

UNIVERSITY OF GHANA

**CONTINUING PROFESSIONAL DEVELOPMENT AND JOB SATISFACTION: A
STUDY OF PUBLIC BASIC SCHOOLS IN GA EAST MUNICIPALITY**

BY

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**THIS THESIS IS SUBMITTED TO THE UNIVERSITY OF GHANA, LEGON IN
PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF MPhil
HUMAN RESOURCE MANAGEMENT DEGREE.**

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DECLARATION

I do hereby declare that Continuing Professional Development and Job Satisfaction among teachers is the result of my own research and have not been presented for any degree or examination in this or any other university. All references used in the work have been fully acknowledged.



.....
GIFTY AGYAPOMAA OKO-ADJEI

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DATE

CERTIFICATION

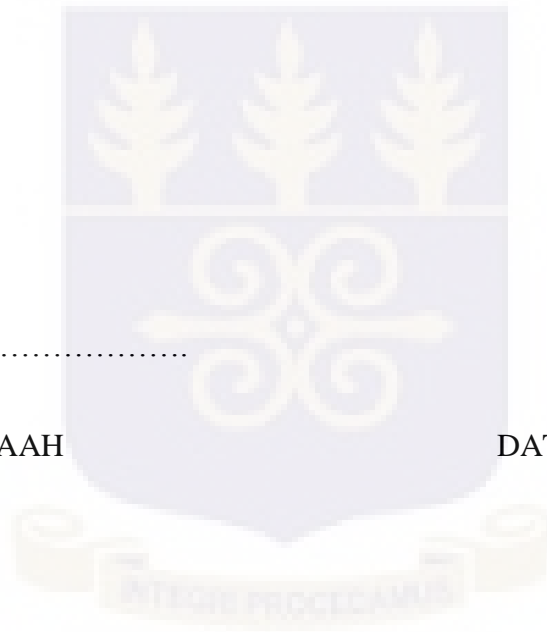
I hereby certify that this thesis was supervised in accordance with procedures laid down by the university.

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DR KWASI DARTEY-BAAH
(SUPERVISOR)

.....

DATE



DEDICATION

This work is dedicated to my husband, Mr. Collins Oko-Adjei and my lovely children, Nana Oye, Abena Agyeibea and Nana Kwame.



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I wish to express my sincere appreciation and gratitude to those who provided invaluable assistance to me throughout this research:

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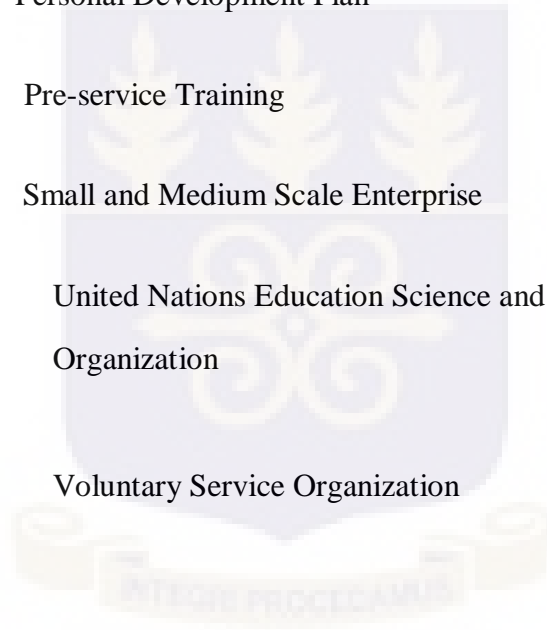
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LIST OF ABBREVIATIONS

ASTD	American Society for Training and Development
BECE	Basic Education Certificate Examination
CPD	Continuing Professional Development
CPE	Continuing Professional Education
EFA	Education for All
ESP	Education Strategic Plan
FCUBE	Free Compulsory Universal Basic Education
GES	Ghana Education Service
GNA	Ghana News Agency
GNAT	Ghana National Association of Teachers
ICSA	Institute of Chartered Secretaries Association
IFA	Institute of Field Archaeologists
IIP	Investor in People
ILO	International Labour Organization
INSET	In-service Training
MDG	Millennium Development Goal

MOE	Ministry of Education
NAGRAT	National Association of Graduate Teachers
NASDTEC	National Association of State Directors of Teacher Education and Certification
NER	New Education Reform
PDP	Personal Development Plan
PRESET	Pre-service Training
SME	Small and Medium Scale Enterprise
UNESCO	United Nations Education Science and Cultural Organization
VSO	Voluntary Service Organization



ABSTRACT

This study sought to examine the relationship between continuing professional development (CPD) and job satisfaction among public basic school teachers with reference to how CPD is planned, resourced and delivered by the Ghana Education Service. This study utilized a cross-sectional survey design in which 216 participants were selected through stratified and convenience sampling. A sample size of 182 responded to the questionnaire representing an 84% response rate. Both quantitative and qualitative data were collected and analyzed to test six hypotheses by means of Pearson Product Moment Correlation Coefficient test, two-way analysis of variance and Independent t test. Results of the analyses revealed a significant positive relationship among CPD intentions, reasons for pursuing CPD and job satisfaction. There were significant differences in job satisfaction in relation to teachers who had obtained CPD and CPD linked to performance appraisal. However, there were no significant differences in job satisfaction with reference to gender and CPD obtained; and teachers who receive CPD feedback. The main conclusions drawn from this study were that Personal Development Plans, performance appraisal, funding for CPD and feedback are often unavailable when it comes to teachers' CPD impacting negatively on teachers' job satisfaction. It is recommended that in planning CPD, G.E.S incorporates teachers' personal development plans and performance appraisals which are essential to teachers' satisfaction on the job. Furthermore, it is recommended that in resourcing CPD, teachers are supported financially and given the time needed for such activities. Additionally, timely constructive feedback and more opportunities for formal CPD should be given to teachers. A comparative study between public and private schools and an investigation into whether CPD for teachers should be compulsory or voluntary is suggested for future studies.

CHAPTER ONE

INTRODUCTION

1.0 Chapter Introduction

This study examines the relationship between Continuing Professional Development of teachers and Job Satisfaction. These two concepts have been widely studied with only an occasional reference to a connection between the two constructs. This chapter gives a general introduction to the study which consists of the background to the study, problem statement, research objectives, research questions, statement of hypothesis, significance of study, definition of concepts, scope and delimitation of the study, and finally, the organization of the study.

1.1 Background to the study

Enhancing the capacity of human capital which is the individual's capabilities, knowledge, skills and experience of a company's employees is linked with providing quality social service such as education. According to Dess, Lumpkin and Taylor (2005), "it is not enough to hire top-level talent and expect that the skills and capabilities of those employees remain current throughout the duration of their employment. Rather, training and development must take place at all levels of the organization" (Dess et al., 2005, pp.127). This explains why organizations are often willing to spend billions of dollars to train their human resources (Blickstein, 1996; Politt, 2001). Bernardin (2003) also supports the above two writers by indicating that for organizations to be successful in the competitive world, there is the need for an investment in employee training and development.

Most organizations currently see the skill level of their workforce as crucial to remaining competitive in a global economy. As such, the role of continuous training of employees, equipping them with requisite skills in a fast changing organizational demands and setting cannot be overemphasized. This statement confirms what Drucker (1994), a well-known management author once said; “the fastest-growing industry in the United States will be the continuing education and training of adults due to the replacement of industrial workers with knowledge workers” (Bernardin, 2003, pp.163).

Schools in this 21st century experience the growing pressure to deliver high quality education and to achieve that, teachers would have to face complex, dynamic changes and challenges that come with it. (Herrity & Morales, 2004; Clement &Vandeberghe, 2003). The system of education in Ghana, under the Ghana Education Service (G.E.S.) and Ministry of Education (MOE) has become the centre stage for development which has undergone enormous changes and reforms in the last 54years since independence. Initiatives introduced as part of the development processes include; Education for All (EFA)-2015, Millennium Development Goal - Two (MDG) of Universal Primary Enrolment and Completion (2015), Free Compulsory Universal Basic Education(FCUBE)-1996 and the New Education Reform (NER)-2007. However, the above cannot materialize without teacher quality. A teacher by definition is one who is trained to teach, and equipped with instructional skills.

Teachers play the most significant part in the training of qualified labour force, providing peace and social coherence, the socialization and preparation of individuals for social life and the transfer of culture and values to the next generation (Ulker & Tas, 2009). This makes the provision of opportunities necessary for the development of the capacity of teachers a vital cog

in the wheel of providing quality basic education in Ghana. According to Halim and Ali (1997) education develops the human mind, and increases the powers of observation, analysis, integration, understanding, decision making, and adjustment to new situations. It is in this light that a teacher should be in a continuous cycle of development and be a life-long learner in order to affect pupil learning positively (Ulker & Tas, 2009). The professional teacher, to be effective, must become a career-long learner of more sophisticated pedagogies and technologies and be able to form and reform productive collaborations with colleagues, parents, community agencies, businesses, and others after the pre-service education (Fullan, 1993). This brings to light the term Continuing Professional Development.

Continuing Professional Development (CPD), according to Whittaker (1992) is a process whereby professionals remain up to date in a changing world and that the reputation of the profession is enhanced to encourage professionals to aspire to improved performance as well as ensuring commitment to learning as an integral part of their work. In the teaching profession, Coetzer (as cited in Lessing & Witt, 2007) refers to CPD as activities aimed at enhancing the knowledge and skills of teachers by means of orientation, training and support. Embracing CPD and continuous learning helps teachers bring new approaches, concepts, technologies and insight to the classroom or learning environment making CPD very crucial to the growth of educational systems (Alcorn, n.d). According to Leaton (2005), the term CPD was coined by Richard Gardener, who was in charge of professional development for the building professions at York University in the mid-1970. This term CPD was chosen because it did not differentiate between learning from courses and on the job but now common to many professions and embraces the idea that individuals aim for continuous improvements in their professional skills and

knowledge, beyond the basic training required to carry out the job. Leaton (2005) continues to say that in teaching, CPD used to be called in-service training or INSET, with the emphasis on delivery of training rather than outcome.

According to Fullan (2001), educational change depends on what teachers think and do so the need for CPD. The increasing concern for the quality of teaching and learning in basic schools (both primary and junior secondary schools) has brought to light serious problems of teacher education in Ghana. In view of this concern, in 1996, the Ministry of Education (MOE) tried to step up efforts towards effective teacher training, and even more importantly, to recognize that in-service training was an essential aspect of Continuing Professional Development. On teacher education, the policy document stressed that: 'The implementation of the FCUBE programme requires the services of a large number of well qualified teachers in the shortest possible time that should be well-versed in teaching, particularly in primary methodology and teacher development. This was to be school based so that emphasis can be placed on hands-on-training activities in schools' (MOE, 1996, p 25). It is worthy to note that the estimated number of teachers to be trained was not made explicit, although the reform made a major commitment to both pre-service and in-service development of teachers. The importance of competency-based training was emphasized in 1998, by the then Deputy Minister of Education responsible for Basic Education (Kyere, 1998).

The essence of successful instruction and good schools comes from the thoughts and actions of the professionals in the schools who are mainly teachers. So, if one is to look for success in education, the most sensible thing to do is to provide relevant continuous education for the educator. Throughout the period 1986-1991, donor activity in Ghana in general, was

uncoordinated resulting in the creation of several project implementation units within the Ministry of Education (MOE) and a proliferation of micro education projects in the education sector itself (Action Aid, 2000). The Ministry of Education (MOE), for its part, has also launched efforts to set goals and standards of various kinds, to create school reform networks, to decentralize governance and management, and to restructure schools. But efforts to promote teacher education and professional development that potentially will lead to improved practice on a wide scale have yet to emerge. This is because teacher preparation for educational reforms takes the form of short in-service training courses for teachers aimed at enabling them to use the new syllabus effectively and to sensitize them to the objectives of the reforms (Kadingdi, 2006). This statement confirms the Ghana National Association of Teachers' (GNAT) statement that teachers were to be trained and motivated to update themselves to overcome the challenges of using the new curriculum (GNA, 2008).

In spite of these challenges of training for teachers, the government of Ghana through the Ministry of Education (MOE) has put in place policies to address the capacity enhancement needs of teachers which are the Untrained Teacher Training Diploma in Basic Education, the popular or somewhat traditional paid study leave policy, distance education, and in-service training. Teachers are also kept abreast with new teaching methods through workshops, seminars and other learning facilities with the help of the District Teacher Support Teams. The MOE and G.E.S. as part of its policy, grants study leave with pay to 3000 teachers yearly in priority subject areas neglecting some subjects which raises concern to the teachers' desire to upgrade their skills and job satisfaction (Daily Graphic, 2010). Hanushek (as cited in Sargent & Hannum, 2003), highlights the problem of the poor efficiency of low quality schools in

developing countries. He argues that higher school quality results in lower dropout rates and that teacher quality is the most important factor contributing to overall school quality. Using data from Kenya; Lloyd, Mensch and Clark (2000) found that teacher characteristics, in particular teacher attitudes, have an important impact on the quality of teaching, especially for girls. Earlier work in China has shown that attributes of teachers can be significantly linked to students' attachment to the schooling process (Hannum & Park, 2003). The above statement attest to the fact that job satisfaction among teachers could lead to high organizational commitment and also help raise educational standards in Ghana.

Teachers who join the teaching profession should be dedicated and competent in their work. This shows that a teacher can perform to the fullest capacity if the aspects on the job responsible for their job satisfaction are available. A teacher's job satisfaction is one of the most essential issues for educational systems around the world and next to pupils; teachers are the largest, most crucial and key to improving quality in any educational system (Afe, 2001; Stuart, 2002). According to Ololube (2006), job satisfaction and motivation are essential to the continuing growth of educational systems around the world and rank alongside professional knowledge and skills, centering on competencies and educational resources. This was further supported by Schmidt (as cited in Al-Alawiyat, 2010) that satisfaction with training and development was a major factor in career development and went on to establish that training was a motivator in increasing job satisfaction and employee retention. Filak and Sheldon (as cited in Ololube, 2006) also advance that employee competencies occur when one feels effective by taking on and mastering challenging task. Ololube (2005, 2004) again notes that high motivation enhances satisfaction and productivity which is in the interest of educational systems.

1.2 Sector of Study

The Education Act (2008) prescribes that the system of education in Ghana should be organized in three progressive levels known as: basic education (two years of kindergarten education, six years of primary education and three years of junior high school education); second cycle education (four years of senior high school education, technical, vocational, business and agricultural education, or appropriate apprenticeship training of not less than one year); and tertiary education (university, polytechnic or college of education established by an Act of Parliament or accredited by the National Accreditation Board). The Act also has established the National Teaching Council with one of their functions as advising the Minister responsible for Education on matters relating to the professional standing and status of teachers, and teacher education including the provision of facilities for in-service training, and the employment of teachers.

With regards to decentralizing the education service in Ghana, District Assemblies and Municipal Assemblies have been empowered by Government to establish District Education Directorates, build, equip and maintain public basic schools in the district. With these put in place, the preparation, administration and control of budgetary allocations of the district directorate of education becomes the responsibility of the District Assembly. Basic Education in Ghana is free and compulsory to increase enrolment in the basic schools as well as to increase the literacy and numeracy level in the country. The Ga East Municipal Assembly is one of the ten districts in the northern part of the Greater Accra Region of Ghana covering a land area of 166 sq km. This municipality is bordered on the west by Ga West Municipal Assembly, on the east by the Adentan Municipal Assembly, on the south by Accra Metropolitan Assembly and on the north by the Akwapim South District Assembly. The Ga East Municipality as at 2011 was

endowed with seventy-one (71) public Junior High Schools, seventy-two (72) public Primary Schools and forty (40) Early Childhood Development Centers. In all there are 183 public basic schools divided into nine circuits. This is to increase supervision of head teachers, teachers and pupils. The quality of education in the public basic schools especially the performance level of candidates in these public basic schools need much to be desired. This is as a result of various factors such as poor infrastructural facilities, overcrowding in some schools and lack of motivation for teachers. This therefore calls for the importance of CPD and teachers' job satisfaction in order to improve on the quality of education in the Municipality.

1.3 Statement of the Problem

The Ministry of Education developed the Education Strategic Plan (ESP) - (2003-2015) to serve as long terms plan that will provide a strategic framework to guide the development of the education sector in Ghana. The ESP is expected to play a major role in pursuing the EFA and MDG agenda in order to improve the quality of education. The preparation was mainly informed by the Education for All convention, the Millennium Development Goals and the Ghana Poverty Reduction Strategy. It is an undisputed fact that reaching the aforementioned depends to a large extent, upon the availability and effective utilization of quality teachers and right numbers. This is because teachers are an indispensable educational resource.

To improve the educational sector in Ghana, key players in the sector have initiated several training programmes for teachers to upgrade their knowledge and skills. As a result, government, professional body (such as GNAT), external donors, and nongovernmental organizations have put in place efforts to ensure that teachers are adequately trained and developed so as to improve upon the quality of teaching and students' performance in the basic schools. This explains why

Afe (2001) confirmed that teachers have an influence on students' academic achievement and also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students.

