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## **Models of college-based departmentalised continuous professional development programme for colleges of education tutors in the Volta Region of Ghana**

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### **Abstract**

The purpose of the study was to explore the most viable models for college-based departmentalized continuous professional development for the academic staff of colleges of education in Ghana. This study was qualitative with case study design and guided by interpretivist paradigm of knowledge construction. The sample size was 20 and comprised 4 Principals, 4 Vice Principals and 12 Tutors of four colleges studied in the Volta Region. Open ended questionnaire was used to collect data from Vice Principals and Tutors whilst semi structured interview was adopted in getting data from Principals. The interview data were transcribed manually. Thematic analysis was carried out. In the findings, training, cascade, award bearing, action research and community of practice were most preferred continuous professional development models. It was recommended that colleges of education adopt a blend of CPD models with emphasis on training, cascade, award bearing, action research and community of practice in their capacity building of the academic staff.

**Keywords:** models, continuous professional development, tutor, academic staff, colleges of education, academic department

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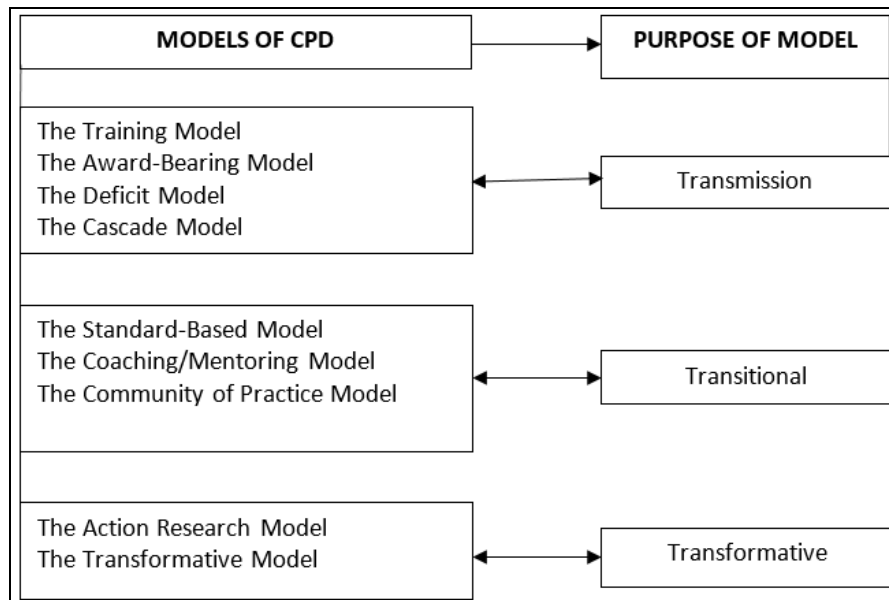
### **Introduction**

#### **Background**

Every professional has the mandate to deliver quality service to satisfy the needs, aspirations and curiosity of the citizenry. The field of education produces manpower to all economies to carry out production and supply of quality goods to satisfy the needs of society and therefore needs Professional Training and Development (PTD), which is the cornerstone in professional practice in education and every other profession in every economy. Continuous professional development (CPD) is a process of learning to earn and maintain professional quality through formal coursework, specialized training, conferences and opportunities situated in practice (Pollard, Collins, Maddock, Simco, Swaffield, Warin & Warwick, 2005; Bubb & Earley, 2007) <sup>[28, 6]</sup>. Teachers are trained through teacher professional education (Adentwi & Baafi-Frimpong, 2010) <sup>[11]</sup>.

Teacher education does not end with an initial professional training but ensures that continuing professional development is achieved. As enshrined in the education paper of the Government of Ghana (2002) <sup>[17]</sup>, teachers are expected to apply, extend and synthesize various forms of knowledge, develop attitudes, values and dispositions that create a conducive environment for quality teaching and learning; facilitate learning and motivate individual learners to fully realize their potential and adequately prepare learners to participate fully in developmental efforts in the country. The colleges thus, have been looked at in light of their elevation to tertiary and subsequent advancement of knowledge and professional practice in training quality teachers for basic education. Practicalising the dream, the Tertiary Education Reforms (TER) launched in 1991 with the publication of a Government of Ghana White Paper on the University Rationalisation Committee Report brought the colleges in the bracket of tertiary institutions to offer Diploma in Basic Education courses in the redefinition of tertiary education to include universities, polytechnics, and teacher training colleges and all formal education beyond the Senior High School (Ministry of Education, 2008) with the main purpose of expanding access, improving quality teaching and learning and providing the needed infrastructural base for accelerated technical manpower delivery for sustainable economic development (MoE, 2008). Dzandu (2015) <sup>[14]</sup> cited reports of Addy (1987), Akyeampong (1998) and Anamoah-Mensah (2002) as other advocacies for upgrading teacher training colleges into colleges of education as a way of improving quality of teacher education. Aside these recommendations, the main legal framework for the colleges transition stemmed from the Education Act, Act 778, 2008 Section 1(4) which states that tertiary education shall consist of education provided in a university, polytechnic or college of education established by an Act of Parliament or accredited by the National Accreditation Board.

