionalism and professionality. Hence, they need to participate more in continuous professional development activities. The old teachers think they have attained this status. Teachers with the least educational qualifications participate more in continuous professional development activities than those with higher educational qualifications. This cohort of teachers require much to learn in the field. This is achieved through self development by engaging in continuous professional development activities. Teachers with more teaching experience are reluctant to participate in continuous professional development activities. They see themselves as having all it takes to deliver effectively in terms of pedagogy and knowledge in the teaching and learning environment. On the contrary, teachers with little experience participate more in continuous professional development activities in that they still have much to learn in the field (**Interview data, Headteacher # 11**).

A lot of male teachers take part in CPD activities than their female counterparts. Female teachers have a lot to do in terms of household activities. Thus, they have less time to engage in continuous professional development activities. Beginning teachers participate more in CPD activities as compared to teachers who are about to retire. Beginning teachers need more skills and content to be effective and efficient in their work and to become expert teachers. Those about to retire think that they have reached the end of the tunnel. Hence, new learning does not matter anymore. Therefore, they lack interest in continuous professional development activities. Teacher participation in continuous professional development activities differ in terms of level of educational qualification. Teachers with the least educational qualifications participate more in CPD activities than those with higher qualifications. This is so because the former need more skills and knowledge to be effective and efficient to become better professionals whilst the later assumed that all that is required for their work had been learnt. Teachers who just joined the teaching profession participate more in CPD activities than the teachers who have been in the profession for a long period. It is a result of the fact former limited scope of skills and knowledge to attained professionalism whereas the latter see themselves professionals (**Interview data, Headteacher # 12**).

A lot of male teachers participate in CPD activities than female counterparts. This phenomenon is due to the fact that female teachers have a lot at hand in terms of household activities limiting them to engage in continuous professional development activities. The male teachers have ample time to engage in these activities. Beginning teachers participate more in CPD activities as compared to teachers who are about to retire. The beginning teachers need more skills and content to be effective and efficient in order to be expert teachers. Older teachers who are exiting see no need to participate in continuous professional development activities since knowledge is of less benefit to them. Teachers with the least educational qualifications participate more in CPD activities as compared to teachers with higher educational qualifications. This is so because the former need a lot of skills and knowledge to be effective and efficient to become master teachers whilst the latter assumed that all that is required for their work had been learnt. Teachers with less experience in teaching profession participate more in CPD activities than the teachers who have been in the profession for a long period with much experience. This phenomenon is a result of the fact less experienced teachers need skills and knowledge to attained professionalism whereas the much experienced teachers see themselves professionals (**Interview data, Headteacher # 13**).

Male and female teachers equally participate in CPD activities. This is as a result of the fact that both male and female teachers require same sort of skills and knowledge to be effective and efficient in their work. That is pedagogical skills and content knowledge. Young teachers participate more in CPD activities than older teachers. Young teachers have more years to teach as such need to continuously develop themselves to be able to do their work effectively. On the other hand, older teachers who are close to retirement do not usually want to participate in continuous professional development activities in that they have acquired a lot in terms of knowledge and skills for their work. Teachers who completed teacher training institutions with the minimum teaching certificate engage in CPD activities in order to upgrade themselves to achieve competence. Teachers with higher qualifications feel reluctant to engage in CPD activities for the fact they believe they have acquired what is required to be a experienced teachers. Teachers with less experience in teaching need to acquire the needed experience to be able to perform effectively. Hence, their regular participation in CPD activities to enable them learn the skills and knowledge to do a better job. On the contrary, more experienced teachers have dislike for CPD activities with the belief that they have acquired skills and knowledge it takes to be master teachers (**Interview data, Headteacher # 14**).

The participation of both male and female teachers in continuous professional development activities is the same. They all require same skills and content to engage in their work as professionals in the teaching field. Hence, they need same learning opportunities. Young teachers participate more in CPD activities than teachers who are older. Young teachers have a lot to learn when it comes to pedagogy and content knowledge. The source for the acquisition of the pedagogical skills and content knowledge is participation in continuous professional development activities. Older teachers usually feel reluctant to engage in continuous professional development activities in that they assume that they do not need any skills and knowledge of whatsoever to enable teacher. Generally, the participation in continuous professional development activities is comparatively high among teachers who have the least educational qualification. This is because of the need to close up with the teachers with higher teaching qualification in order to prepare themselves to succeed their 'senior' teachers. The notion is that teachers with much experience see themselves as think tanks with regard to what is required of them as professionals. Thus, they see nothing 'new' in these continuous professional development activities. Hence, they do not engage themselves in

learning opportunities. However, teachers with less experience are compelled to participate more in continuous professional development activities to enable them gain much experience in terms of pedagogy and content knowledge (**Interview data, Headteacher # 15**).

From the above investigation, the results of this study revealed that low teacher qualification, and less teaching experience are associated with high teacher participation in continuous professional development activities. It could be concluded from the findings of this study that linear relationship exists between the variables (teacher qualification, teacher experience) and participation in CPDs. Choy et al. (2006) and Richter et al. (2010) also examined the impact of a teacher's level or years of experience on their participation in CPD. Highly experienced teachers with more than twenty years' experience were more likely to participate in certain types of CPD, such as computers, whereas younger teachers with between one and three years experience were more likely to attend courses on classroom management.

5. Conclusion

The study sought to address the following research questions:

Research question 1: What factors influence the participation of Basic School Citizenship Education and Social Studies teachers in CPD programmes in the district?

Research question 2: What is the relationship between teacher characteristics and teacher participation in CPD?

Most teachers felt that Consultation, good content and organisation as well as delivery were the key factors which contributed to the success of CPD activities in the district. It came to light from the results of this study that low teacher qualification, and less teaching experience are associated with high teacher participation in continuous professional development activities. It could be concluded from the findings of this study that linear relationship exists between the variables (teacher qualification, teacher experience) and participation in CPDs. It is therefore recommended that stakeholders in education should target CPD activities towards young and less experienced social studies teachers and also those with lower qualifications. Also, schools and educational authorities should take feasibility studies of learning needs of staff so as to organise targeted staff development programme.

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