Continuing professional development (CPD) is key to the development of the teaching profession and providing timely and appropriate CPD activities according to Kadingdi (2006) would boost the esteem and professionalism of the teaching community and allows education to meet the challenges of the 21st century. Bennel and Akyeampong (2007) also recommend that the importance of CPD for teachers be widely recognized since teachers in most countries receive very little, good quality in-service training during their careers. Improving CPD is therefore crucially important as stated by Dartey-Baah (2010), a satisfied and motivated work force can undoubtedly help sustain productivity. In today's society, individuals base their self-worth on their work and increasingly find that their identity and satisfaction come from their profession (Mott, 2000).

However, with all these efforts, the problem with funding and support for Continuing Professional Development for teachers in public basic schools still exist. Again, in spite of these challenges, teachers who afford to develop themselves in higher institutions have their enthusiasm tempered with in many cases; frustrations at existing structures from planning, resourcing and delivery which results in reduced commitment, satisfaction and retention on the job (Leaton, 2005). These frustrations in Ghana exists in the study leave with pay quota system; placement of teachers after training; and upgrading through promotion and salary adjustment. Provision of in-service, and CPD, has been ad hoc and patchy even though these initiatives

represent a real attempt to retrain and re-skill teachers in curriculum areas which they might have never studied in depth during their initial teacher training programmes. Questions therefore naturally arise concerning what the impact of such courses might be on the teachers' grasp of subject methodologies and subsequent classroom practice.

This therefore raises the question of the effectiveness of these training programmes offered. The question then is; has the various professional development programmes conducted for teachers yielded any return in terms of teachers commitment and satisfaction to be able to perform very well in the classroom? In view of making CPD easily accessible to teachers, McNara (2005) states that study leave with pay quota system was unacceptable and should be abolished to give way to teachers to gain an easy access to training. This statement highlights what Abdallah, Uli, and Parasuraman (2009) stated that disgruntled teachers who are not satisfied with their job could not be committed and productive and would not be performing at the best of their capabilities. They also indicate that the teaching profession was facing problems related to teachers' job satisfaction with the general perception being that, teachers in the government schools were dissatisfied with their profession.

The problem of this study is that teachers at all stages in their career have expressed the desire to take part in a wide range of professional development activities. However, such enthusiasm is tempered with in most cases by frustrations at existing structures; planning, resourcing and delivery of CPD which has led to non participation of teachers in CPD opportunities.

1.4 Objectives of the Study

The main aim of this study is to examine how CPD is planned, resourced and delivered by G.E.S. and its influence on teachers' job satisfaction. The following are the specific objectives:

- To ascertain the impact of CPD intentions on teachers' job satisfaction.
- To investigate the differences between teacher job satisfaction and the level of training received.
- To determine whether gender plays a significant role on CPD received and teachers' job satisfaction.
- To ascertain if the perceived reasons for pursuing CPD correlates with job satisfaction among teachers.
- To ascertain the impact that CPD feedback has on teachers' job satisfaction.
- To determine the link between employers' appraisal scheme and CPD for teachers.

1.5 Research Questions

The following research questions are formulated to guide this study.

- How are these CPD programmes planned, resourced and delivered to ensure job satisfaction?
- What is the impact of CPD intentions on teachers' job satisfaction?
- Does gender play a significant role on the level of CPD received and job satisfaction?
- Does the level of CPD received impact on the teachers' job satisfaction?

- Does the teacher's perceived reasons for pursuing CPD correlate with job satisfaction?
- What is the relationship between CPD feedback and employers' appraisal on teachers' job satisfaction?

1.6 Research Hypotheses

The following hypotheses are stated for this study:

- **H₁**: There will be a significant positive relationship between CPD intentions and teachers' job satisfaction.
- **H₂**: Teachers who have undertaken CPD will be more satisfied with their job than teachers who have not.
- **H₃**: Gender will significantly moderate the relationship between CPD obtained and teachers' job satisfaction.
- **H₄**: There will be a significant positive relationship between perceived reasons for pursuing CPD and teachers' job satisfaction.
- **H₅**: Teachers who receive feedback from CPD programmes will be more satisfied with their job than their colleagues who do not receive feedback.
- **H₆**: Job satisfaction will be higher among teachers whose CPD is linked to their employers' appraisal scheme as compared to those whose CPD is not.

1.7 Significance of the Study

The attainment of EFA by 2015 is a major goal and commitment of successive governments in line with the right to education. This is also in line with the Government's commitment to international declarations, protocols and conventions as resolved in world conferences on EFA in Jomtien-Thailand, 1990, and Dakar-Senegal, 2000 and by the MDGs. Critical to the attainment of EFA and MDGs on education is the role of the teacher. It is against this background that a study of this nature becomes very necessary because it will offer stakeholders in the education sector the opportunity of knowing the challenges faced by existing CPD programmes for teachers.

The study will unearth whether CPD programmes offered by the Ghana Education Service (GES) and teachers themselves, are helping to meet global standards. It would also contribute to existing body of knowledge with regards to making CPD effective to ensure job satisfaction and improved performance of teachers. Lastly, it is hoped that the findings and the recommendations would help to improve on current CPD programmes and ensure job satisfaction among teachers in order to provide quality teaching demanded in the educational sector.

1.8 Scope and Delimitation of study

The general scope of this study relates to making CPD effective in order to promote job satisfaction among teachers in the Ghana Education Service with specific reference to public basic school teachers in the Ga-East Municipality of the Greater Accra Region. The study analyzes the impact of CPD activities on teachers' job satisfaction. Expected respondents of the

study are; Teachers in the public basic schools, Head teachers, Circuit supervisor, Training officer and the Human Resource Manager of the Ga-East Education Directorate.

1.9 Definition of Concepts

CPD: This is the process which ensures that all educational staff can, at all stage of their career, develop their knowledge, improve their skills and enhance their confidence and motivation to affect pupil learning positively (Alcorn, n.d.).

CPD refers to any activities aimed at enhancing the knowledge and skills of teachers by means of orientation, training and support (Coetzer, 2001:78).

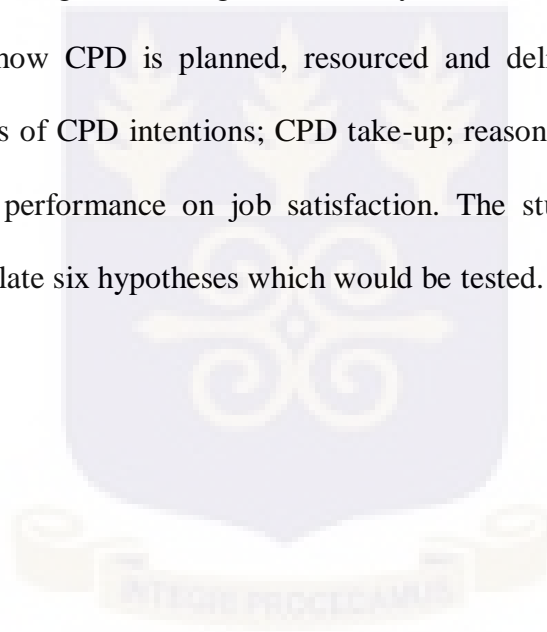
Job Satisfaction: A classical definition of job satisfaction states that it is “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience” (Locke, 1976). Job satisfaction is defined as “the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs” (Spector, 1997, p. 2).

1.10 Chapter Disposition

The chapter disposition for this research shall be according to the following; Chapter 1 is the introduction to the study. This includes the background to the study, statement of the problem, significance of the study and the research objectives. Chapter 2 contains the Literature Review that looks at the theoretical framework as well as the review of literature on CPD and job satisfaction. Chapter 3 contains the Methodology. This chapter describes in detail, how the research was conducted, the study population, sample, procedure, research design and instrumentation. Chapter 4 contains the Analysis of the Data collected. Chapter 5 consists of the Findings and Discussions in relation to literature reviewed and objectives, and Chapter 6, Conclusions and Recommendations.

1.11 Chapter Summary

This chapter gave a brief background to the study which consists of organizational need for investing in employees in order to gain a competitive advantage. The G.E.S. as part of its strategy to improve on the quality of teaching has introduced different CPD programmes for teachers through in-service training and further studies. This was to increase the competence of teachers and also introduce teachers to new methods of teaching in order to improve the standard of education. The problem of the study is the non participation of teachers in CPD due to the dissatisfaction of the planning, resourcing and delivery of CPD. The study has the general objective of examining how CPD is planned, resourced and delivered to teachers. Specific objectives look the effects of CPD intentions; CPD take-up; reasons for CPD; gender and CPD obtained; feedback; and performance on job satisfaction. The study also from the research questions is able to formulate six hypotheses which would be tested.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides a review of literature on the concept of Continuing Professional Development (CPD), concept of Job satisfaction, theories of Job Satisfaction, related studies on CPD and Job Satisfaction, and finally a conceptual framework on the relationship between CPD and Job Satisfaction.

2.1 The Concept and Context of Continuing Professional Development (CPD)

According to Dess, Lumpkin and Taylor (2005), for an organization to be successful, it must continually develop, strengthen and reinforce the workforce who can jump out at anytime like “frogs in a wheelbarrow”. Employee training and development have become increasingly important in the workplace due to international competition, corporate reorganization, and technological advances, social and economic pressures. Vemic (2007) asserts that employee training also promotes entrepreneurship, introduce employees to changes, encourage the changes of their attitude, introduce the employees to important business decisions and involve them actively in the process of decision making.

Heathfield (2011) advances that the right employee training, development and education, at the right time, increases productivity, knowledge, loyalty, and contribution hence organizations need to adopt the right approaches to training employees in order to ensure a return on investment. According to Daniels (2003), for most organizations, employee training represents a significant expenditure, yet, for the majority, it fails to achieve the best possible results. This has resulted in

the American Society for Training and Development (ASTD) emphasizing on organizational investment in employee training and development (Heathfield, 2011). The Employment Department Group (1990), in London developed an initiative termed as “Investor in People” (IIP) which sought to develop all employees to achieve business objectives. This idea was put in a framework termed as: Plan-Do-Review, to help management gain value for money.

The most important aspect of IIP is that there is regular review of the training and development needs of all employees such as; identifying resources for training and development, actions to train and develop individuals throughout their employment and finally continuously developing and improving the skills of existing employees. IIP had many benefits such as: improved productivity and profitability, competitive advantage, maximum return on human capital investment, development of people skills, improved employee retention, effective change management, customer satisfaction, and more effective communication. Grobler et al. (2002) goes on to indicate that Human Resource Professionals in achieving such benefits on employee training and development are however faced with the challenge of; which employees to be trained, in what areas, by what methods, by whom, when or how often, what outcomes to be expected and at what cost? Rice (2006) adds up to the above statement by stressing on organizations to provide training programmes that would ensure complete development of their employees in order to prepare the organization for the changing technology, techniques, methods and procedures to keep them ahead of their competition. Anthony, Kacmar and Perrewe (2002) maintains that in order for an organization to implement its corporate strategy, a well-trained, competent workforce is needed to complete the goals and initiatives put forth in the strategic plan.

Training has been defined by various authors, all directed to an increase in employee knowledge and skills to improve on performance on the job. Bernardin (2003) defines training as any attempt to improve employee performance through changes in knowledge, skills and attitudes on a currently held job or one related to it. Ivancevich (2004) adds up to the definition by seeing training as systematic process of altering behaviour of employees in a direction that will achieve organizational goals. Training is related to present job skills and abilities. Armstrong (2006) agrees with Ivancevich (2004) but adds on that training is learner-based and involves the use of formal processes to impart knowledge as well as help people to acquire the necessary skills for them to perform their job satisfactorily. Reynolds (as cited in Armstrong, 2006), points out that training should be reserved for situations that justify a more directed, expert-led approach rather than viewing it as a comprehensive and all-pervasive people development solution. Again, training is the systematic acquisition of skills, rules, concepts or attitudes that should result in improved performance of the trainee. (Aamodt, 2007; Goldstein & Ford, 2002). Rao (2005) shares the same views above by seeing training as the act of increasing the knowledge and skills of an employee for performing a particular job. Dessler (2005) also highlights three areas important to organizations which are; orientation, training and development. The above definitions on employee training suggest that training should be systematic and geared toward improvement on performance.

Bernardin (2003) suggests that effective training should involve a learning experience, a planned organizational activity and designed in response to identified needs as well as the goals of the organization. These explain why training is seen at the forefront of organizational priorities, and innovation in training is one of the most crucial aspects of quality improvement (Hiam,

1992). Van Dorsal (as cited in Halim & Ali, 1997) defined training as the process of teaching, informing, or educating people so that, they may become as well qualified as possible to do their job, and qualified to perform in positions of greater difficulty and responsibility. Rice (2006), comments on the benefits of training by adding that training programmes fosters the life-long learning of job related skills and improve the overall effectiveness of the organization. Also effective training program allows the organization to properly align its resources such as employees, financial support, training facilities and equipment with its requirements and priorities.

Daniels (2003), on the other hand sees training not being a solution in eliminating core problems like low capitalization or a product line that does not meet customers' needs but can however provide extraordinary improvements in the organization. He goes on to say that the key to getting the best return on investment from training is to view it strategically rather than tactically. Training too often is viewed tactically rather than strategically because organization's leaders fail to connect training with the overall organizational goals and strategy. For Daniels (2003) training should however not be regarded as a luxury to be undertaken when time and budgets allow nor think of training as remedial in fixing problems.

Harrison (2000) sees development as learning experiences of any kind, whereby individuals and groups acquire enhanced knowledge, skills, values or behaviours. Harrison (1992) defines employee development as the skilful provision and organization of learning experiences in the workplace so that performance can be improved, work goals can be achieved and that, through enhancing the skills, knowledge and learning ability and enthusiasm at every level, there can be continuous organizational as well as individual growth. Harrison (1992) affirms what Daniels

(2003) says by also stating that employee development should be aligned with the organization's corporate mission and goals. Bernardin (2003) supports this by seeing development as learning opportunities designed to help employees grow. Such opportunities do not have to be limited to improving employees' performance on their current jobs but long term preparation of employees for future work demands. Armstrong (2006) also adds to the above by describing development as an unfolding process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required.

2.2 Continuing Professional Development (CPD) Defined

Arkin (as cited in Beardwell & Holden, 1994), emphasizes that professionals need to undertake Continuing Professional Development (CPD) because the changing environment is rendering obsolete some of their original skills and knowledge. According to Halim and Ali (1997), In-service training is a problem-centred, learner-oriented, and time-bound series of activities which provide the opportunity to develop a sense of purpose, broaden perception of the clientele, and increase capacity to gain knowledge and mastery of techniques. Also Ono and Ferreira (as cited in Gulston, 2010) also criticized traditional in-service training as brief, fragmented, incoherent, and isolated from real classroom situations. The above criticisms necessitated the need for CPD. This change to CPD implies that the individual is now responsible for his or her life long career development. According to Cobbold and Dare (2011), the Continuing Professional Development (CPD) of teachers has since the 1980s, become an important subject in teacher education reform in the world (Ding, 2001). Increasingly, it is being realized that teaching is a specialized work

and that teachers as developing professionals should reach their maturity both in the context and level of their profession through lifelong learning and exploring.

Cobbold and Dare (2011) go on to argue that today's teachers therefore need to be committed to and continually engaged in pursuing, upgrading, self-monitoring, and reviewing their own professional learning. This would mean participating in face-to-face and virtual professional learning networks (Lieberman & Wood, 2002), adopting continuous professional development portfolios in which teachers accumulate and review their own professional learning (Day, 1999), consulting and critically applying the evidence of educational research so their practice is always informed by it (Hargreaves, 2001), undertaking action research and inquiry of their own and connecting professional learning with levels of reward in teachers' pay (West, 2001). Wan's (2011) study on teachers' perceptions and experiences of CPD in Hong Kong schools established the difference between CPD and In-service training as follows:

- CPD is broad; loose; extended concept and more than in-service training whereas In-service training is synonymous with training; systematic; job related; and has a narrow concept.
- CPD is any systematic or non-systematic activities related to Personal Development Plan; any activity taking place during teachers' career life that can promote job efficiency; and any developmental activities which can directly or indirectly enhance their teaching effectiveness whereas in-service training adopts the mode of well planned systematic learning which matches teachers' specific needs in the job.
- CPD aims to develop teachers' knowledge and skills to carry out their duties in the ever changing environment; to enhance teaching effectiveness and efficiency; and to enable

individuals to have the problem solving, innovative skills to cope with new skills as they arise whereas In-service training aim at developing professional knowledge, skills, attitudes and performances of the teaching staff in schools.

The above difference emphasizes CPD as more elaborate and also very important in the life of every professional. There have been several definitions of CPD which all highlight the need for CPD:

- Whittaker (as cited in Beardwell & Holden, 1994) defines CPD as a process which helps to ensure that professionals remain up to date in a changing world and that the reputation of a profession is enhanced to encourage professionals to aspire to improved performance and ensure that they are committed to learning as an integral part of their work.
- Day (as cited in Cobbold & Dare, 2011) gives a broader definition of CPD as: “all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives”. (p.4)

Day’s definition describes CPD as systematic, formal and informal, which benefits the teacher, students and the school as a whole. Dwelling on Day’s (1999) definition, Fullan (1993) also

emphasizes that teaching at its core is a moral profession and so to have any chance of making teaching a noble and effective profession, teachers must combine the mantle of moral purpose with the skill of being change agents. He sees the two constructs as natural allies and stated more directly that moral purpose or making a difference concerns bringing about improvements and keeping teachers closer to the needs of children, youth as well as develop better strategies for accomplishing their moral goals.