A framework for analysis of CPD programmes is important because professional learning opportunities are discovered along a continuum (Kennedy, 2005) <sup>[23]</sup>.



**Fig 1:** Adapted from Kennedy (2005)'s Spectrum of Analysis of CPD Models

Figure 1 has the various CPD models with their purposes. The transmissive CPD models for teacher development focuses on expert tuition based on practical orientation. Technical knowledge of the job becomes is the main factor being sought after with little or no attention to values, beliefs and attitudes. The teacher undergoing the training has low level of professional autonomy because he would be fed with facts, skills, and knowledge and expected to comply with the dictates of the learning task with no room for deviation from the prescribed content. The transitional models is unique in that they might support either a transmissive agenda or a transformative agenda, depending on the basic ideology, design, and practical focus in the facilitative process. The design focuses on giving an increasing capacity for professional autonomy as the coached gets more abreast with knowledge and skills in their domain of operation.

The central core management at top-level decision of the institution is the determinant of the programme and makes such related decisions through consultative meetings with other relevant stakeholders to set the priority. In the transformative models, the teacher has a greater capacity to undertake activities in the domain of professional autonomy to support him / her or colleagues at both individual and profession-wide levels. The teacher is paramount at the decision making of what should be done, how it could be done and when it could be carried out. The action research and transformative models provide more capacity for achieving professional autonomy, and giving teachers the power to determine their own learning pathways that can help them transform many of their own skills, modify their delivery, and improve on learning outcomes of students.

The training model is a skill-based, central controlled quality assurance with strict adherence to coherence and standardization technocratic view of teaching where knowledge and skill delivery to the teacher is done by an 'expert', with the agenda determined by the deliverer with participant placed in passive role and delivered off-site. Thus, it could be criticised as knowledge delivered lacking connection between the training experience and current classroom context of the participants (Hoban, 2002; Kennedy, 2005) <sup>[21, 23]</sup>. Award-bearing model emphasizes completion of award-bearing programmes of study usually, but not exclusively validated by universities. Scotland chartered teacher programme and Institute of Education, University of Cape Coast, in creating the room for tutors who needed award-bearing programmes for consolidating their knowledge and skills in their various subject, came out with chartered award-bearing programmes that reflected the curriculum of the CoE and other Ghanaian teaching subjects for interested tutors to enrol on could be cited in the practice. The deficit model is designed specifically to address a perceived deficit in teacher performance spotted within organisational performance audit (Rhodes & Beneicke, 2002; Boreham, 2004; Kennedy, 2005; Mullins, 2010) <sup>[32, 5, 23, 27]</sup>. The cascade model involves individual teachers attending 'training events' and then coming back to organise to disseminate the information to non-attending colleagues in similar manner of the original workshop with no focus on values rather more on skills and knowledge transfer (Solomon & Tresman, 1999; Day, 1999; Kennedy, 2005) <sup>[34, 11, 23]</sup>. The community of practice model involves using professional learning communities as the foundation for staff development with focus on concentrated mutual support in collaboration as the exigent element for achievement (Kennedy, 2005; Rebore, 2007) <sup>[23, 30]</sup>. Coaching (collegial, technical, challenge, team) and mentoring model is the hierarchical, assessment driven model which mostly drives on confidentiality between the coach and the coached for effective feedback and transformation (Wenger, 1998) <sup>[39]</sup>.

Coaching is more skills-based and mentoring involves counselling and professional friendship (Bush, 2009; Reilly, 1992; Rhodes & Beneicke, 2002; Glickman, Gordon & Ross-Gordon, 2010; Lofthouse, Leat & Towler, 2011) <sup>[8, 31, 32, 16, 35]</sup>. The action research model focuses on solving classroom or local school problems through the application of scientific method basically action-based to enhance teachers understanding as they reflect on their teaching problems (Amedahe & Gyimah, 2004; Manesi & Betsi, 2013) <sup>[2, 25]</sup>. The standards-based model belittles

the notion of teaching as a complex, context-specific political and moral endeavour and rather saw teaching as representing a desire to create a system of teaching that empirically validate connections between teacher effectiveness and students' learning (Beyer, 2002) <sup>[4]</sup>. The transformative model is the integration of the several different types in producing cumulative effect in CPD programmes (Kennedy, 2005) <sup>[23]</sup>.