- Continuing education is described as learning experiences that prepare employees for future positions (Spears & Parker, 2002).
- Friedman et al. (2000) see CPD as the systematic maintenance, improvement and broadening of knowledge and skills, and the development of personal qualities necessary for execution of professional and technical duties throughout the individual's working life. Within this definition, multiple purposes of CPD can be observed: CPD is concerned with maintaining one's competence; CPD is intended to support future professional development; and CPD develops personal qualities necessary to execute professional and technical duties.
- Mott (as cited in Bennet, 2005) also sees Continuing Professional Development as improving professional competence and practice. From the definitions the focus is on the individual teacher updating his skills in order to improve on performance in the classroom and outside the school environment. According to Cervero (2000), however CPD is defined; CPD and training for many professionals are growing in size, coherence, and stature and so must be given a closer attention.

2.3 Principles underlying CPD

Whittaker (1992) proposed some principles underlying CPD: development should always be continuous, with the professional actively seeking improved performance; should be owned and managed by the learner; begin from the learner's current learning state because learning needs are individual; learning objectives should be clear and serve organizational and individual goals; and investment in the time required for CPD should be regarded as being important as investment in other activities. Marchington and Wilkinson (2006) in support of Whittaker also emphasize on the above points but added that CPD should be evaluative rather than descriptive and also an essential component of an individual's professional and personal life. The above two assertions confirm the lifelong learning concept by Ulker and Tas (2009).

The United Nations Educational, Scientific and Cultural Organization in 2005 clearly indicates that professional development of teachers should take cognizance of study opportunities; regular supportive line management meetings and appraisals; support, evaluation and assessment from in-service advisors and inspectors; schools exchanges; and peer consultation and experience sharing in subject themed district or provincial level groups. CPD needs to happen in an environment where there is trust that the information being gathered is such that the teacher can develop rather than be punished for underperformance or rewarded for good performance. GCE (2006) argues that CPD should not be left to teachers to organize in their own time, rather it should be the responsibility of managers to set aside time on the school calendar for it. They go on to advocate for close collaboration between pre-service teacher training providers and in-service training providers as they aim to achieve the same goal of improving the quality of education.

2.4 Planning of CPD

Planning as one of the key functions in organizational management is very important also in offering opportunities for CPD for teachers or employees. CPD planning is looked at in terms of: Needs Assessment; Personal Development Plan; Performance Appraisal; and Reasons for Participation and Non participation in CPD.

2.4.1 CPD Needs Assessment

Bradley, Petrescu and Simmons (as cited in Mudor & Tooksoon, 2011) explain that creating on-going learning as well as training in the workplace has a highly significant effect on job satisfaction. In other word, on-going learning or training is positively associated with job satisfaction. Likewise, Dearden, Reed and Van Reenen (2006); Ballot, Fakhfakh and Taymaz (2006) past researchers have found evidence on the impact of training on productivity and where employees and employers are able to share the benefits from training. From their study, Cossham and Fields (2007) found a significant gap between individual expectations and what the organization needs and so concluded that organizations need a strategic focus on CPD to ensure that budgets are spent well, staff are appropriately skilled and also impact of CPD on both individual and the organization is tangible. Again, Newman et al. (as cited in Wan, 2011) establish that the needs analysis of professional development of teachers should be involved in the identification of what they need to learn and when possible in the development of the learning opportunity and the process to be used.

According to Bernardin (2003), “Needs Assessment is a systematic, objective determination of training needs that involve analyses of the organization, task and the person. A training need he

says is any discrepancy between what is desired and what exists, thus comparisons between the expected levels of performance specified (from the job analysis) and the current level of performance exhibited (evident in the person analysis) may indicate performance discrepancies. However, performance discrepancies should not automatically call for training since motivational issues could be a factor.”(Bernardin, 2003; P.167).CPD is understood by staff to meet a variety of needs: personal needs, policy needs and organizational needs. There are sometimes tensions between these three types of need within a school. Bernardin (2003) and Snell and Bohlander (2010) however proposed three types of analyses to identify needs in an organization which are:

- **Organizational Analysis:** This is an examination of the environment, strategies, and resources of the organization to determine where training emphasis should be placed.
- **Task Analysis:** This is an analysis of what should be taught in training so that the trainee can perform the job satisfactorily. According to Snell and Bohlander (2010), a task analysis often detailed than a job analysis, but the overall purpose is to determine the exact content of the training program. The techniques that can be used are; job description, job specification, work sampling, performance standards, questionnaires and other related ones.
- **Person Analysis:** This is an examination of who needs training and the specific type of training needed. Such information could be gathered from performance appraisal data, interviews, tests, questionnaires, training progress, assessment centres and critical incidents.

Based on the three analyses, trainers or organizations can develop instructional objectives which would involve the performance trainees are to exhibit as well as also help develop criteria for evaluation. The set objectives for training guides trainee expectation and also lead to accountability. Wilkinson and Kleiner (1993) from their study on new developments in improving learning in organizations identified that matching training to the learners need was one of the methods used in improving individual learning in organizations. Stephen and Christie (2007) also in their study concluded that an employee's satisfaction is found to be influenced by work environment, company values and job responsibilities. Iqbal and Khan (2011) in their conceptual paper on the growing concept and uses of training needs assessment used various net searches on training needs assessment and analysis. They conclude that training needs assessment can be used for nine human resource areas such as: training plans; goal setting; employee development; managing change; career development; knowledge, skills and attitude; learning and motivation; cost effectiveness; and performance appraisal.

2.4.2 Personal Development Plan

A Personal Development Plan (PDP), according to the Higher Education Academy (2012) is a structured and supported process undertaken by an individual to reflect upon their own learning, performance and achievement and to plan for their personal educational and career development. According to this group, PDP embraces a range of approaches to learning: planning, doing, recording, and reflection. Armstrong (2006) also defines PDP as a plan that sets out the actions people propose to take to learn and to develop them. The above definitions indicate that PDP aim at promoting learning and also provide people with knowledge and skills that will help them to progress in their career. According to Armstrong (2006), PDP should be used as a key part of

performance and development management and therefore recommend a four stage way in preparing PDP: Assess current position; set goals; plan action; and implement.

According to Bell (as cited in Wan, 2011), professional development should cater for both the personal and organizational needs of the whole school. Goodall et al. (2005) also further emphasize that there should be a fit between personal needs and school needs in order to achieve a good needs analysis. Cossham and Fields (2007) posit that individuals should take more responsibility in ensuring that their learning needs are met. This statement of theirs is consistent with Snell and Bohlander (2010) that although organizations help in the development process, the primary responsibility for personal career growth lies in the individual. An important American study (ASCD, 2003) examining the effects of CPD on teachers' instruction, concludes that effective CPD is organized with the collective participation of teachers (from the same school, department or grade levels); focused on active learning activities (teachers are allowed to apply what they are learning); and coherent (aligned with teachers' professional knowledge or community,) as well as with state or district standards and assessments. This goes to establish the importance of PDP in CPD planning. In planning for CPD, the personal history, beliefs and disposition of individuals should be given enough attention (Loucks-Horsley et al., 1998; Hoban & Erickson, 2004).

2.4.3 Performance Appraisal

The developmental needs of staff are most often identified in schools by the performance management process. Performance appraisal is defined by Armstrong (2006) as the formal assessment and rating of individuals by their managers at, usually an annual review meeting.

This definition has however been expanded by Snell and Bohlander (2010) who define performance appraisal as a process, typically performed annually by a supervisor for a subordinate and also designed to help employees understand their role, objectives, expectations and performance successes. The difference here is that performance appraisal is continuous but the limitation in the second definition is the exclusion of performance failures.

Berridge et al. (2007) in their research on exploring the conduct of appraisal processes and its link to CPD and training in a acute and community health setting, used 29 nurses and a focus group. They found that staff appraisal was frequently rushed and often appeared undervalued by managers and also saw training as overly bureaucratic without any link to identified needs.. Armstrong (2006) also claim that performance appraisal is frequently ignored by managers which is consistent with Berridge et al. (2007) but adds that it is time consuming, irrelevant and operates on a top-down assessment. Boice and Kleiner (1997) however said that effective performance appraisal system helps to create a motivated and committed workforce and so require the support of top management, training of supervisors, raters and employees, frequent review of performance, accurate record keeping and a clearly defined measurement system. In their view, Snell and Bohlander (2010) acknowledge that staff appraisals can be done by supervisors or managers, subordinates, self, peer, team and customer but the most recent is the 360-degree appraisal which provides an accurate view of employee performance. Berridge et al. (2007) recommend that although the link between appraisal processes and training is insufficiently effective, staff appraisal should be central to the identification of training needs.

Performance Appraisal has several purposes and benefits to both the individual and the organization which have been identified by Bernardin (2003) as: Compensation, training needs

analysis, research and evaluation. Snell and Bohlander (2010) however grouped the uses of performance appraisal into two main categories: Developmental and Administrative purposes. They add that with developmental purpose, appraisal provides feedback in discussing employee strengths and weaknesses as well as improving on performance. This purpose of appraisal also assists in goal identification; goal achievement; identification of individual and organizational training needs; and also used to develop training and development plans for employees. For administrative purpose, Snell and Bohlander (2010), state that appraisal programs provide input that can be used for all human resource management activities which include: promotions; transfers; layoff decisions; retention; compensation; personnel planning; and evaluating training programmes. Though performance appraisal is useful there are problems that reduce its usefulness. These problems have been identified by Cook (1995) as: Biases, politicking, impression management and undeserved reputation. Snell and Bohlander (2010) go on to argue that performance appraisals fail due to the following; absence of communication, time consuming, inappropriate time span, lack of feedback and unclear performance standards.

According to Bernardin (2003) because performance appraisal is used for developmental and administrative purposes, the design, development and implementation should be well managed and maintained through monitoring and periodic evaluation. Snell and Bohlander (2010) therefore call for the establishment of performance standards which takes into consideration; the strategic relevance (relates appraisal to objectives), criterion deficiency (aspects of performance that are not measured), criterion contamination (elements that affect appraisal but not part of the actual performance), and reliability of the system (measures that are consistent across rater and overtime). To them, despite the fact that the above makes appraisals effective, various methods

such as Trait (employee characteristics), Behavioural (action-oriented information) and Results (measurable contributions that employees make) also must be considered. Rankin and Kleiner (1988) in their general review of effective performance appraisal conclude that there is no one best method for performance appraisal. They identified some common elements found in all effective methods: clear performance goal; clear quantified levels of performance; personal rewards tied to organizational performance; identify ways to improve performance; implement plan together; feedback provided; and appraisal must comply with all legal requirements. This to Snell and Bohlander (2010) depends largely on the purpose of the appraisal.

2.4.4 Reasons for pursuing CPD

Employers and employees undertake professional development programmes in order to gain advantage in a competitive environment. According to Bennet (2005), beyond the monetary investment that organizations provide for the professional development of their employees, it is important to understand the benefits gained both by the organization and by the employee participating in professional development. Some benefits held in common by employees and organizations include increased job productivity, increased number of certified employees, increased competency, better motivation (Guest, Conway, & Dewe, 2004), higher retention (Numerof, Abrams, & Ott, 2004), and improved job satisfaction (Bukowitz, Williams, & Mactas, 2004). Bolam & McMahon (2004) identify four main reasons why teachers undertake CPD: to improve individual performance; to enhance their ability to meet changing needs; to train for new roles or promotion; and as preparation for management (Cobbold & Dare 2011). Fullan (1993) argues that learning teachers are the key to a learning organization and that one means of promoting this is to invest in teacher professional development.

Adanu (2007) in her study of CPD in State-owned University libraries found that active involvement in CPD had its payoffs which are; increased job satisfaction, competence and career advancement. Cervero (as cited in Bennett, 2005) gave additional explanations for why continuing professional development has become an important aspect of the workplace environment which includes rapid societal changes, the increase of research-based knowledge, and spiraling technological innovations. Grotelueschen (1985) in the same study added that employees seek CPD due to a need for personal fulfillment, collegiality, professional advancement, or skill development. Mott (2000) however explained that the goal of CPD is the development of professional expertise for the improvement of workplace practice. Drawing from the above given reasons, pursuing CPD is essential for both the employee and organization in improving performance in general.

According to a report on an English teaching forum in Senegal by Murray (2010), one of the main reasons for pursuing professional development is to be empowered, that is, to have the opportunity and the confidence to act upon one's ideas as well as to influence performance in one's profession. Murray (2010) defines empowerment as the process through which teachers become capable of engaging in, sharing control of, and influencing events and institutions that affect their lives. Feeling empowered can also manifest leadership skills, and teacher empowerment leads to improvement in student performance and attitude. Bailey, Curtis and Nunan (2001) also state that to be an effective teacher, requires a combination of professional knowledge and specialized skills as well as an individual's own personal experiences and qualities. Adding to their knowledge base and acquiring new skills are among the main reasons why teachers participate in professional development activities. Andrew Green in his report,

Teaching the Teachers in 2008 identifies the following reasons why teachers pursue CPD; career development, development of wider knowledge and skills, passion and enthusiasm, confidence, subject specific goal and pedagogy.

The relationship between the reasons for participating in continuing professional education and leadership effectiveness was studied by McCamey (2003) for first-line supervisors in the nuclear power industry which concluded that a relationship exists between the reasons for participating in continuing professional education and the perceived leadership effectiveness of first-line supervisors. However, the study did not find a relationship between motivation to participate and leadership effectiveness. Mpokasa et al. (2008) also from their study found CPD as an end in itself because it motivates teachers thus contributing to improved quality of education: 'Where in-service training was available, teachers felt motivated and positive about it' (VSO The Gambia, 2007:20). Bolten (2002) studied chiropractors' attitudes and perceptions of Continuous Professional Education (CPE) in relationship to clinical practice and concluded that chiropractic professionals perceived CPE as enhancing knowledge and skills, increasing confidence, stimulating enthusiasm, and motivation to continue to learn. Thus, he declared that CPE created a more reflective attitude and provided an opportunity for meeting other professionals to exchange ideas.

However, this study did not find that CPE actually contributed to changes in professional practice or improved care for patients. In their recent review, Vescio, Ross and Adams (2008) found 11 empirical studies that analyze the impact of professional learning communities on teachers' practice and student learning. These studies support the idea that participation in a

professional learning community leads to changes in teaching practices as teachers become more student centred. In addition, the teaching culture improves because a professional learning community increases collaboration, a focus on student learning, teacher authority and continuous teacher learning. The literature also provides some evidence for the claim that student learning increases when teachers participate in professional learning communities (Bolam et al., 2005; Lee & Smith, 1996; Louis & Marks, 1988; Supovitz, 2002).

Other studies have focused on the barriers against participation in continuing professional education. In the study of Goodall et al. (2005), the main barriers to the provision of effective CPD were identified to be time and cost. Time was mentioned in terms of both the actual time spent in the CPD event that is, taking time to implement changes while costs included cover, transport, and course fees. Panagiotakopoulos (2011) also in his study identified some of the barriers to training and learning in Small and Medium Enterprises (SME) to be: lack of time; limited financial resources; high cost; lack of external training programs tailored to the specific needs of SMEs; Small firm owners' negative attitudes towards employee training (lack of awareness by small business owners of the importance of training for firm success); lack of awareness by small business owners of the training opportunities available; fear of poaching; a low-cost business strategy; lack of employee desire for training and learning; problematic training needs analysis; and poor quality of external training vendors. Cullen (1998) in his study found three major reasons for nonparticipation in continuing professional education: disengagement; the conditional effect of indifference, apathy, boredom, and insecurity; and alienation toward CPE. Additional reasons for nonparticipation were cost and quality of the training programs (Bennett, 2005). The various reasons outlined indicate that teachers are

enthused about developing their already acquired skill from their initial teacher training experience and so must be supported to achieve such goals.

2.5 Resourcing and Support for CPD

Bennell and Akyeampong (as cited in Mpokosa et al., 2008) indicate that teacher management at school level is crucial for teacher motivation and morale. Management of the whole education system affects teacher morale in that most decisions that affect teachers are made outside the school with minimal involvement of direct teacher managers. According to Mpokosa et al. (2008), a joint report by ILO/UNESCO (2006:vii) state that: ‘Many countries continue to lack systematic induction programmes for beginning teachers or to make adequate provision for the professional development of teacher educators.’ The management and successful implementation of new changes in education require different skills and competencies from both existing and new teachers. A review of teacher education and motivation by Sida (2000) in the same report emphasizes the widening gap between what is required from a good teacher and the skills that a teacher actually possesses. This underlines the importance of CPD by enabling teachers provide quality teaching and improved learning outcomes for increasing numbers of children in a changing environment.