Thus, for the colleges to maintain their relevance and improve quality teacher education to justify their inclusion they must engage in CPD of their workforce in the right direction. The models adopted must reflect the needs of each institution and aspirations of the country. It is therefore important to research onto the kinds of models and how suitably they could be featured in the colleges.

### **Purpose of the study**

Organising CPD programmes is contained in the CoE Act, Act 847 Section 3 (Aims of Colleges of Education) Sub-Section (b) which states "*build the professional and academic capacities of serving teachers through regular continuing education*" (p.4). This behooves on the colleges to treat the subject matter as an essential systemic practice in the departments. Thus, CPD practices must be skewed towards individual departmental planning and engagement to realizing departmental capacity building. Yaqub, Owusu-Cole and Ofosua (2020) in a study, came out with a finding that lack of a systematic and comprehensive training needs analysis and weak interaction between the institution seeking the training and the institution providing training in capacity development of the academic staff of colleges of education was a challenge. This implies that if all stakeholders connected to the subject matter would put up readiness for their involvement, relevant information must be available to them on various thematic area of capacity building of the academic staff of the colleges of education. Administrators would need to be informed models of CPD that would be most suitable to implore for the development of the academic staff. Tutors must also as a matter of urgency get to understand which models they must embrace to continuously improve their capacity. The purpose of this study therefore was to discover the relevant pieces of information in the domain of models of CPD for college tutors through scientific investigation, research.

### **Research questions**

1. What models of CPD programmes are suitable in college-based departmentalized CPD of the academic staff?
2. What are the reasons for choice of models of participants in the study?

### **Methodology**

#### **Ontological and epistemological stances and paradigm of the study**

The ontological standpoint of this research is the nominalist school of thought of existence of things, which sees social reality as not having external existence for man to objectively and dispassionately accessed, rather the result of human thinking (Kusi, 2012) <sup>[24]</sup>. The study was guided by interpretivism as its epistemological stance. This ideology sees knowledge as being constructed rather than discovered (Gray, 2004; Johnson & Christensen, 2012; Kusi, 2012) <sup>[19, 22, 24]</sup>. Interpretivist paradigm of knowledge acquisition which sees knowledge as not in existence in an external world for a person to access objectively, rather a result of human thinking, hence knowledge is constructed based on the social environment coupled with experience of the individual, underpinned the study and allowed participants to explore their own understanding of what teacher professionalism is and ways of improving such professional quality through CPD (Creswell, 2005; Burrell & Morgan, 1979) <sup>[10, 7]</sup>.

### **Research Design**

The research was positioned in qualitative approach with case study design in studying participants in their natural setting, the colleges (Johnson & Christenson, 2012) which belongs to the interpretive paradigm in search for knowledge with usage of purposive sampling for gathering language based data. Case study design was chosen to help explore the theme by interacting with the participants in their socio-cultural setting, the colleges, in order to get an in-depth knowledge and understanding of the participants for conclusion (Johnson & Christensen, 2012) <sup>[22]</sup>.

### **Study site, population, sample and sampling**

Four CoE in the Volta Region of Ghana were used for the study. The choice was based on the fact that it was the researcher's area of experience in the college system where she felt she could join other professionals in improving through the advocacy of models for college-based departmentalised CPD for the academic staff to contribute to knowledge and improvement to teacher education.

The Principals of the four CoE, the Vice Principals of the four CoE, and the Tutors of the Colleges of Education in the Volta Region constituted the population of the study. The Colleges had six (6) academic departments and three (3) tutors who featured as senior Heads of Departments were chosen to produce data for the study. This was based on the number of years such tutors had been working in the leadership position of their departments. The Vice Principals, based on the directives of Principals helped the researcher in locating such tutors in their various colleges. The sample of the study consisted of 4 Principals, 4 Vice Principals and 12 Tutors totaling 20 participants. Homogeneous purposive sampling was adopted in selecting all the groups of participants.

### **Instruments and validity**

Semi-structured interviews were used on Principals whilst open-ended questionnaire was adopted for Vice Principals and Tutors. All the instruments sought information on models and additionally biographic data on participants. Face validity of instruments was done by the researcher and her peers who read through in order to purge them of spelling mistakes, grammatical errors, ambiguity, inconsistency and superfluity. One college in the region was used for piloting the instrument. The college and participants had same characteristics as in the study site in terms of programme, mentorship and CPD practices in order to have a true replica of the actual sample to test the instrument on (Hassan, Scattner & Mazza, 2006) <sup>[20]</sup>. The Principal, the Vice Principal and three (3) Tutors who were senior Heads of Departments were used in piloting the instruments since they matter most in choice of models of professional development programmes of the college. Thus, they were seen to be more experienced in the domain of the study and could provide relevant data for the study. Semi-structured interview was used for Principals whilst open-ended questionnaire was administered to the Vice Principals and Tutors. The results of the pilot showed that participants were not too familiar with the terminologies relating to models of CPD and hence, information on models of CPD with inscription of the various models for explanations were done to the instruments before final administration to the actual participants.

### **Data collection procedure**

The researcher personally collected data by visiting the study sites. Permission and consent seeking from College Management and participants preceded instruments administration and conduct of the interviews. The interviews lasted for 45 to 50 minutes. The researcher met the Principals individually at an agreed upon time and venues for the interviews. Permission was sought from the Principals for voice recording of the proceedings with the pledge from the researcher that immediately after use of the data, the recordings would be deleted. These recordings were duly deleted after the study was over. The questionnaires were distributed to participants and a two week duration was agreed upon for their filling. At the end of the two weeks, the researcher went back to the various CoE and collected the filled questionnaires.

### **Results analysis framework and validity**

Thematic analysis was carried out by the following processes: preparation of data; categorization; transcription of interview audios; development of themes to get coding regime / framework; pre-testing coding scheme; drawing inferences based on comparisons of responses and presentation of results.

Methodological and respondent triangulation were used to ensure credibility (Cohen, 2000) <sup>[9]</sup> of the findings. Methodologically, the data produced through interviews were compared with those collected through questionnaire to ascertain how similar or different they were. Similarly, the views of Principals on one side and those of Vice Principals with the Tutors were also compared for their similarity and differences to be established. Data audit for reliability and enough volume for dependability of the findings were also done. Verbatim quoting of some responses of participants has been done to depict the real world of the participants to readers so that they could contextualise the findings. Confirmability, which is the objectivity with which the research processes were carried out (Polite & Beck, 2012), was achieved in this study through the fairly conducted processes of the study in getting the participants, seeking of permission and generally avoiding biases in the study. Transferability of findings is equivalent to generalizability in quantitative study and case study has its findings difficult to be generalised as it mostly focuses on an instance / few instances at particular setting. Therefore, the researcher's aim was to enhance understanding of the research theme and make information available in the field and not to necessarily generalise the findings. However, if readers find sufficient similarities between their contexts and the context of the study, they could transfer the findings to their individual contexts. (Verma & Mallick, 1999; Denscombe, 2003; Punch, 2005) <sup>[37, 13, 29]</sup>.

Addressing the researcher's positionality and power-relations in the research, it was discovered that conducting the study at CoE in the Volta Region, made her an insider researcher because it was her workplace and thus she was considered 'a native' (Kusi, 2012) <sup>[24]</sup>. This had the tendency of impacting the research positively, likewise negatively. The researcher, having good interpersonal relationship with all the college Principals, 'the gate keepers' and tutors, contributed to their approval and maximum interest for participation (Kusi, 2012) <sup>[24]</sup>. The study at the sector was a direct form of contribution to development of the college system and thus shows her loyalty and desire for the betterment of the conditions in the colleges. This is worthy of emulation by co-insiders, hence influenced the results positively in terms of production of reliable data. The study was not concerned about any sensitive or negative practice in order to create anxiety among the participants and therefore did not face opposition. Being an insider also gave a better chance of interpreting the data more accurately than to be an outsider who would have to struggle in getting in tuned with the issues of the system (Kusi, 2012) <sup>[24]</sup>.

The researcher could also as well be perceived as a harmful researcher due to her 'insider positionality' because colleagues might be frightened their security in giving out some detail ideas about the issues and might not want to be open and dispassionate (Kusi, 2012) <sup>[24]</sup>. This tendency was combated by the use of research questions strictly as the guide in coming up with questionnaire items. Presentation of findings were also guided by the research questions coupled with low reference quoting (direct quotations from narrations of the participants) to supports claims for the findings in order to avoid the temptation of interpreting data to suit researcher's own understanding and pre-conceived notions. As Vice Principal at the time, issuance of consent form to participants to seek their permission and involvement was another means of dealing with power-relational challenges. Ethical

issues (confidentiality and anonymity) were also adequately addressed through consent seeking letters and words of assurance of confidentiality to participants coupled with anonymity of their responses built confidence in all participants for their maximum cooperation and effectiveness in the data production process.

## Results and Discussions

### Result presentation framework

Presentation of the results was based on the research questions. Alphabets have been used to designate participants groups as follows: all questionnaire respondents had 'QR' designating them; 'VP' represents 'Vice Principal' whilst 'T' denotes 'Tutor' whilst 'P' designated 'Principal' for easy identification during the coding processes and presentation of findings. A numeral is attached to the designation of the participants to indicate their positions during data processing as each questionnaire and transcribed interview script had a code identifying it from the rest. Thus, QRVP1 for instance, means the questionnaire respondent who was a vice principal and whose responses happened to be coded '1' indicating the first data processed in that category. Same trend was observed for the Tutor and Principal groups respectively. Direct quoting of participants' responses has been done at various areas of the data presentation to present a picture of the world of feeling of participants to readers. As both questionnaire and interview instruments had the same items, the findings are presented simultaneously to help achieve instrument and respondent triangulation simultaneously in presentation of the findings.