Lewin and Stuart (2003) state that the assistance directed to schools be designed to improve access, retention and quality which include support for teacher development, since it is teachers who determine, more than anything else; the quality of learning that takes place. In their research, Mpokasa et al. (2008) further reiterate that, providing CPD for teachers helps them both to feel valued and keep their subject knowledge as well as teaching practice so that they can

continue to function in a professional way throughout their career. CPD is well documented as one of the key ways of motivating teachers in the teaching profession which then has a direct link to improving the quality of education (VSO International, 2002; GCE; 2006). Supporting CPD takes place after initial training in the form of planning, resourcing and delivery of induction, in-service training and further studies programmes. In making CPD effective for teachers, there is the need for peer support; school support; and government support (Darling-Hammond & McLaughlin, 1995; Guskey, 2002; Goodall et al., 2005; & Timperky, 2008). These researchers however eliminated support by the professional body and the society in which the school is situated.

Barber and Mourshed (as cited in Mpokasa et al., 2008) however state that in high-performing systems, ten percent of working time is used for CPD. They advance that the problem in developing countries indicates teacher CPD either absent or happens rarely and in an ad hoc way because employers do not usually have budgets to implement CPD and it is not planned in the school calendar. This is further reiterated by Duplessis et al. (as cited in Gulston, 2010) that a very great challenge is finding time to implement CPD. Also, Lessing and De Witt (as cited in Gulston, 2010) talk of teachers resenting to CPD organized at school hours, weekends and holidays by comparing what they gain from other responsibilities to what they gain from workshops. Smith (2003) rather proposes that educators be given time for development activities within the regular working day. Goodall et al. (2005) emphasize on the issue of cost-effectiveness of CPD. As Benfield et al. (2001) rightly point out in the context of medical practice that CPD should not be undertaken if the costs to the system outweigh the benefits. Also, if other ways of raising the performance of teachers and students are more cost-effective,

doubts would have to be raised over the validity of conducting CPD. It would also be useful to know the cost-effectiveness of different modes of CPD. Studying social-work care managers, Gorman (2003) concluded that continuing professional education improves the professional skills of care managers and that an investment in continuing professional education is necessary to enable strategies for planned care to succeed.

Cobbold and Dare (2011) in their study, supporting the CPD for teachers in Sub Saharan Africa, proposed a model for teacher education that supports teachers' professional learning. The model links pre-service preparation (PRESET), induction, and in-service education (INSET) into a continuum, and emphasizes the need for collaboration among teacher education institutions, schools and government departments of education in the planning and delivery of teacher education. Their model is an attempt to contribute to the development of a national policy and strategic plan for CPD in African countries and the setting up of appropriate structures and modalities for its implementation. It provides guidelines for ensuring the institutionalization and operation of CPD and strengthening the structural links between PRESET and INSET which focuses on building a lifelong integrated teacher education system (Ding, 2001). This model again creates opportunities for teachers to expand their influence outside their profession since their expertise as knowledge managers and trainers may be sought by organizations outside the education circle (Cobbold & Dare, 2011).

2.6 Delivery of CPD

CPD delivery is also important because it indicates whether training has really taken place after all the planning and resourcing processes. The delivery process also becomes effective when

there is effective planning as well as adequate resources. This is looked at through the following:
Types of CPD; consideration of mature learners; learning principles; evaluation and feedback.

2.6.1 Types of CPD

Bennett (2005) identifies the types of training commonly offered to employees which include; new employee orientation, in-house training, continuing education experiences (Spears & Parker, 2002), mentoring programs, and on-the-job or off-the-job training (Guest, Conway & Dewey., 2004). Halim and Ali (1997) also categorize in-service training into five different types: (1) induction or orientation training, (2) foundation training, (3) on-the-job training, (4) refresher or maintenance training, and (5) career development training. All of these types of training are needed for the proper development of employees throughout their service life.

- **Induction or Orientation Training:** This type of training is aimed at acquainting the new employee with the organization and its personnel. Induction training for all new personnel develops an attitude of personal dedication to the service of people and the organization. This kind of training supplements whatever pre-service training the new personnel might have had (Halim & Ali, 1988). Concerning the characteristics of a new employee, Van Dorsal (1962) indicates that when people start to work in an organization for the first time, they are eager to know what sort of outfit they are getting into, what they are supposed to do, and whom they will work with. They are likely to be more attentive and open-minded than experienced employees. In fact, the most favourable time for gaining employees' attention and for moulding good habits among them is when they are new to the job.

- **Foundation Training:** This is in-service training which is also appropriate for newly recruited personnel. Besides technical competence and routine instruction about the organization, every staff member needs some professional knowledge about various rules and regulations of the government, financial transactions, administrative capability, communication skills, leadership ability, coordination and cooperation among institutions and their linkage mechanism, report writing, and so on. Foundation training is made available to employees to strengthen the foundation of their service career. This training is usually provided at an early stage of service life.
- **Maintenance or Refresher Training:** This training is offered to update and maintain the specialized subject-matter knowledge of the incumbents. Refresher training keeps the specialists, administrators, subject-matter officers, extension supervisors, and frontline workers updated and enables them to add to the knowledge and skills they have already. Maintenance or refresher training usually deals with new information and new methods, as well as review of older materials. This type of training is needed both to keep employees at the peak of their possible production and to prevent them from getting into a rut (Van Dorsal, 1962).
- **On-the-Job Training:** This is an ad hoc or regularly scheduled training which is provided by the superior officer or the subject-matter specialists to the subordinate staff. This training is generally a problem or technology oriented and may include formal presentations, informal discussion, and opportunities to try out new skills and knowledge on the job.
- **Career or Development Training:** This type of in-service training is designed to upgrade the knowledge, skills, and ability of employees to help them assume greater

responsibility in higher positions. The training is conducted at all levels for employees own continuing education and professional development. Malone (1984:216) states that "career development is the act of acquiring information and resources that enables one to plan a program of lifelong learning related to his or her work life".

Drawing from the different types of training offered by various writers, Richter et al. (2011) promulgated that professional development is an uptake of different learning opportunities and have been grouped into: Formal and informal learning. ICSA (2012) and Villegas-Reimers (2003) all grouped CPD into formal and informal below:

- Formal CPD: This involves organized activities with appropriate content as well as evidenced attendance. Such activities include: conferences, courses, seminars, workshops, updates, and panel /group meeting. According to Feiman-Nemser (as cited in Richter et al., 2011), formal CPD includes mandatory staff development which follows a curriculum and are organized generally on full-or half-day to disseminate information that can be applied in the workplace.
- Informal CPD: This involves activities undertaken by the individual employee which includes experiential and workplace learning, reading and research. This is evidenced by the individual keeping CPD records. Examples of informal CPD are: coaching, job shadowing, peer review, mentoring and reading of a professional body magazines or journals.

Goodall et al. (2005) in their research highlighted that many schools still equate CPD with in-service training (INSET), although alternative models of CPD are now much more prevalent

(e.g. mentoring, observation, professional discussion). It was also evident that many teachers' experiences of CPD were heavily dependent on their school. The research found a trend towards in-house provision of CPD for a number of reasons such as cost effectiveness, acknowledged expertise within the school and direct applicability (i.e. a focus on teaching and learning). According to Richter et al. (2011) participation in informal CPD is generally not mandatory but is at the teachers' own initiative (Eurydice, 2008; NASDTEC, 2004). From the study by Richter et al. (2011) on teachers' uptake of formal and informal learning opportunities across the career cycle, they found that formal learning opportunities were most frequently used by mid-career teachers whereas informal learning opportunities showed distinct patterns across the teaching career. This result was arrived at through the use of data from 1939 German secondary school teachers in 198 schools. Their finding supports a report by Ireland's teaching council (2011) on job satisfaction, occupational stress and teacher's professional development. They found that CPD take-up increases with level of teaching experience, being highest for those who are more than 20 years teaching. According to Banks and Smyth (2010), take-up of CPD appears to increase throughout the teaching career with those working over 20 years or more having the highest take-up. This again confirms the above assertions on CPD take-up. Again the findings indicate that there is the need to provide access to CPD, encourage take-up of CPD, and CPD at all stages of the teaching career so that teachers can continue to meet the range of challenges they face in supporting students' learning.

On the issue of gender in CPD obtained, the teaching council's report (2011) found that female teachers engage somewhat more in CPD than their male colleagues. They also indicate that male teachers reported somewhat lower satisfaction levels than their female counterparts. Banks and

Smyth (2010) conclude that female teachers have higher take-up of CPD than males, all things being equal.

Richter et al. (2011) in their article on examining teachers' uptake of formal and informal learning opportunities across the career cycle, found that there was voluntary participation in CPD and also older teachers were found to spend more time reading professional literature than their younger colleagues. This was explained by Avenarius and Heckel (2000) that, the study was based in Germany where teachers are not required to undertake professional development to renew their license but cannot be generalized to the United States where there was a strict participation requirement for teachers. Lammintakanen and Kiviren (2012) comparing the views of nurses of different ages on CPD (formal and informal) found that young nurses participated in CPD that enhanced transfer of tacit knowledge and in addition reported more experience of injustice in terms of CPD than their older colleagues.

2.6.2 Use of mature learners and learning principles

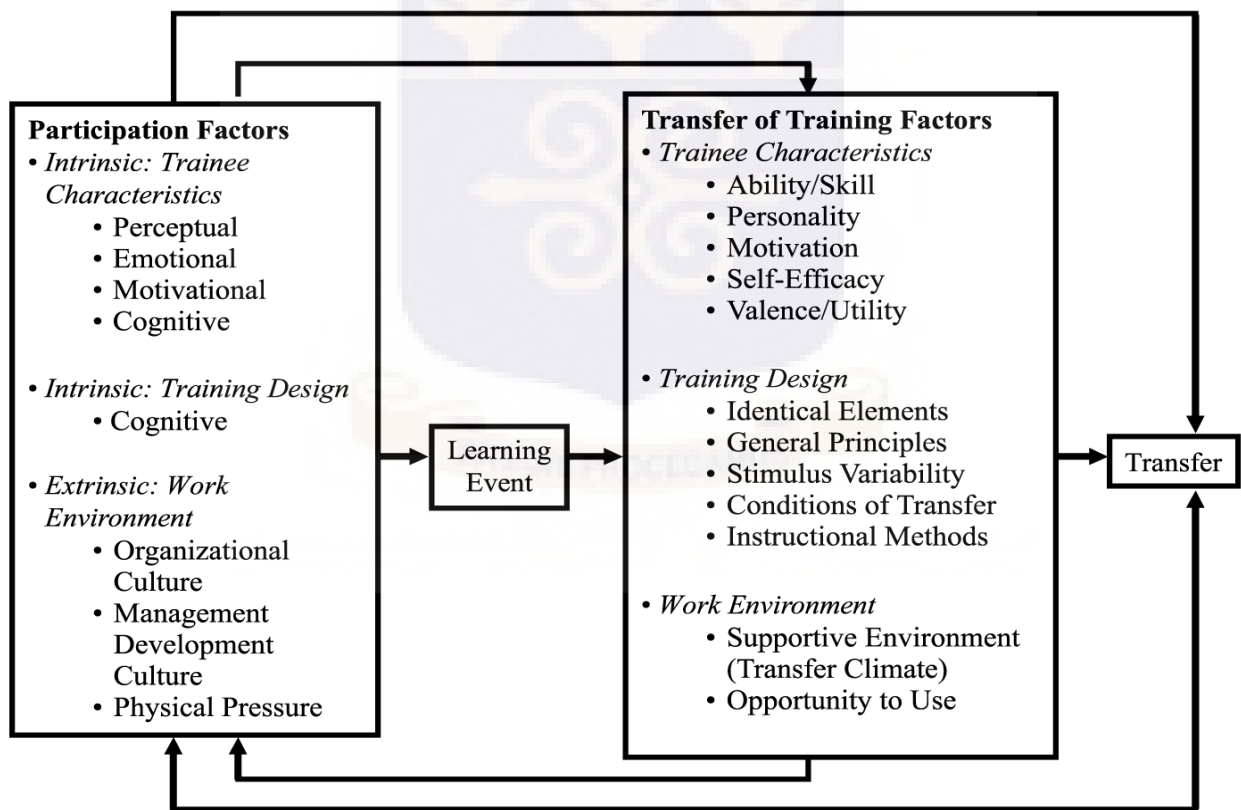
Bernardin (2003) claim in his development phase of training that delivery of training should look at designing a learning environment that would maximize transfer as well as examining the characteristics of adult learners and learning principles. Knowles (as cited in Dwyer, 2004) defines adult learning or andragogy (theory of adult learning) as the art and science of helping adults learn. Dwyer (2004) emphasizes that training for adult learners should be based on their life experiences because adults prefer to be self-directed learners, explore activities and discover methodologies for accomplishing tasks that relate to them. To Dwyer, self-directed learning introduced in new learning situations increases anxiety and discomfort. Cranton (1989)

identified four methods used in helping adults learn which are; experiential, individualized, interactive and instructor-centred. Dwyer emphasizes that there is no one method for helping adults learn so the most appropriate depends on the characteristics of the group, trainers and the environment. These arguments above indicate that trainers must look for all these in their planning and delivery process of every training programme offered to teachers to enhance transfer. The ultimate goal of any training program is that the learning that occurs during training be transferred back to the job.

The literature on transfer of training cited in Brown and McCracken (2009) has consistently raised concerns regarding the degree at which training content gets applied back at the workplace (Baldwin & Ford, 1988; Burke & Hutchins, 2007; Cheng & Ho, 2001; Cheng & Hampson, 2008; Saks & Belcourt, 2006). One older estimate suggests that employees transfer less than 10 percent of training and development expenditures to their workplaces (Georgenson, 1982), on the contrary, more recent studies suggest that less than 50 percent of training expenditures transfer (Saks & Belcourt, 2006). Human Resource Development researchers according to Brown and McCracken (2009) focuses on participation in training (e.g. McCracken, 2004, 2005; McCracken & Winterton, 2006; Murphy et al., 2006; Mumford, 1988; Noe & Wilk, 1993; Renaud et al., 2006; Temporal & Boydell, 1981) or transfer (e.g. Baldwin & Ford, 1988; Brown, 2005; Burke & Hutchins, 2007; Belling et al., 2004; Cheng & Ho, 2001; Salas & Cannon-Bowers, 2001) . Whiles some studies have also considered barriers from both pre-training and post-training perspectives (Belling, James & Ladkin, 2004).

In their study, as indicated in Figure 1 below, Brown and McCracken (2009) emphasized on two critical areas to training which were; barriers to participation in training (intrinsic and extrinsic) and training transfer. On their second premise they built on Baldwin and Ford (1988), systematic model of transfer in maintenance of learned material overtime and generalization of learned material from training, back to work. The premise of Baldwin and Ford’s model was that these transfer elements were driven by three key training inputs which were; trainee characteristics, training design factors and work environment which drives learning and retention of materials. This is illustrated in Figure 1 below:

Figure:1 MODEL ON TRAINING PARTICIPATION AND TRANSFER



Source: Brown and McCracken (2009): Conceptual model: a holistic approach to learning barriers.

2.6.3 Training Evaluation and Feedback

Benardin (2003) emphasized on training evaluation as very essential in examining whether the training program has been effective in meeting stated objectives. He goes on to add that the evaluation stage requires the identification and development of criteria such as participants' reactions to the training, learning behavior, the indicators of organizational results, return on investment and utility analysis. Bernardin (2003) again notes that, the choice of the criteria and the design should be present before the training is conducted to ensure proper evaluation. Guskey (2000) however designed an evaluation model that offers a particularly helpful way of thinking about impact of CPD; Level 1: participants' reactions; Level 2: Participants' learning from CPD; Level 3: Organizational Support and Change; Level 4: Participants' Use of New Knowledge and Skills; and Level 5: Trainee Outcomes. The difference in the two models on evaluation is Guskey's emphasis on organizational support and change which is very critical to training. Evaluation of CPD usually serves two main purposes: summative evaluation (does the programme improve outcomes?) and formative assessment (how can the programme be improved?). These two goals can best be served by collecting data in different ways, test scores for example often being used summatively while interview and survey data can be used to guide formative evaluation (Scannell, 1996).

Bernardin (2003) proposes that after determining the criteria for training evaluation, the trainer should choose an experimental design which is used to compare trainee's performance before and after participation in training. Examples of the designs could be one-shot posttest-only, one-group pretest-posttest, posttest-only control group, pretest-posttest control group, and multiple time-series designs. Stephen and Christine (2007), in their research on using training and

development to affect job satisfaction within franchising found that the effectiveness and efficacy of a training program are dependent on evaluation of training quality, course design and learning experience.

Feedback on training helps individuals focus on what they are doing right and wrong. Wilkinson and Kleiner (1993) recognize the fact that feedback is an important element in improving an individual's learning in organizations and with other methods, increased job satisfaction while contributing to the overall growth of the organization. Ronald et al. (2004) in their research paper on examining output quality of United States microenterprise training programme to help entrepreneurs develop business plans found that timely feedback was the most significant driver of business plan quality. Banks and Smyth (2010) in their report recommended that giving effective feedback was instrumental in helping students learn and also regular feedback about performance significantly leads to better performance, development of better judgment and learning faster. Kelloway et al. (2000) using 40 organizational leaders and 180 subordinates to find out the effect of leadership training and counseling feedback on subordinates perceptions of transformational leadership found that feedback resulted in increased subordinate perceptions of leaders' transformational leadership. They based on this to conclude that both training and feedback are effective means of changing leadership behaviours but however their combination did not result in enhanced transformational leadership. Good and Fairhurst (1999) in their study on met expectations during role transition of retail executive trainees, also identified three main job characteristics that led to job satisfaction as autonomy, feedback and skill variety. Cole et al. (2008) on the contrary, in their study using qualitative design to find out about the challenges of CPD for Physiotherapists working as lone practitioners in amputee rehabilitation, conclude that

frustrations such as; inadequate access to learning opportunities, lack of professional feedback and insufficient time and limited learning skills were around more structured CPD and organizational issues.