**Research question 1:** What models of CPD programmes are suitable in college-based departmentalized CPD of the academic staff?

With this question, one Vice Principal, QRVP1, and four tutors, QRT1, QRT3, QRT5, QRT7, identified training, award bearing, deficit and cascade models of CPD for college based departmentalized teacher development. In line with the cascade model, two participants, QRT4 and QRT12, chose it. QRT6 asserted that the deficit model would be so much useful to most tutors and so should be the model of choice at the College. Two Vice Principals, QRVP3 and QRVP4, considered cascade, community of practice and action research models as viable. Two of the tutors, QRT2, QRT10, considered only training, action research and award-bearing models as viable. One Vice Principal, QRVP2, stated the training, award-bearing, deficit, cascade, coaching and mentoring, community of practice, action research and the transformative models.

QRT8, QRT9, QRT11, were with the view that deficit, cascade, community of practice, action research and transformative models are more suitable.

The responses of Principals on this question during the interviews are below:

*I will go for the training model, award bearing, action research, cascading, to a large extent and the deficit model to a lesser extent. (IRP1)*

*The award bearing model will be a help for the teachers to build on their own technical content knowledge of the subject. I would also advocate for the teacher going out to gain more knowledge because competence or mastery of your own subject area is an issue that would give you confidence in your delivery once you are competent in your pedagogy and content, you know where you are going. If you don't have such competence, it is just like a driver and his passengers who are going nowhere so if you have that academic competence, even the confidence that the students would have in you would motivate learning and improve upon quality. (IRP2)*

*I will choose the community of practice model where resource persons involve even the learner and the teacher, both collaborating in doing something like a team work that makes even the teacher to understand the student and the student to also understand the teacher so that they have a common channel to move and to also give honour to resource persons outside. It is interesting that our colleges of education have the District Directors of Education involved in giving feedback during our training of the students as part of the community preparing the students for work and so I will choose the community of practice model. (IRP3)*

*The training model, when silver is not polished, it rusts, so no matter your knowledge if there is no continuous revision or discussion on your subject matter through workshops, definitely, you would lack somewhere. I also believe that born in a garage doesn't make you a car. You can be an academic doctor but that does not make you know all of everything so at a workshop or a forum where you are reminded of one or two things, it beefs up your knowledge. Cascading external workshop for the rest of tutors to master content of topics treated is relevant for capacity building among all members of the department of the colleges. For example, University of Cape Coast has been organising some workshop for tutors of late in the subject areas and asks that those tutors organize similar experience sharing sessions with their colleagues on return, so I think that is very important to be done (IRP4)*

In summary, the choice of models by the research participants are as follows:

Training: QRT1, QRT2, QRT3, QRT5, QRT7, QRT10, QRVP1, QRVP2, IRP1, IRP2, IRP4.

Award bearing: QRT1, QRT2, QRT3, QRT5, QRT7, QRT10, QRVP1, QRVP2, IRP1.

Deficit: QRT6, QRT8, QRT9, QRT11, QRVP2, IRP1.

Cascade: QRT4, QRT12, QRT8, QRT9, QRT11, QRVP2, QRVP3, QRVP4, IRP1, IRP4.

Community of practice: QRT8, QRT9, QRT11, QRVP2, QRVP3, QRVP4, IRP3.

Action research: QRT2, QRT8, QRT9, QRT10, QRT11, QRVP2, QRVP3, QRVP4, IRP1.

Coaching and mentoring: QRVP2

Transformative: QRT8, QRT9, QRT11, QRVP2.

From the summary of findings of the choice of models by the participants, eleven (11) participants went for training model, ten (10) chose cascade model, nine (9) each advocated for award bearing and action research models respectively whilst seven (7) settled on community of practice model. Fewer participants made choice of deficit, transformative and coaching / mentoring models. Deficit had six (6) participants, transformative had four (4) whilst coaching / mentoring model got one (1) selecting it.