2.7 The Concept of Job Satisfaction

Employee attitude according to Kreitner and Kinicki (2004:197) has been defined as “a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object”. They group attitudes into three which are; affective, cognitive and behavioural. The affective component of an attitude consists of the feelings or emotions one has about a given object or situation; the cognitive component of attitude reflects the beliefs or ideas one has about an object or situation whereas the behavioural component of attitude refers to how one intends or expects to act toward someone or something. Kreitner and Kinicki (2004) however grouped work attitudes into three key areas; Job satisfaction, Organizational commitment and Job involvement. Job satisfaction is an affective or emotional response toward various facet of one’s job. This definition implies job satisfaction is not a unitary concept but rather, a person can be relatively satisfied with one aspect of his or her job and dissatisfied with one or more other aspects; organizational commitment is the extent to which an individual identifies with an organization and committed to its goals; and job involvement is the degree to which one is cognitively preoccupied with, engaged in, and concerned with one’s present job. For the purpose of this study, Job satisfaction being the most frequently studied work attitude by Organizational Behaviour researchers would be broadly looked at.

2.7.1 Job Satisfaction Defined

Greenberg and Baron (1993) refer to job satisfaction as individuals' cognitive, affective and evaluative reactions towards their job. Organ and Bateman (1983) support this by arguing that job satisfaction represents the constellation of a person's attitudes towards or about the job, he or she does. George and Mensah (2010) describes job satisfaction as a function of satisfaction or dissatisfaction with different aspects of the job (pay, supervision, the work itself) and of the particular importance one attaches to these respective components. Spector (1997:2) also defines job satisfaction as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs". This definition suggests that job satisfaction is a general or global affective reaction that individuals hold about their job. While researchers and practitioners most often resort to the measurement of global job satisfaction, Spector (1997) believes there is also interest in measuring facets or dimensions of satisfaction. Locke (1969) defined job satisfaction as a positive emotional feeling, a result of one's evaluation towards his or her job experience by comparing between what he or she expects from his or her job and what he or she actually gets from it.

The importance of studying job satisfaction stems from two important sets of findings. Firstly, job satisfaction is associated with increased productivity and organizational commitment, lower absenteeism and turnover, and ultimately, with increased organizational effectiveness (Ellickson & Logsdon, 2001). According to Wright and Davis (2003), the benefits that employees receive from their organizations influence the effort, skill, creativity and productivity that they are willing to give in return. Organizational interest in job satisfaction has been also motivated by humanitarian interests, namely the notion that employees deserve to be treated with respect and

have their psychological and physical well-being maximized (Spector, 1997; Ellickson & Logsdon, 2001). The second important finding is that low job satisfaction has negative outcomes, such as withdrawal behaviour, increasing costs, decreasing profits and, eventually, customer dissatisfaction (Zeffane, Ibrahim & El Mehari, 2008). Saari and Judge (2004) identify numerous studies that have shown that dissatisfied employees are more likely to quit their jobs or be absent than satisfied employees (e.g., Hackett & Guion, 1985; Hulin, Roznowski, & Hachiya, 1985; Kohler & Mathieu, 1993). Job satisfaction shows correlations with turnover and absenteeism whilst Job dissatisfaction also appears to be related to other withdrawal behaviors including; lateness, unionization, grievances, drug abuse, and decision to retire.

Hersey and Blanchard (as cited in Commey, 2008), establishes a difference between motivation and satisfaction by stating that motivation is influenced by forward looking perceptions concerning the relationship between performance and rewards, while satisfaction refers to people's feelings about the rewards they have received. Thus, they see satisfaction as a consequence of past events while motivation is a consequence of their expectations about the future. Peretomode (1991) pointed out that the two terms are related but are not synonymous. He acknowledges that job satisfaction is one part of the motivational process. While motivation is primarily concerned with goal-directed behavior, job satisfaction refers to the fulfillment acquired by experiencing various job activities and rewards. Peretomode (as cited in Ololube, 2001) also argued that a highly motivated employee might also be dissatisfied with every aspect of his or her job. Ifinedo (2003) demonstrated that a motivated worker is easy to spot by his or her agility, dedication, enthusiasm, focus, zeal, and general performance and contribution to organizational objectives and goals.

Dartey-Baah (2010) also points out that job satisfaction and motivation, have been treated separately in most academic text, however the writers have drawn on the same theories to explain these two concepts. This was evident in the work done by Alnoeim (2002) where he considered all the motivation theories as theories of job satisfaction. Kreitner and Kinicki (as cited in Comney, 2008), indicate that a significant positive relationship exists between motivation and job satisfaction. They indicate that managers can potentially enhance employee's motivation through various attempts to increase job satisfaction. Scholars use the concept to show a combination of employee feelings towards the different facets of job satisfaction such as the nature of the work itself, level of pay, promotion opportunities, and satisfaction with co-workers (Schermerhorn, Hunt & Osborn, 2005).

Abdullah, Djebarni and Mellahi (2011) divide determinants of job satisfaction into two: the content perspective which approaches job satisfaction from the perspective of needs fulfillment, and the process perspective which emphasizes the cognitive process leading to job satisfaction (Foster, 2000; Spector, 1997). The content perspective assumes that all individuals possess the same set of needs and therefore prescribes the characteristics that ought to be present in jobs. Content theories include Maslow's (1954) need hierarchy theory and the motivator-hygiene theory proposed by Herzberg, Mausner and Snyderman (1959). Scholars of the process theories such as, Vroom's (1964) expectancy theory, and Adams' (1963) equity theory on the other hand, de-emphasize the role of needs, and focus on the cognitive processes leading to job (dis) satisfaction. Recent literature (Rollinson, 2008), however, posits that the two perspectives are complementary and advocates that scholars incorporate both perspectives in the study of factors that determine job satisfaction. Research from both needs and content perspectives have reported

some factors in relation to job satisfaction, which can be grouped into two broad categories: demographic factors that focus on individual attributes and characteristics such as sex, age and job level; and environmental factors which pertain to factors associated with the work itself or work environment such as salary, promotion and supervision (Zeffane, 1994; Reiner & Zhao, 1999; Ellickson & Logsdon, 2001).

Several determinants of job satisfaction have been established in past researches, such as organizational reward systems, power distribution, individual differences, self-esteem, locus of control etc. (Lankau & Scandura, 2002; Lefkowitz, 1994; Chen & Silverthorne, 2008). When employees are not satisfied, they tend to shift and look for satisfaction elsewhere. Ting (1997) contends that job characteristics such as pay, promotional opportunity, task clarity and significance, and skills utilization, as well as organizational characteristics such as commitment and relationship with supervisors and co-workers have significant effects on job satisfaction. Management who are serious about the job satisfaction of workers can also take other deliberate steps to create a stimulating work environment.

According to Drummond and Stoddard (as cited in Turkyilmaz et al., 2011), employee satisfaction contains an evaluation of various characteristics of the job which are working conditions, pay, and relationships with co-workers and supervisor, organizational policies and the nature of the job itself. Also, according to Dinham and Scott (2000) and Koustelios (2001), there are various factors related to job satisfaction, for example job characteristics (e.g. work overload and time pressure), occupational characteristics (e.g. various types of work), organizational characteristics (role ambiguity and role conflict), background characteristics (e.g. age and gender) and personality characteristics e.g. locus of control and self-esteem (Tsigilis,

Zachopoulou & Grammatikopoulos, 2006). Kreitner and Kinicki (2004) underscore the fact that there are seven key correlates of job satisfaction which are; motivation, organizational citizenship behavior, absenteeism, withdrawal cognitions, turnover, perceived stress and job performance.

Kazemzadeh and Bashiri (2005) investigated various studies related to employee satisfaction and identified ten main groups. These are management and personnel relationship, relation between employees, employees' motivation, education, wage and salary, other welfare facilities, employees' commitment, job promotion, performance, organization's systems and processes. Also, Bodur (2002) suggested that work content, age, gender, educational level, working conditions, location (rural or urban), co-workers, salary and working hours are some of the factors related to job satisfaction (Turkyilmaz, Akman & Pastuszak, 2011). Spector (as cited in Dartey-Baah, 2010) puts circumstances affecting job satisfaction into two categories: (1) the job environment, that is, the factors related to the job. This includes, nature of the job, relationships among people in the work place, how people are treated by their supervisors and reward systems. Arvey et al. (1989) also provided supporting evidence on the fact that emotionally stable people who are able to view their environment in a positive way are likely to be more satisfied with their jobs and vice versa. Arvey et al.'s (1989) work involved using 34 sets of twins that were reared apart from an early age. They concluded that the way individuals view their work environment can affect their attitude and motivation, hence level of satisfaction. (2) the individual factors that a person brings to the job including the individual's personality and experiences also affects job satisfaction. Hannagan (2005) described these as 'situational factors', which influence people's behaviour. Notable among Hannagan's list are: other people, the presence and quality of

management control systems and types of reward systems and their effectiveness. Additionally, the type of work a person does, the working environment, the size of the organization and the culture prevailing within the organization can also affect people's behaviour with relationship with other people considered a critical factor.

Evans (as cited in Tasnim, 2006), identified the factors affecting the teacher's job satisfaction in some levels; Level I: Policy and condition of service such as pay structure brings more satisfaction. Level II: Leadership style (Of head teachers or the senior teachers), and organizational climate. It includes the pattern of management of the schools, method of accountability of the teachers, level of local people interference, freedom of teachers etc. Level III: This level suggested determinants of job satisfaction to be, individuals needs fulfillment, expectations fulfillment or values congruence. The individual's norms, values, personality and emotion reflect in this level. Kreitner and Kinicki (2004) however added two other factors to arrive at five causes of job satisfaction: Need fulfillment, discrepancies, value attainment, equity and dispositional/genetic component.

- Need fulfillment: This proposes that satisfaction is determined by the extent to which the characteristics of a job allow an individual to fulfill his or her needs. Although this model generated a great deal of controversy, it is generally accepted to be correlated with job satisfaction. This is in consonance with Evans (1998)'s third level.
- Discrepancies: This model proposes that satisfaction is a result of met expectations which represents the difference between what an individual expects to receive from a job, such as good pay and promotional opportunities, and what he or she actually receives. When expectations are greater than what is received, a person will be dissatisfied; in contrast,

this model predicts the individual will be satisfied when he or she attains outcomes above and beyond expectations.

- Value attainment: This is the extent to which a job allows fulfillment of one's work values. In general, research consistently supports the prediction that value fulfillment is positively related to overall job satisfaction.
- Equity: In this model, satisfaction is a function of how fairly an individual is treated at work. Satisfaction also results from one's perception that work outcomes, relative to inputs, compare favourably with a significant other's outcomes/inputs.
- Dispositional/Genetic Components: This is based on the belief that job satisfaction is partly a function of both personal traits and genetic factors. This model implies that stable individual differences are just as important in explaining job satisfaction as are characteristics of the work environment. Researchers estimate that 30% of an individual's job satisfaction is associated with dispositional and genetic component.

From the research findings of Brunetto and Farr-Wharton (2002) on job satisfaction among public sector employees, the following two outcomes were realized: firstly, job satisfaction among early career employees increases when they perceive the organizations management policies and practices as fair and secondly, early career employees were more effective when they have necessary skills and training required to deliver a quality service. They conclude by urging Western Governments to maximize employee outcomes by considering the factors that compromise their job satisfaction such as; fairness, loyalty, job commitment, organizational identification, individual and workplace characteristics. Al-Alawiyat (2010) in his research on

training as a motivational tool for job satisfaction in Saudi Arabia found that training had a positive influence on job satisfaction.

2.8 Theoretical Framework

This section consists of the various theories and models used as bases for this study. These include the human capital theory, needs theory and the hygiene-motivator theory.

2.8.1 Human Capital Theory

Bontis et al. (as cited in Armstrong, 2006) defines human capital as “the human factor in the organization; the combined intelligence, skills and expertise that gives the organization its distinctive character. The human elements of the organization are those that are capable of learning, changing, innovating and providing the creative thrust which if properly motivated can ensure long-term survival of the organization”.(p.33). Campbell (as cited in Chaudhryman & Roomi, 2010) however simplifies human capital to be the unique abilities, capabilities, and expertise of employees in an organization. Chaudhry and Roomi admit that human capital has been defined by three different approaches: the transaction cost economics theory; the resource-based view of the firm; and human capital theory.

- The transaction cost economics presume that companies choose to hire employees in the most efficient way either by recruiting new staff from outside the organization or developing its existing staff. From these two alternatives, the enterprises choose the most economical way by comparing all the relevant costs. Human capital within the context of this theory must possess the dual properties of asset specificity and asset uncertainty (Riordan & Williamson, 1985).

- The resource-based view of the firm theory states that core skills are central to an organization's competitive advantage which must be acquired from internal development within the organization itself while the general technology can be acquired from outsourcing. This theory focuses on the employees' core skills as the human capital deserving attention and investment from the enterprise (Barney, 1991).
- Human capital theory emphasizes the fact that organizations decide on the amount of human capital investment they will make by comparing it with potential future benefits such as improvements in production controls. This theory describes human capital in terms of investment made on training and knowledge building among employees.

According to Koster, DeGrip and Fouarge (2009), the relation between training and development and personnel turnover stems from human capital theory. It suggests that investing in employee development may contribute to the market value of employees and hence induces turnover. Especially investments made in general skills training are of interest, as this type of training equally increases the productivity of employees in organizations other than the incumbent firm (Becker, 1962). For this reason, human capital theory assumes that firms will not pay for this training. However, several studies show that firms usually pay the training costs when their workers participate in general training (Benson et al., 2004). Armstrong (2006) admittedly states that an investment in employees yields a return to the employee and the employer. For the employee, the expected returns on human capital investment are higher earnings, greater job satisfaction, better career prospects, and job security whereas for the employer, an improvement in performance, productivity, flexibility and capacity to innovate.

The concept of human capital according to Law (2010) entered mainstream academic inquiry in the early 1960s through the work of Theodore Schultz, Jacob Mincer, and Gary Becker (Schultz, 1963; Mincer, 1974; Becker, 1964, 1993). Becker (1964), a member of the Chicago School of economics, developed the human capital approach into a general theory for determining the distribution of labor income. Using the theory, he formulated predictions about wage structure in the form of human-capital-earnings functions, which specify the relation between earnings and human capital. The key assumption of this theory is that education raises earnings and productivity mainly by providing knowledge, skills and a way of analyzing problems (Becker, 1964, 1993). According to Becker (as cited in Law, 2010), education, vocational training, and skills are forms of capital because they raise earnings and provide individuals with higher returns for their efforts. Human capital can thus be improved by several methods, including formal education and on-the-job learning or training (Machin & Vignoles, 2004).

Human capital theory according to Armstrong (2006) focuses on three areas: resourcing, human resource development, and reward strategies and practices. Resourcing strategies are based on human resource planning processes which ensures that human capital needs are identified and plans made to satisfy them. Human resource development strategies aim at attracting and retaining human capital while the reward strategies involve investing in people after they have added value to themselves. Human capital theory therefore encourages a competence-based pay. In relation to the present study, organizational investment in the human capital through training and development has payoffs in terms of building on the competencies of the employees as well as improving on performance and productivity. CPD take up by employees would likely increase if employers adequately resource it through funding, time and support.

2.8.2 Theories of job satisfaction

There are numerous theories attempting to explain job satisfaction, the first according to Worrel (2004) is content theory, which suggests that job satisfaction occurs when one's need for growth and self-actualization are met by the individual's job. The second is often referred to as process theory, which attempts to explain job satisfaction by looking at how well the job meets one's expectations and values. Each of the two theories has been explored and reviewed by countless scholars and researchers, and the purpose of this chapter is not to provide an exhaustive review of job satisfaction theories instead, a highlight of the main content theories of job satisfaction which are Maslow's Hierarchy of needs and Herzberg's Two-Factor Theory. These are foundational in providing clarity, relevance and direction to this study of job satisfaction.

- **Maslow's Hierarchy of Needs**

When discussing human needs, growth, and self-actualization, one cannot look far before finding Abraham Maslow and his hierarchy of needs. The basic needs model, referred to as content theory of motivation, highlights the specific factors that motivate an individual. Although these factors are found within an individual, things outside the individual can affect him or her as well. In short, all people have needs that they want satisfied. Some are primary needs, such as those for food, sleep, and water needs that deal with the physical aspects of behavior and are considered unlearned. These needs are biological in nature and relatively stable. Their influences on behavior are usually obvious and hence easy to identify. Secondary needs, on the other hand, are psychological, which means that they are learned primarily through experience. These needs vary significantly by culture and by the individual. Secondary needs consist of internal states, such as the desire for power, achievement, and love. Identifying and interpreting these needs is

more difficult because they are demonstrated in a variety of ways. Secondary needs are responsible for most of the behavior that a supervisor is concerned with and for the rewards a person seeks in an organization.