**Research question 2:** What are the reasons for choice of models of participants in the study?

Among the reasons given for choice were: the training model helpinward bearing model, g advance competencies to have better professionals; award bearing requiring staff going back to school to upgrade for higher qualifications leading to their promotion; academic departments becoming formidable units for tertiary education delivery making through action research; colleges becoming centre of excellence in the practical delivery of teaching skills and the academic staff becoming a force to reckon with in the transformative, cascade, coaching and the use of the other models. For example, a participant had this to say:

*The training model, when silver is not polished, it rusts so no matter your knowledge if there is no continuous revision or discussion on your subject matter through workshops, definitely, you would lack somewhere. I also believe that born in a garage doesn't make you a car. You can be an academic doctor but that does not make you know everything so at a workshop or a forum where you are reminded of one or two things, it beeps up your knowledge. (IRP4)*

Among the reasons stated for choice by these participants include the following:

*The training model and the others would help us advance our competencies and become better professionals. (QRT5)*

*The award bearing with training and the other models though difficult because we have to go back to school and learn like our students, will help us to upgrade our qualifications because on completion, we will be awarded with higher qualification certificates and also do better in the profession. (QRT1)*

*We would build the departments into formidable academic units for tertiary education delivery if these models are practiced. (QRT11)*

*All departmental members would do better in their various specialized fields. (QRT3)*

*Actually the college would soon become a centre of excellence in the practical delivery of teaching skills through those models (QRT9)*

*Our academic staff would become a force to reckon with (QRVP1)*

*Though I will suffer looking after myself in school without my wife, I could soon be called a Doctor and that will really be exciting if that opportunity is created in the college system through departmental recommendations (QRT7)*

QRT4 maintained that it could be viably undertaken in the departments if only there would be a policy to compel members to organize and share what they go to learn from external workshops with the rest of the departmental members. To QRT12, cascade model is good since it will help build capacity of all. He opined that though the Principal says it often that the departments should cascade, the work is not carried out as expected by some of them, hence, there should be additional policy to help tutors cascade workshops for them on returning from such workshops.

QRT6 who chose the deficit model opined that some tutors are not very good in some topics in their subject areas. He quoted the case of science department where people undertook their bachelor studies in general science and are even yet to go half way in a masters course in the science area, hence have knowledge of majority of the science subject aspects, physics, biology, and chemistry, but are not very good in all the topics of these various aspects of the college science. All the two Vice Principals stated that the action research is currently the advocacy in the CoE system and therefore putting plans in place for departmental members to engage in such researches would be the right focus for the departments. Another contribution from QRVP3 was that if the departments could be aligned to certain engagements in the college communities to promote the exchange of ideas from faculty and resource persons from the communities, it would enhance the community of practice style of the colleges' engagement.

The two tutors, QRT2, QRT10, who chose training model, action research model and award-bearing model as viable, indicated that the training model would get them more capacitated to deliver in their courses; capacity building in the relevant course area; action research would help them to publish and gain promotion in the college system since it would compel them to by all means undertake the research and publication; and research into their topical areas would help them contribute to knowledge in the area.

The one Vice Principal, QRVP2, who advocated for training, award-bearing, deficit, cascade, coaching and mentoring, community of practice, action research and the transformative models, stated that all the models are needed in the college system because as an infant tertiary institution, so many aspects of the academic work needed build up. For instance, she asserted,

*Our teaching practice issues would become better if we strengthen our community of practice model system; the action research would help us locate the various areas of challenge or weaknesses so that actions could be directed in solving them to improve the conditions in the colleges; and the transformation model together with the mentoring would help the college departments to be mentored better by the affiliate university so that the departments can be transformed into better units than we see them today. (QRVP2)*

QRT2 and QRT8 asserted that the models they chose identifies learners' difficulties and so is useful for CPD of a teacher. QRT8 was the participant with the view that deficit, cascade, community of practice, action research and transformative models are useful when resources are limited. QRT8 suggested that the community of practice model will help inclusivity so all stakeholders will be motivated to feel part of the problem.

### Discussion of the results

The participants who chose the training model would have done so as it builds the technical knowledge of the beneficiary in his / her subject area of specialisation. The reason for choice of this model is consistent with the findings of Kennedy (2005) <sup>[23]</sup> which stated that the training model of CPD supports skills-based, technocratic view of teaching whereby CPD provides teachers with the opportunity to update their skills in order to be able to demonstrate their competence; and Hoban (2002) <sup>[21]</sup> who opined that the training model is seen as an effective and practical means of introducing new knowledge though it fails to stipulate the manner in which the new knowledge is used in practice. For example the reason for choice of this model by a Principal is: *"the training model, when silver is not polished, it rusts so no matter your knowledge if there is no continuous revision or discussion on your subject matter through workshops, definitely, you would lack somewhere. I also believe that born in a garage doesn't make you a car. You can be an academic doctor but that does not make you know everything so at a workshop or a forum where you are reminded of one or two things, it beefs up your knowledge"* (IRP4)