Maslow's (1954) used the hierarchy of needs in the shape of a pyramid. The lowest was the physiological need or basic life sustaining needs such as water, food, and shelter. The next level consisted of safety such as physical and financial security, while the third level included needs of social acceptance, belonging, and love. The fourth incorporated self-esteem needs and recognition by one's peers and at the top of the pyramid was reserved for self-actualization needs such as personal autonomy and self-direction. According to Maslow, the needs of an individual exist in a logical order and that the basic lower level needs must be satisfied before those at higher levels. Then, once the basic needs are fulfilled, they no longer serve as motivators for the individual. Thus the more a job allows for growth and acquisition of higher level needs, the more likely the individual is to report satisfaction with his or her job. Furthermore, the success of motivating people depends on recognizing the needs that are unsatisfied and helping the individual to meet those needs. He also theorized that a person could not recognize or pursue the next higher need in the hierarchy until the currently recognized need was substantially or completely satisfied, a concept called prepotency.

In relating Maslow's hierarchy of needs to Continuing Professional Development of teachers, there is the need for a physical comfort in the school environment as well as reasonable work hours to encourage teachers to pursue CPD in order to be upgraded on the salary scale which is a physiological need. Also, teachers who are tired and hungry and excessively preoccupied about

meeting their household's livelihood needs, are unlikely to become strongly motivated by their involvement in professional development activities (Bennell & Acheampong, 2007). With their physical needs relatively satisfied, the individual's safety needs take precedence and dominate behavior. This safety needs manifest themselves in such things as a preference for job security, that is to say, teachers who further their education perceive they are secured on the job. This is as a result of new developments in the teaching field such as Teacher Training Colleges upgraded to Diploma status, which has led to the Ghana Education Service's directive that all teachers holding the 3 year post-secondary certificate 'A' were to top up in Diploma in Basic Education. Financial security is also related to CPD whereby teachers who undertake subject-based CPD in tertiary institutions are given equivalent higher salaries.

After physiological and safety needs are fulfilled, the third layer of human needs is social and involves feelings of belongingness. CPD in the form of induction, orientation and foundation training makes the teacher feel a sense of belonging and acceptance in professional organizations such as Ghana National Association of Graduate Students (NAGRAT) as well as gain pleasant support of co-teachers and supervisors. This need for belonging can often overcome the physiological and security needs, depending on the strength. Esteem needs present the normal human desire to be accepted and valued by others. Engaging in CPD helps the teacher to gain recognition, promotion to a higher rank and also become self-valued.

Maslow noted two versions of esteem needs, a lower one and a higher one. The lower one is the need for the respect of others, the need for status, recognition, fame, prestige, and attention. The higher one is the need for self-respect, the need for strength, competence, mastery, self-confidence, independence and freedom. The latter one ranks higher because it rests more on

inner competence won through experience. Deprivation of these needs can lead to an inferiority complex, weakness and helplessness. Finally, self-actualization pertains to what a person's full potential is and realizing that potential. Maslow describes this desire as the desire to become more and more of what one is, to become everything that one is capable of becoming which is perceived as one of the reasons for pursuing CPD.

Maslow's theory made us to believe that human needs are fixed and logical. The theory has however been criticized on three levels according to Dartey-Baah (2010). The first is regarding how the needs group at different levels. Dartey-Baah argues that people's motivation and attitude is to some extent influenced by or likely to change with age, time, accumulation of work experience and type of job among others (Martin, 2005). Maslow's theory also emphasizes that human needs are satisfied mainly through work. This has also been criticized as it is believed that not all people attach the same meaning to work. In other words, work may not be of central interest as people do not satisfy their needs, especially high level needs through work. Secondly, there is also no clear distinction between the needs and behaviour hence the application of standardized solutions is not possible. Thirdly, Maslow's theory is called a universal theory as he believes it applies to everybody. This has also attracted the criticism that it is not able to explain the differences between individuals and different cultures. In spite of these limitations, Maslow has been commended to be the first to attempt to make a comprehensive list of these human needs. His thinking has influenced and continued to influence management discussions with respect to job design, pay and reward structures.

- **Herzberg's Theory of Satisfaction**

Maidani (1991) opined that Job satisfaction traditionally has been assumed to follow a single underlying continuum. One end of this continuum was high level of satisfaction with the job, while the other end reflects a high level of dissatisfaction with the job. Dartey-Baah (2010) underscores the fact that Herzberg and his associates, writing in 1959 proposed one of the most famous and controversial theories of job satisfaction. Herzberg did not look directly at motivation, but at the causes of job satisfaction and dissatisfaction with the aim of trying to understand what motivates people (Beardwell, Holden & Claydon, 2004).

Frederick Herzberg and his associates (1959) conducted extensive interviews with two hundred and three engineers and accountants using the critical-incident method for data collection (Mullins, 2010). Herzberg made a theoretical departure from the traditional continuum concept by suggesting that job satisfaction was hypothesized to operate on a continuum which ranged from high to no job satisfaction, while job dissatisfaction operated on another continuum which ranged from no to high job dissatisfaction. These two continua were hypothesized to be independent of each other hence confirming Maidani (1991) assertion. Based on extensive empirical investigation, Herzberg set forth a two-factor theory of job satisfaction which received both widespread support and criticism. The research was designed to discover the importance of attitudes toward work and experiences, both good and bad, reported by workers.

The Two-factor Theory, or Motivation and Hygiene Theory differentiated between intrinsic and extrinsic aspects of the job. The intrinsic factors known as content or motivators includes: achievement, advancement, the work itself, responsibility, and recognition. The extrinsic factors

were referred to as hygiene factors and included: company policy and administration, technical supervision, working conditions, salary, and interpersonal relationship. The satisfiers are essential for increasing productivity of employees whereas the dissatisfiers support employee's mental health. Hygiene factors provide no motivation to employees but their absence serve as dissatisfiers.

This two factor theory by Herzberg was adopted for this study owing to the fact that Hygiene factors maintain the individual in an organization. Company and administrative policies such as the quota system of study leave with pay as well as subject based CPD by the Ghana Education Service can discourage teachers from pursuing CPD. In essence, these policies can be a great source of frustration for employees if they are unclear or unnecessary or if not everyone is required to follow them. Although employees will never feel a great sense of motivation or satisfaction due to the policies, dissatisfaction can be decreased by making sure policies are fair and apply equally to all. Teachers who undergo CPD would need less supervision in their work and also likelihood of becoming supervisors themselves which requires leadership skills and the ability to treat all employees fairly. Teachers undertake CPD for the perceived reason of a rise in pay or equitable distribution of salaries which necessitated the introduction of the Single Spine Salary Structure in 2010 by government to replace the salary distortion brought about by the Ghana Universal Salary Structure. Working conditions that is, the environment in which people work has a tremendous effect on their level of pride for themselves and for the work they are doing. A supportive working environment would encourage teachers to engage more in CPD programmes which would enhance satisfaction on the job.

Motivators, on the other hand also known as growth needs cause satisfaction on the job. The work itself is to help individuals believe that the work they are doing is important and that their tasks are meaningful. Achievement is based on the premise that most individuals sincerely want to do a good job. To help them, teachers are of the view that they would be placed in positions that use their talent. Individuals at all levels of the organization want to be recognized for their achievements on the job. Their successes don't have to be monumental before they deserve recognition, but should be rewarded especially after going for an on-the-job training. Such teachers should be acknowledged of their good work immediately through bonuses, praise etc. Responsibility as a motivator would ensure that employees to do their jobs well if they have ownership of their work. This requires giving employees enough freedom and power to carry out their tasks so that they feel they own the result as they develop themselves in their profession.. Advancement as a motivator could lead to satisfaction in terms of rewarding loyalty and performance on the job so opportunities should be given for further studies with pay. Syptak, Marsland and Ulmer (1999) conclude by suggesting that before an organization move on to the motivators, they cannot neglect the hygiene factors discussed above, so should deal with hygiene issues first, then move on to the motivators.

The two general criticisms according to Dartey-Baah (2010) are that the theory least applies to unskilled workers and people whose jobs are mostly repetitive and monotonous even though they happen to be in the majority and are the very people who often present management with the biggest problem of job satisfaction and motivation. Moreover, some workers do not seem to be interested in the job content of their work, or with motivators or growth factors. The second general criticism is with the methodology employed by Herzberg. The view was that the method

used had an influence on the responses. That is the critical incident method and the description of the sequence of events that give rise to good or bad feelings. Furthermore, the descriptions from the respondents were interpreted by interviewers who could also be influenced. Despite the criticisms of Herzberg's theory, it is believed to be a good attempt to practically look at the study of job satisfaction. His work also drew attention to job design and job enrichment. The question however is that are teachers really satisfied with the level of Continuing Professional Development received? Are teachers really motivated by the hygiene or motivator factors?

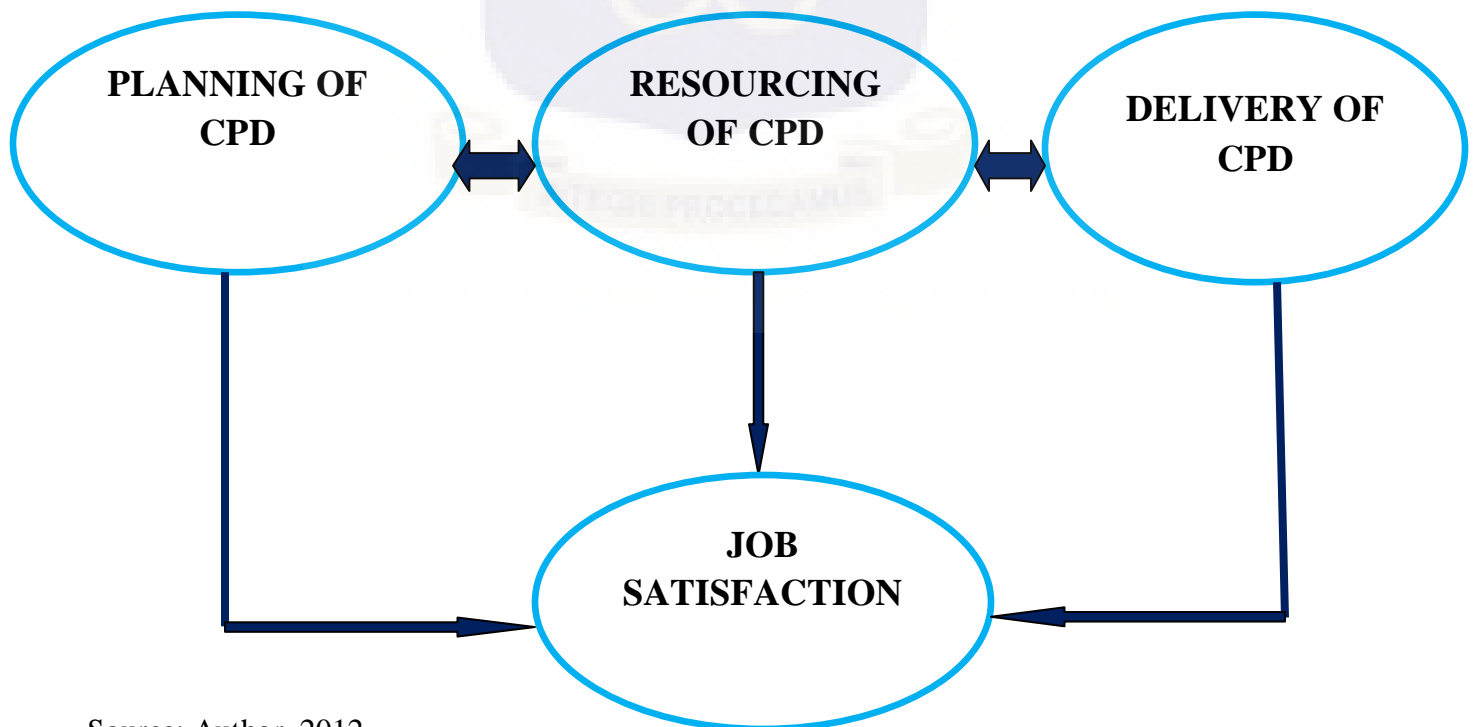
2.9 Conceptual Framework

Teachers from the year 2000 to date aim at engaging in professional development activities in order to upgrade their knowledge and skills to improve their performance in the subject taught as well as enhancing their job satisfaction levels. A key factor in ensuring effective CPD is matching appropriate professional development provision to particular professional needs. This fit between the developmental needs of the teacher and the selected activity is critically important in ensuring that there is a positive impact at the school and classroom level (Hopkins & Harris 2001).

The proposed model in Figure 3 below was based on the recommendations by Leaton (2005) that, there should be an improvement in CPD planning, resourcing and delivery for teachers. This study looked at how CPD planning, resourcing and delivery impact on the teachers' job satisfaction. The model goes on to suggest that for CPD to be very effective in ensuring job satisfaction, the Ghana Education Service should improve on the planning, resourcing and delivery to affect the teachers' job satisfaction. The planning process of CPD should include needs assessment, personal development plans of teachers, criteria used in selecting teachers for

CPD and opportunities for CPD. There is also the need for improvement in resourcing of CPD such as consistent and equitable funding, and investment in time for CPD. Finally, the proposed model goes on to say that the delivery systems of CPD activities such as adult learning principles, training materials, support and feedback should be improved upon to ensure participation, transfer of training and job satisfaction. This is expected to result in increased participation, organizational commitment and retention which would go a long way to raise the falling standard of education in the Ga east district as well as in Ghana which is a challenge. Although the three independent variables are studied as whole parts and their effect on Job Satisfaction of teachers, the researcher wants to find out if there is a link among all three. That is, do the resources available determine the type of CPD plan to be put in place for teachers and how CPD should be delivered?

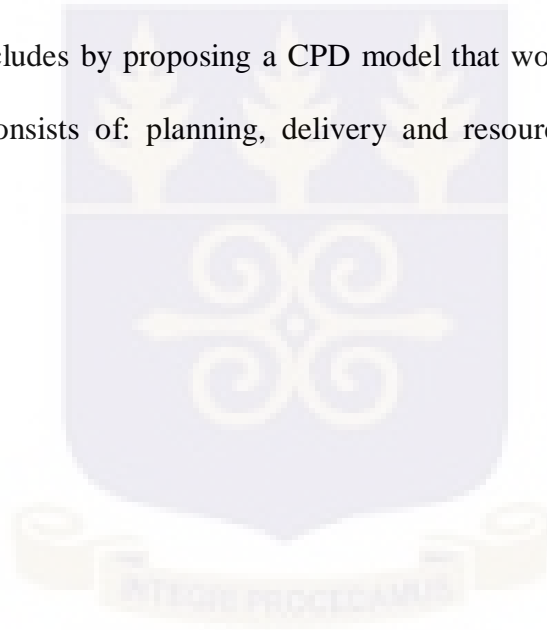
Figure: 2 Proposed model on CPD and Job Satisfaction



Source: Author, 2012.

2.10 Chapter Summary

This chapter discusses the empirical studies, theoretical and conceptual framework on CPD and Job Satisfaction. This section in an attempt to define CPD, started with the concept of training and development of employees as being key to organizations' competitive advantage. The concept of CPD was explained through planning which included needs assessment, personal development plan, and performance appraisal; CPD resourcing and support; and the delivery of CPD in terms of evaluation and feedback. The major theories serving as bases for this study were the human capital theory, Maslow's hierarchy of needs and Herzberg's hygiene-motivator theory. This chapter concludes by proposing a CPD model that would ensure participation and job satisfaction which consists of: planning, delivery and resourcing of CPD to ensure job satisfaction.



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the research methodology used to generate the empirical data for the study. According to Kumekpor (1999), the techniques employed in conducting any research can considerably affect the result of a study therefore a judicious choice of methodology and its usage can simplify and facilitate the collection and analysis of data. Research methods refer to the methods researchers use in performing research operations. In other words, it refers to all those methods used by the researcher during the course of studying his research problem whereas research methodology is the systematic way of solving the research problem. It considers the logic behind the methods used in the context of the research study and explains why particular methods or techniques are used. The study used a variety of statistical techniques depending on the data and the hypotheses. This chapter includes descriptions of the design used, the population, and the sampling methodology used for the study. Additionally, the instruments and statistical analysis methods used to assess the hypotheses are discussed.

3.1 The Study Population

The population for this study was all teachers in the Ga East Municipality. A sample frame of 1700 teachers in public basic schools in the Ga East Municipality in the Greater Accra Region of Ghana was used for this study.

3.2 Sampling Techniques

This study employed the Stratified Random Sampling and Convenience Sampling to select respondents. The public basic schools in the Ga East Directorate of the Ghana Education Service have been grouped into nine circuits which are: Madina, Dome, Atomic, Estate, Kwabenya, Nkwantanang, Oyarifa, PRESEC, and Pantang consisting of 183 schools. Stratified Sampling was used to group all the schools into two categories: primary and junior high schools. Three schools were selected from each stratum using simple random sampling, making six schools from each circuit in the Municipality.

Convenience sample according to McMillan and Schumacher (2001) is a group of subjects selected on the basis of being accessible. Convenience sampling was adopted due to the availability and willingness of respondents to participate in the study. Four teachers were selected from each of the six schools selected from each circuit totaling 24 respondents from each circuit. Purposive sampling was used to interview 7 head teachers, the only training officer and 1 circuit supervisor. These are in management position in the Municipality.

3.3 Sample Size

The estimated sample size arrived at from the techniques used was 216 however due to non response bias, a sample size of 182 respondents was used for this study. To justify the size of the sample, the researcher made use of the sample estimate table by Israel (1992). Using a sample frame of 1700 with a margin of error of $\pm 7\%$, 95% confidence interval and 0.05 significant levels, a sample size of between 180 and 200 was considered acceptable according to Israel (1992).

3.4 Research Design

The research activities undertaken for this study was the cross-sectional survey design. This type of design is descriptive in nature and therefore describes the characteristics of a population or the differences among two or more populations at a particular point in time. The mixed method was also used that is both quantitative and qualitative methods because the study seeks to examine the relationship between CPD and Job Satisfaction among teachers; types of CPD obtained, reasons for undertaking CPD, role of gender in CPD and support for CPD.

3.5 Types and Sources of Data

It is imperative according to Kumeopor (1999) that reliable methods are devised to obtain information in such a way as to make the results tenable, dependable and predictive. In this regard, primary source of data was used for this study. Primary data consists of data collected from the field of study. This made it possible to obtain first hand, detailed and accurate information on the subject matter from the respondents.

3.6 Instrumentation

The main instruments used for this study were questionnaires and semi-structured interviews. The questionnaires for classroom teachers were self administered which comprised of both closed and open ended questions. This allowed respondents a wide range of options in terms of expressing their views on the relationship between CPD and Job Satisfaction whereas the semi-structured interview questionnaires for the head teachers, the training officer and the circuit supervisor was open ended questions.

The questionnaire for classroom teachers was divided into three: Sections A, B and C. Section A consisted of the demographic variables of respondents such as age, gender, and professional rank, academic and professional qualifications. Section B of the questionnaire was on CPD of which the Institute of Field Archaeologists (IFA) – CPD Questionnaire (2002) was used. The IFA-CPD Questionnaire was adopted and modified for this study because it measures the general attitudes of employers and employees to CPD such as planning of CPD; support for CPD; CPD intentions and financing of CPD. This contained 43 sample items. Responses were in the form of Yes, No and Unsure with a scoring of 3, 2, 1 respectively.

The Faculty Job Satisfaction/Dissatisfaction Scale by Wood (1973) was adopted to measure Herzberg, Mausner, and Snyderman's (1959) motivation-hygiene factors in Section C of the questionnaire. Wood's instrument originally consisted of 79-item six-point likert type scale but modified to 59 items with responses ranging from 1 (very dissatisfied) to 6 (very satisfied) and 10 subscales used to investigate the motivation and satisfaction of full-time instructors of the North Carolina College Systems. This instrument has been found to be very reliable and has been used by several researchers because of its coefficient reliability of .91. Interview questions were also designed to get information on CPD from policy makers such as heads of basic schools, circuit supervisor and the training officer of the Municipality.

3.6.1 Pilot testing of Instruments

A pilot study was undertaken to find out how reliable the questionnaire was and its general suitability for the study. The Cronbach's Alpha method was used to determine the reliability of the scales using the Statistical Package for Social Sciences (SPSS) version 17.0 to compute the

reliability coefficients of the scales with a sample size of twenty. There were 37 items on the scale for Continuing Professional Development (CPD) and 59 items for Job Satisfaction. The Measures had satisfactory reliabilities, with alpha values being .72 for CPD and .85 for Job satisfaction. Respondents were asked to examine the questionnaire for content, length, and clarity of which minor changes were made in Section B. Based on these responses the content and face validity of the questionnaire were established. According to Nunnally (1978), for a set of items to constitute a reliable scale, the coefficient alpha should be equal to or higher than .70. Therefore the findings of the pilot study indicate that the scales were reliable enough to be used for the main study. The pilot study also assisted the researcher in proofreading the survey instrument on CPD and refining the data collection and data analysis steps of the methodology. Out of the 216 questionnaires sent to respondents, a total of 182 answered questionnaires were retrieved indicating a response rate of 84%.

3.7 Data Analysis Methods

Data collected from the field was first sifted through to separate correctly answered questionnaires from incorrectly answered ones. After which editing was undertaken to correct errors, check for non-response questions, appropriateness and accuracy. The open-ended questions were extracted and then coded with serial numbers assigned to the individual edited questionnaires for the purpose of easy identification during the coding process and rechecking of information on the questionnaire during the data entering exercise. The numbering of the questionnaire were followed by preparation of a coding scheme for the actual coding exercise where the coded responses were transferred onto coding sheets for data entry and processing on the computer using Statistical Package for Social Science (SPSS) software version 17.0.

The Pearson's Product Moment Correlation Coefficient test was used to test hypotheses 1 and 4 since they sought to examine the relationship among CPD intentions, CPD obtained and teacher's job satisfaction. The two-way Analysis of Variance (ANOVA) was however employed to test hypotheses 2 and 3 which sought to investigate the interaction effect of gender and CPD obtained on teachers' job satisfaction. The Independent t test was also used to test hypotheses 5 and 6 which sought to find the differences that exist between two variables. Answers to interview questions were analyzed using content analysis that is, collating often occurring responses from the interview questions.

3.8 Ethical Considerations

Respondents for the study were allowed to participate voluntarily in the research without any form of coercion in order to produce objective answers to questions. Respondent's informed consent was sought after explaining the objectives of the study to them. Data collected was managed in such a way that there were no traces of identifying respondents of the study. All references have duly been acknowledged.

3.9 Chapter Summary

The methodology section of the present study describes the processes involved in the data collection and the statistical tools used in the research. This study is a cross-sectional survey research employing both quantitative and qualitative design. This study used a sample size of 182 respondents with data analyzed using the SPSS 17.0 version. Three major statistical tools such as Pearson r, two way analysis of variance and independent t test are used for analyzing the six hypotheses whilst the interviews have been analyzed qualitatively.

CHAPTER FOUR

ANALYSIS AND FINDING

4.0 Introduction

This section presents the results and interpretation of the study after analysis of the data obtained from the survey. The study sought to examine the relationship between Continuing Professional Development (CPD) and Job Satisfaction among public school teachers. The study specifically examined how CPD is planned, resourced and delivered by GES. It also ascertained the impact of CPD intentions; CPD received and perceived reasons for pursuing CPD on teachers' job satisfaction. In addition, it also examined the role played by gender on CPD obtained and Job Satisfaction. In all, six hypotheses were tested in order to meet the objectives of the study. The Statistical Package for Social Sciences (SPSS) version 17.0 was used for the data analysis. The analysis was done in two main stages. The first was the preliminary analysis and the second involved testing the hypotheses and research questions of the study. Also, seven head teachers, a circuit supervisor and the only training officer in the Ga East Directorate of the G.E.S. were interviewed. This was to gain an in-depth knowledge on the planning, resourcing and delivery of CPD for teachers.

4.1 Preliminary Analysis

The preliminary analysis involved reliability analysis of the questionnaires used for the study and also an analysis of the demographic characteristics of the respondents. Coefficient of internal consistency (Cronbach's α) was computed to establish the reliability of each of the scales in the questionnaire. Measures had satisfactory reliabilities, with alpha values ranging from .74 to

.96(presented in Chapter three). Nunnally (1978) suggests that the coefficient alpha should be equal or higher than .70 if a set of items can constitute a reliable scale.

The demographic analysis also involved summarizing the raw data obtained in terms of its demographic characteristic. Results from this analysis can be found in Table 4.1 below:

Table 4.1: Demographic characteristics of the respondents ($N = 182$)

VARIABLE	FREQUENCY	PERCENT
Age		
• 20-30 years	28	15.4
• 31-40 years	77	42.3
• 41-50 years	55	30.2
• 51-60 years	17	9.3
• 60+ years	1	.5
Gender		
• Male	69	37.9
• Female	108	59.3
Marital Status		
• Single	36	19.8
• Married	130	71.4
• Separated	4	2.2
• Divorced	2	1.1
• Widowed	4	2.2

Source: Field Survey, 2012.

Table 4.1 (Continued)

VARIABLE	FREQUENCY	PERCENT
Academic Qualification		
• Diploma	33	18.1
• O/A Level	28	15.4
• Cert A	3	1.6
• University Degree	72	39.6
• Masters Degree	17	9.3
• SSS	12	6.6
• HND	6	3.3
Rank		
• Deputy Director	1	.5
• Assistant Director I	6	3.3
• Assistant Director II	19	10.4
• Principal Superintendent	81	44.5
• Superintendent I	18	9.8
• Superintendent II	12	6.6
• Senior Superintendent I	17	9.3
• Senior Superintendent II	25	13.7
Where you teach		
• Primary School	64	35.2
• Junior High School	118	64.8

Source: Field Survey, 2012.

Age: The respondents were asked to indicate their age to enable the researcher to determine the average age of teachers in the Ga East Municipality. From Table 1, respondents between the ages of 31-40 years were the largest age group (n= 77) representing 42.3% followed by 41-50years which was also 55 that is 30.2% of the sample. This indicates that majority of teachers in the Municipality were in their mid-career.

Gender: Professional teachers in the study were asked of their gender to enable the researcher to determine the gender distribution of teachers in the study. Responses from the data as shown in Table 1, indicate that majority of teachers (108) were females representing 59.3% while males were only 69 representing 37.9% of the sample. This indicates that the female teachers were very responsive to the study and also constitute the largest number of teachers in the Municipality.

Marital status: The participants were asked to indicate their marital status for the study. This was to help the researcher to determine the responsibility level of teachers and their ability to undertake CPD. Results obtained as shown in Table 1 indicate that an overwhelming majority of teachers (130) were married representing 71.4%, followed by single teachers who formed only 19.8%. Respondents who were separated, divorced and widowed fell below 3%. This shows that majority of teachers were married and potentially had family responsibilities also to attend to.

Academic qualification: The respondents of this study were also asked to indicate their academic qualifications. This was to enable the researcher to determine the percentage of teachers who had undergone further studies after their initial Teacher Training Certificate A. The result from the data (Table 1) revealed that a significant number of teachers (70.3%) held diploma, first degree and second degree. However, majority (39.6%) had first degree. This

indicates that most teachers understand the need for CPD with only a few of them unable to upgrade themselves in tertiary institutions.

Professional rank: The respondents were asked to indicate their professional rank in the teaching field since most teachers are promoted based on tenure, academic and professional qualifications. This information was also needed by the researcher to determine the percentage of teachers who were experienced as well as to find out the level of professionals dealt with in this study. The results indicate that (81) of the respondents being the majority were principal superintendents representing 44.5% (Table 1).

Teaching experience: The demographic analysis based on the questionnaire used in this study also revealed that the respondents had been teaching on an average of 15 years. The minimum tenure was 1 year while the maximum was 34 years.

4.2 Hypotheses Testing

Three major statistical tests were used to analyze the six hypotheses. These were the Pearson's Product-Moment correlation coefficient test, the Two-way Analysis of Variance (ANOVA) and the Independent t test. The Pearson product-moment correlation coefficient is a measure of the correlation (linear dependence) between two variables X and Y, giving a value between +1 and -1 inclusive. It is widely used as a measure of the strength of linear dependence between two variables. Given the fact that hypotheses 1 and 4 sought to examine the relationship between CPD intentions and reasons for CPD and Job Satisfaction, the use of this test was appropriate.

For the present study the descriptors developed by Cohen (1988) were used to interpret the magnitude of findings presented as correlation coefficients. The descriptors were used as follows: Small: .10 - .29, Medium: .30 - .49, Large: .50 – 1.0. The two-way analysis of variance is an extension to the one-way analysis of variance. It is useful when comparing the effect of multiple levels of two factors and also having multiple observations at each level. This test was thus used to test hypotheses 2 and 3 which sought to examine the interactive effect of Gender and CPD Obtained on Job satisfaction. The independent t-test was used to test for a difference between two independent groups on the means of a continuous variable. This was used to test hypotheses 5 and 6.

4.2.1 Hypothesis One

There will be a significant positive relationship between CPD intentions and teachers' job satisfaction. The Pearson r test was used to test this hypothesis. A summary of the results are presented in Table 4.2.1 on the next page:

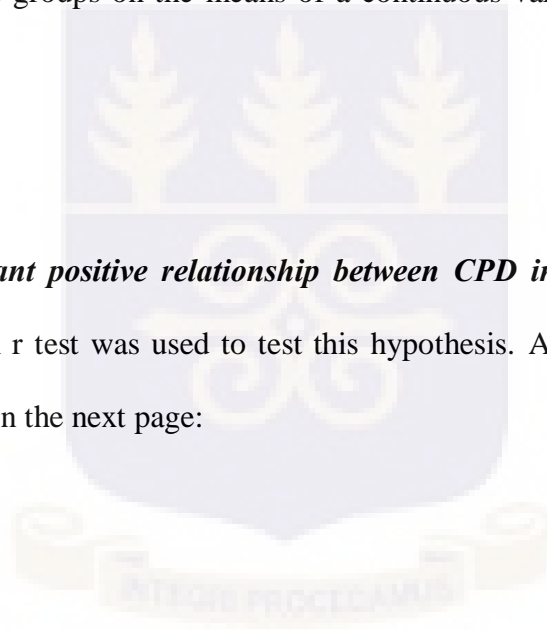


Table 4.2.1: Pearson r results for the relationship between CPD Intentions and Job Satisfaction

	N**	Mean	Std. Deviation	<i>r</i>	<i>p</i>
CPD Intentions	164	16.40	3.447	.227*	.019
Job Satisfaction	164	225.36	51.450		

*Correlation is significant at the 0.05 level (1-tailed). ** Expected sample size was 182; however, due to non response to CPD intentions, the number of respondents used for this analysis was reduced to 164.

Source: Field Survey, 2012.

The results indicate that there was a significant positive relationship between CPD Intentions and Job Satisfaction ($r = .227, n = 164, p < .05$). This means that CPD Intentions significantly relate to Job Satisfaction positively. The association between the two variables was however small according to Cohen's descriptors. The implication is that, the more favourable teachers' intentions are towards CPD, the better their Job satisfaction and vice versa. Therefore, the hypothesis that *'There will be a significant positive relationship between CPD intentions and teachers' job satisfaction'* was supported.

4.2.2 Hypotheses Two and Three

- *H₂: Teachers who have undertaken CPD will be more satisfied with their jobs than those who have not undertaken CPD.*
- *H₃: Gender will significantly moderate the relationship between CPD obtained and teachers' job satisfaction.*

The two-way ANOVA was employed to test these hypotheses. The results are presented in Tables 4.2.2 and 4.2.3 below.

Table 4.2.2: Summary of means and standard deviations for Job Satisfaction based on Gender and CPD Obtained

Gender	Obtained CPD	Mean	Std. Deviation
Male	No	193.18	49.484
	Yes	234.64	48.270
	Total	221.34	51.994
Female	No	199.96	50.897
	Yes	220.81	41.801
	Total	214.22	45.582
Total	No	197.15	49.804
	Yes	226.47	44.815
	Total	217.15	48.250

Source: Field Survey, 2012.

Table 4.2.3: Summary of two way ANOVA results for Job Satisfaction based on Gender and CPD Obtained

Source	Type III Sum of Squares	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Gender	336.905	1	336.905	.156	.693
CPD Obtained	26324.005	1	26324.005	12.213	.001
Gender*CPD Obtained	2880.690	1	2880.690	1.337	.250
Error	269419.811	125	2155.358		
Total	6380720.000	129			

Source: Field Survey, 2012.

The analysis indicated that the main effect for CPD Obtained [$F(1, 125) = 12.213, p = .001$] was statistically significant. A look at the means indicated that Teachers who had undertaken CPD ($M = 226.47, SD = 44.815$) were more satisfied with their jobs as compared to those without CPD ($M = 197.15, SD = 49.804$). Thus, the second hypothesis that, *'Teachers who have undertaken CPD will be more satisfied with their jobs than those who have not undertaken CPD'* was supported.

The main effect for Gender and job satisfaction was however not statistically significant [$F(1, 125) = .156, p = .693$] indicating no significant gender differences in job satisfaction. The interaction effect between Gender and CPD Obtained was also not significant [$F(1, 125) =$

1.337, $p = .250$]. In view of this, the third hypothesis that '*Gender will significantly moderate the relationship between CPD obtained and teachers' job satisfaction*' was not supported.

4.2.3 Hypothesis Four

There will be a significant positive relationship between perceived reasons for pursuing CPD and job satisfaction. The Pearson r test was again used to test this hypothesis. Summary of the results are presented in Table 4.2.4 below.

Table 4.2.4: Pearson r results for the relationship between Reactions to CPD and Job Satisfaction

	N*	Mean	Std. Deviation	r	p
Reasons for CPD	164	12.67	3.102	.256**	.002
Job Satisfaction	164	217.90	47.733		

*Expected sample size was 182; however, due to non response, the number of respondents used for this analysis was reduced to 164.

** Correlation is significant at the 0.01 level (1-tailed).

Source: Field Survey, 2012.

Summary of the results presented in Table 4.2.4 indicated that there was a significant positive relationship between Reasons for CPD and Job Satisfaction ($r = .256$, $n = 164$, $p < .01$). The association between the two variables was however small according to Cohen's descriptors. This implies that, the more favourable teachers' reasons are for undertaking CPD, the better their Job

satisfaction and vice versa. Therefore, the fourth hypothesis that *'There will be a significant positive relationship between perceived reasons for pursuing CPD and job satisfaction'* was also supported.