Participants selected the award bearing model with the reason that the validation it receives from outside impacts quality assurance feature on it. They mentioned that all the programmes that the universities run are accredited by the NAB thereby creating the necessary boards for what the curriculum of a particular award-bearing programme should be. Similarly, the Institute of Education, University of Cape Coast, in creating the room for tutors who needed award-bearing programmes for consolidating their knowledge and skills in their various subject, came out with award-bearing programmes that reflected the curriculum of the CoE and other Ghanaian teaching subjects for interested tutors to enrol on. This conforms to the findings of Kennedy (2005) <sup>[23]</sup> who maintained that the award-bearing model of CPD emphasizes the completion of award-bearing programmes of study – usually, but not exclusively, validated by universities. This Kennedy emphasized by stating that the external validation can be viewed as a mark of quality assurance, but equally can be viewed as the exercise of control by the validating and funding bodies. For emphasis, a participant mentioned that:

*The award bearing model will be a help for the teachers to build on their own technical content knowledge of the subject. I would also advocate for the teacher going out to gain more knowledge because competence or mastery of your own subject area is an issue that would give you confidence in your delivery and once you are competent in your pedagogy and content, you know where you are going. If you don't have such competence, it is just like a driver and his passengers who are going nowhere so if you have that academic competence, even the confidence that the students would have in you would motivate learning and improve upon quality.* (IRP2)

Majority of the participants also associated themselves with the deficit model as a viable model needed to enforce CPD of the academic staff of COE. Participants claimed this model identifies learners' difficulties which are addressed by performance management. Some asserted that the deficit model they chose identifies learners' difficulties and so is useful for CPD of a teacher. Some also asserted that the deficit model would be so much useful because not all tutors would be so good in every topic in their subject areas. In buttressing this point, a participant cited the case of science department where people usually undertake their bachelor studies in general science and are sometimes compelled to teach almost every aspect of the science course at college hence would have to do skill / knowledge audit under the deficit model to help build up their knowledge and skills in their current teaching assignment at the colleges to help improve performance on the job. The views of the participants are in consonance with the idea that CPD can be designed specifically to address a perceived deficiency in performance in the organization through organizational performance management (Mullins, 2010) <sup>[27]</sup>. In line with the cascade model, respondents maintained that it could be viably undertaken in the departments if only there would be a policy to compel members to organize and share what they go to learn from external workshops with the rest of the departmental members. Participants lamented in furthering their argument that though their Principals continue to entreat the departments of the need for cascading external workshops on departmental basis so new and inexperienced tutors could also learn from the experienced and old people, such objectives were not being achieved as desired. There has to be enforcement of the policy on teacher professional development. In this case, if guidelines are not clear in the original policy concerning teachers' commitment to engaging in CPD, a redistributive policy could be developed to involve regulatory conditions for strict compliance. The views of participants are consistent with the claim of Kennedy (2005) <sup>[23]</sup> who contended that the cascade model involves individual teachers attending 'training events' and then disseminating the information to colleagues and that it is commonly employed in situations where resources are limited.

Some participants also suggested that the community of practice model would lead to inclusivity as stakeholders collaborate and would be motivated to feel part of the problem solving pull. For example, some participants even thought that the departments of the colleges could be aligned with certain engagements in the college communities to promote the exchange of ideas from faculty and resource persons from the communities in order to enhance the community of practice style of trainikhihokhhng the college students and also as a form of drawing the communities and the colleges closer for mutual benefits. This is in line with the findings of Rebore (2007) <sup>[30]</sup>. who explained that planning communities serve as the foundation for staff development where

professionals in the classroom and related activities as their learning opportunities rather than their teaching, value collaboration, view all members of the community as learners, and are conscious of self-accountability. In that regard, Kennedy (2005) <sup>[23]</sup> explained that the commitment of stakeholders to the sharing of knowledge leads to the second focus, which is collaboration. In this, teachers, administrators, and staff members must collaboratively discourse and investigate what students need to learn, how to assess what students have learned, and how to help students who are having difficulty learning. Some participants emphasized when they said that community of practice brings about collaboration leading to ownership, sustainability and improvement in college practices.

The views of participants on community of practice model is very consistent with the findings of Bakah, Voogt, and Pieters (2012) <sup>[3]</sup> whose research into determining polytechnic teachers' professional development and curriculum quality through collaborative curriculum design in Ghana, saw collaborative curriculum design in community of practice model as an effective method for the CPD of teachers in a polytechnic in Ghana during the curriculum reform with the conclusion that the relational nature of the interdependencies between the social and individual contributions to the curriculum design illuminates the fabric of teacher's CPD. Buttressing the choices of the models two participants respectively had the following to say:

*I will choose the community of practice model where resource persons are involved, even the learner and the teacher both collaborating in doing something like a team work that makes even the teacher to understand the student and the student to also understand the teacher so that they have a common channel to move and to also give honour to resource persons outside. (IRP3)*

All the participants acknowledged mentoring and coaching model were very relevant in the practice of the departments in CoE. In their views mentoring and coaching could be done at the departmental level by a more experienced person leading the less experienced in their team lesson preparation, team teaching, and conferences because of the diverse ways that the model is useful to their development. More than half of the participants gave reasons that are consistent with the claims Lofthouse, Leat and Towler (2011) <sup>[35]</sup> and Bush (2009) <sup>[8]</sup> who said the coaching and mentoring models cover a variety of CPD practices based on philosophical premises that mentors and coaches serve as the expert in showing the way of how we do it and how it should be done as far as various topical areas are concerned under one-to-one relationship between two teachers.

All participants opined that the action research is very useful in the departmentalised CPD of the teachers since it would whip their collective interest in working together as seen in community of practice model, to get them solve many of their numerous academic and professional needs. This finding is in line with Vaiyavutjamai, Charoenchai, Ponmanee, Danpakdee, Chotivachira, Warotamawit, Kamol, Pankaew and Sitthiwong (2012) in their claim that action research model inspires learning communities by motivating members in the learning and doing of tasks. This finding is also confirmed by Burbank and Kauchack (2003) who maintained that collaborative action research provides an alternative to the passive role imposed on teachers in traditional models of CPD, though Weiner (2002) <sup>[38]</sup> had the view that collaboration of the nature found in a community of practice is not a prerequisite of the action research model in teacher professional development.

Only four participants advocated for the choice of standard-based model, indicating the dislike of the model by many teachers. This might be because participants might have felt that it is too dictatorial with national regulatory bodies and mentoring forcing workshops and other related things down the throats of college teams and not necessarily getting the views of the college team members on such workshops. As noted of the model, it brings externally imposed forms of accountability and inspection with lack of respect for teachers' own initiatives for the conduct of what quality education is and thus lack of teachers' own professional learning and encouragement and rather relies greatly on central direction even in assessing teachers' own capacity to teach. These factors could be overwhelmingly demotivating in CPD of education institutions. This feeling is confirmed in Smyth (1991) <sup>[33]</sup> and Beyer (2002) <sup>[4]</sup> who viewed the model as such. However, as young tertiary institutions, colleges of education would have to be in readiness to partake in such workshops and related directional activities as dictated by national educational standard bodies (NAB, NCTE, Mentoring Universities, etc) to make them more formidable in the practical delivery of quality teacher education as a means of raising the standard of teacher production and general elevation of standard of education to ensure better learning outcomes of educands in the country.

The transformative model had been the one that all the Principals and Vice Principals advocated for strongly because according to them it integrates the several other models with emphasis on the needs, aspirations and general demands of the sector in addressing the education agenda, a characteristic that is very relevant for developing the college system. The other participants that did not go for this model might be conscious of resource allocation for specific model delivery with the constraint factor in the CoE system. Others might have not considered it because of concentration on current demand for staff members to go on further studies on award-bearing model to add to their academic credentials for the demand of the tertiary system.

## **Conclusions and Recommendations**

### **Conclusions**

The conclusions drawn for the study are that all the participating colleges have seen the need for departmentalised CPD at the CoE and advocated for various models. The models advocated for by majority of participants are training, cascade, award bearing, action research and community of practice. The choice of these models cut across the participants groups of the various colleges used and hence could be concluded that

colleges of education would have to aim at implementing several models based on their needs at various time. Thus, advocacy should be on preparedness for implementing a blend of models of CPD rather than focus on a particular model.

### Recommendations

Based on the findings and conclusions drawn from the findings, the following recommendations are made for consideration by the colleges of education system and analogous institutions:

1. Departmental adoption of blended CPD model with emphasis on training, cascade, award bearing, action research and community of practice: The academic departments should adopt blended model for departmentalized continuous professional development programme building capacity of their serving officers. This is necessary as no one model would be sufficient in providing solutions to the academic deficiencies of any academic department throughout the existence of such a department. The blended model must also take shape in practice of intra-units CPD.
2. Developing college-wide CPD model blue print: Academic Boards of the colleges should develop college-based CPD spectrum by having a blue print of all the models in the college-wide plan of departmental CPD for easy adoption at any time in the life of the college. In this plan, there should be integration of training, award bearing, deficit, cascade, coaching / mentorship, community of practice, action research and transformative models as these models were mostly selected by participants in the research.
3. Continuous review of college-wide CPD model spectrum for relevance: It is suggested for practice that the college-wide CPD model spectrum is reviewed alongside the academic and professional programme, demand and mandates of each academic year to ensure relevance of models featured in each intra and inter departmental CPD plan of the academic year. In this way, the college-wide CPD plan will seem to be living.

### Implications

1. College principals must take keen interest in the CPD of their academic staff thereby provide academic leadership in helping the departments to blend the models of CPD for success.
2. Through co-operative leadership, principals must ensure through heads of department that all hands are on deck in getting the best model designs of CPD for the respective departments as CPD situational analysis findings /situation may determine.

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