4.2.4 Hypothesis Five

Teachers who receive feedback from CPD programmes will be more satisfied with their jobs than their colleagues who do not receive feedback. The independent t test was used to test this hypothesis. Summary of the results can be found in Table 4.2.5 below.

Table 4.2.5: Summary of independent t test results for Job Satisfaction categorized by CPD Feedback

	CPD Feedback	N*	Mean	Std. Deviation	<i>t</i>	<i>df</i>	<i>p</i>
Job Satisfaction	No	69	217.90	53.710	.280	127	.780
	Yes	60	220.30	41.991			

*Expected sample size was 182; however, due to non response, the number of respondents used for this analysis was reduced to 129.

Source: Field Survey, 2012.

As presented in Table 4.2.5 above, there is no significant difference in Job Satisfaction between teachers who receive feedback from their CPD programmes and those who do not ($t(127) = .280$, $p = .780$). At the .05 level of significance, teachers who received feedback ($M = 220.30$, $SD = 41.991$) were not found to be more satisfied than those who did not ($M = 217.90$, $SD = 53.710$).

As such, the fifth hypothesis that ‘*Teachers who receive feedback from CPD programmes will be more satisfied with their jobs than their colleagues who do not receive feedback*’ was not supported by the results of the analysis.

4.2.5 Hypothesis Six

Job satisfaction will be higher among teachers whose CPD is linked to their employer’s appraisal scheme as compared to those whose CPD is not. The independent t test was again used to test this hypothesis. Summary of the results are presented in Table 4.2.6.

Table 4.2.6: Summary of independent t test results for Job Satisfaction categorized by CPD Link to Appraisal Scheme

	CPD Linked to Appraisal Scheme	N*	Mean	Std. Deviation	<i>t</i>	<i>df</i>	<i>p</i>
Job Satisfaction	No	56	197.72	45.686	3.996	126	.000
	Yes	72	233.21	47.894			

*Expected sample size was 182; however, due to non response, the number of respondents used for this analysis was reduced to 128.

Source: Field Survey, 2012.

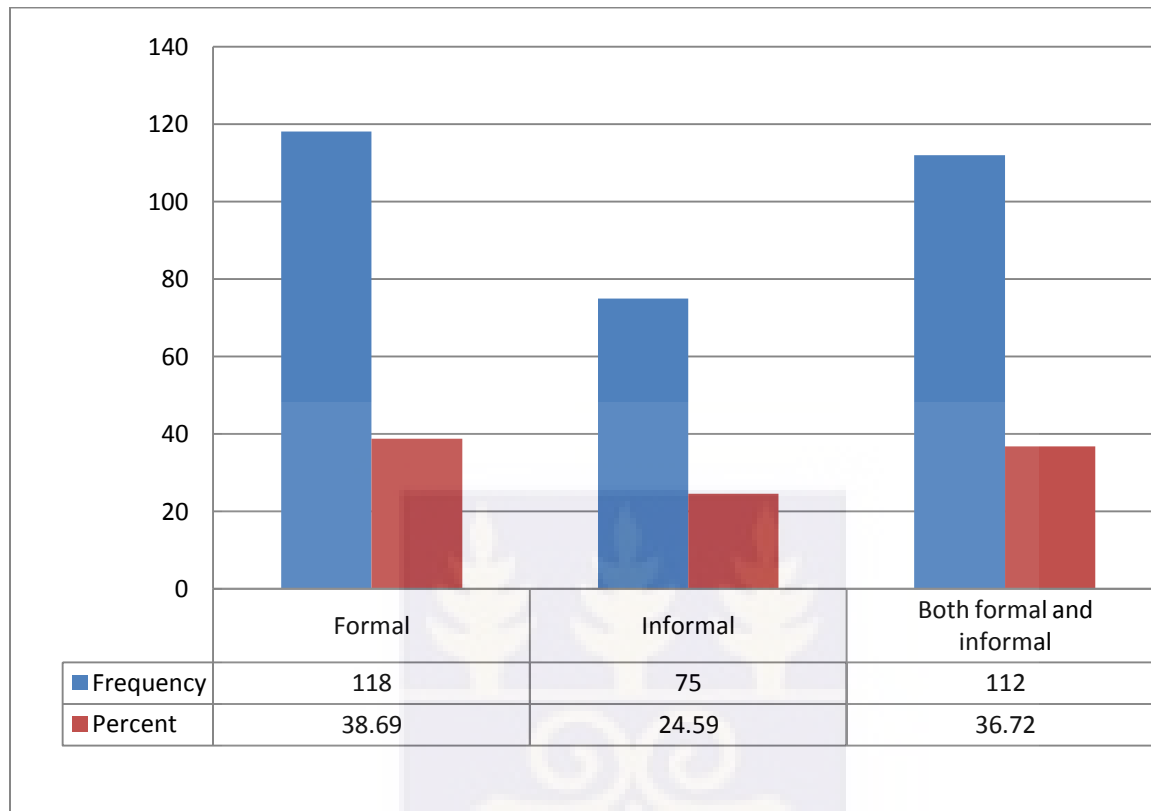
A summary of the results indicate that, a significant difference exists in Job Satisfaction between teachers whose CPD is linked to their employer’s appraisal scheme and those whose CPD is not ($t(126) = 3.996, p = .000$). Teachers whose CPD was linked to their employer’s appraisal scheme

($M= 233.21$, $SD= 47.894$) were found to be more satisfied with their jobs than those whose CPD was not linked to their appraisal scheme ($M= 197.72$, $SD= 45.686$). As such, the fifth hypothesis that *'Job satisfaction will be higher among teachers whose CPD is linked to their employer's appraisal scheme as compared to those whose CPD is not'* was supported.

4.3 Additional Analyses

This section used descriptive statistics to analyze research questions which is also relevant to the study. Participants were first asked if they preferred formal, informal or both formal and informal CPD. 38.69% of the respondents indicated that they preferred formal CPD while 24.59% preferred informal CPD. Formal CPD included courses, conferences and workshops whilst informal CPD comprised of networking, job shadowing, discussions with colleagues and mentoring. 36.72% however preferred both forms of CPD. Figure 3 illustrates that a simple majority of teachers preferred formal CPD to informal CPD. This confirms the demographic data on academic qualification where majority of teachers were first degree holders who had formal CPD. This result in Figure 3 indicates that if teachers are given opportunities for formal CPD, they would be much satisfied with their job.

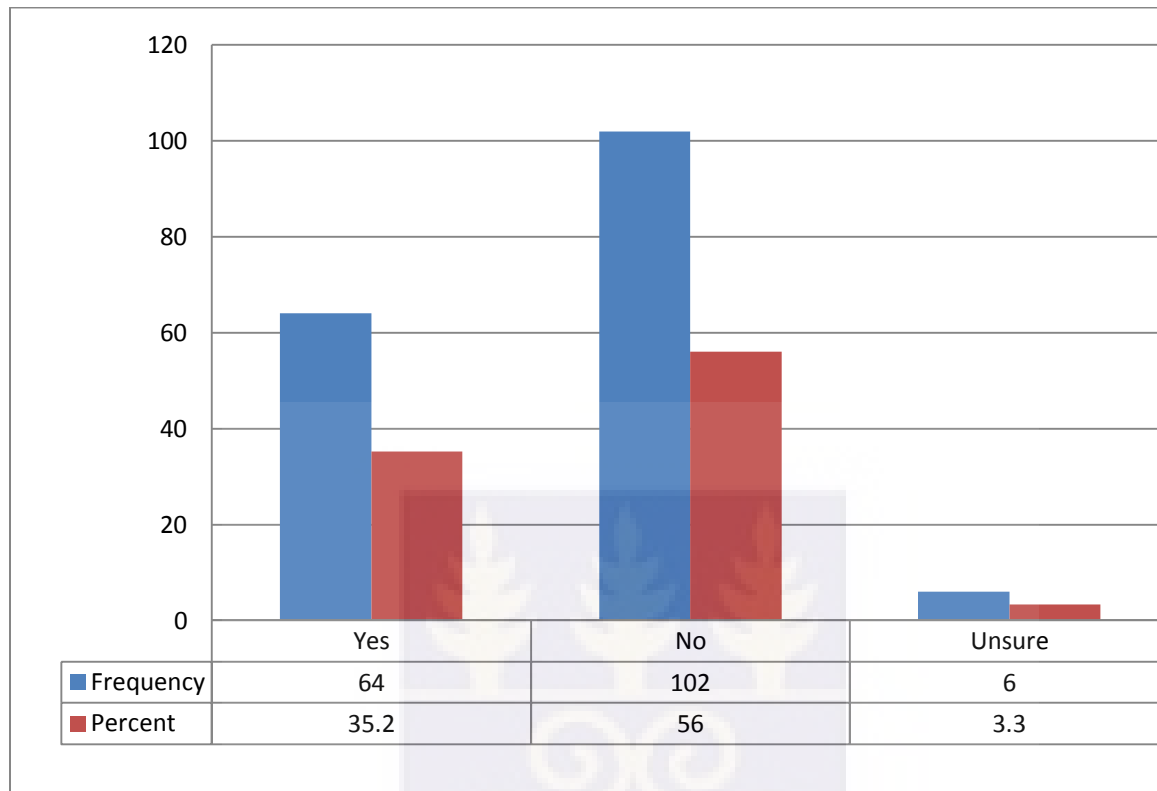
Fig.3: CPD Preference



Source: Field Survey, 2012.

Participants were again asked who their main provider of CPD was. Majority of the participants (56%) indicated that their employer was not the main provider of their CPD. 35.2% of them however said that their employers were the main provider of their CPD with 3.3% of the participants unsure of who provides their CPD. Figure 4 below indicates that majority of teachers arranged and paid for their CPD hence reducing teachers' participation in formal CPD.

Fig.4: Is Your Employer The Main Provider Of Your CPD?



Source: Field Survey, 2012.

With respect to who provides them with CPD, 46.09% indicated their employers while 33.74% stated that they provided the CPD themselves. 20.16% indicated they got it from other sources. Figure 5 indicates that 53.9% of teachers provided CPD either by themselves or through other means other than their employer. This further illustrates that once teachers provide their own CPD, there is the tendency for them to leave to other sectors at any point in time where their knowledge and skills would be utilized. This is also likely to affect teachers' job satisfaction. This confirms the result in Figure 4 above.

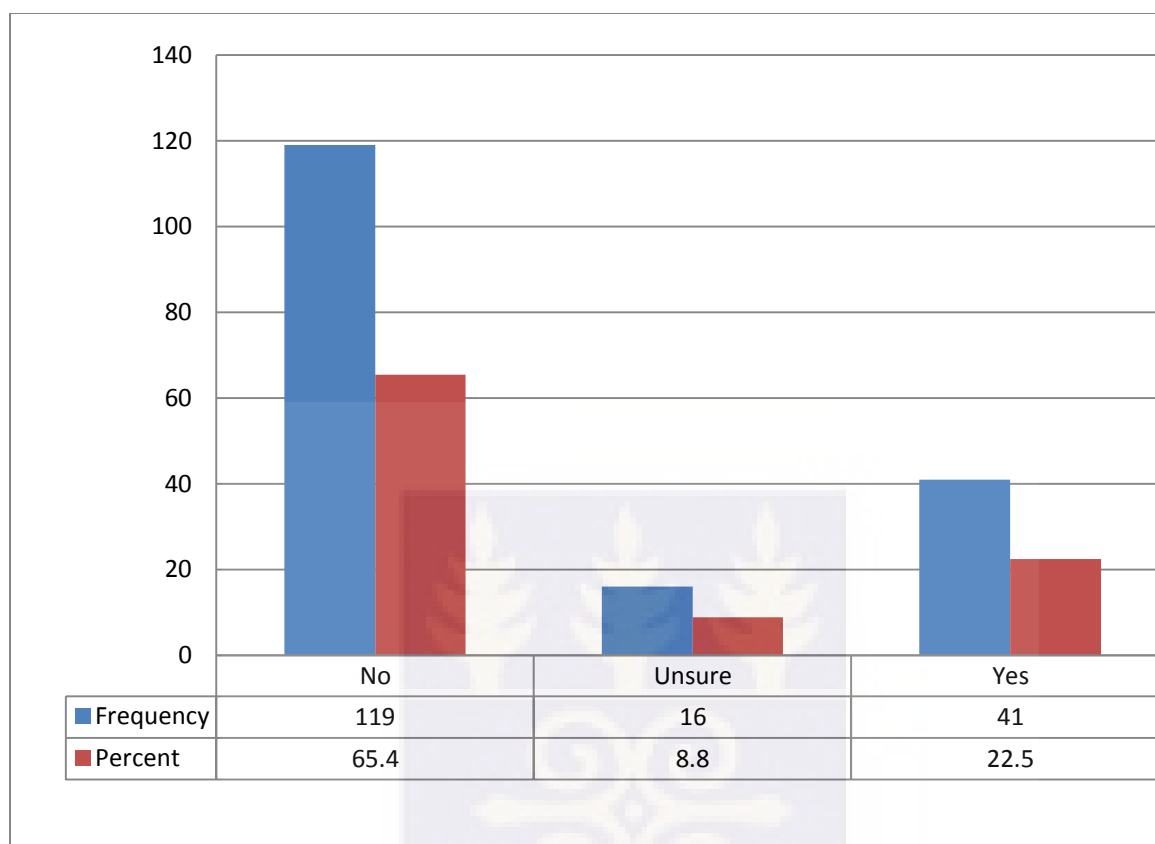
Fig.5: Who Provides Your CPD?



Source: Field Survey, 2012.

When asked if there were sufficient opportunities for formal CPD in their workplace, an overwhelming majority (65.4%) stated that there were no sufficient opportunities for formal CPD provided by their employers. 22.5% of them however indicated otherwise with 8.8% of participants not sure. Figure 6 indicates that since sufficient opportunities for formal CPD are not given to teachers, it discourages them from pursuing their CPD intentions or personal development plans hence reducing their participation.

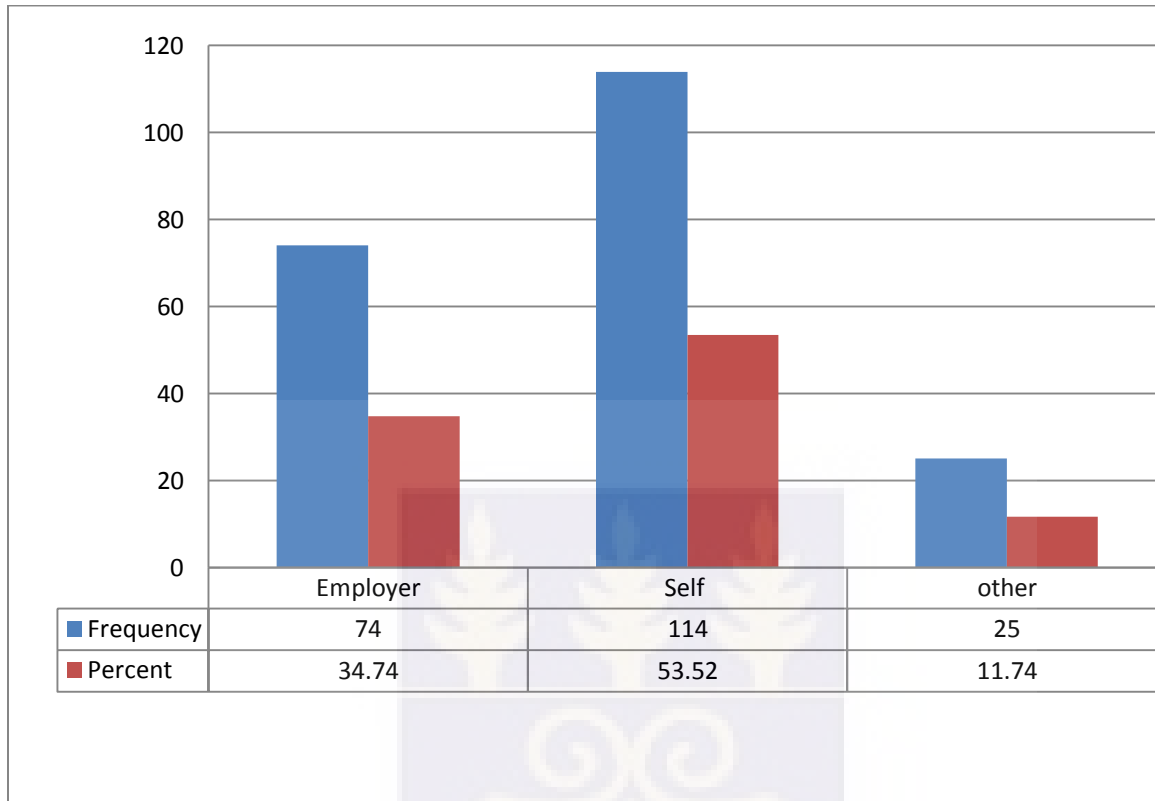
Fig.6: Are There Sufficient Opportunities For Formal CPD Provided By Your Workplace?



Source: Field Survey, 2012.

As far as financing of CPD was concerned as indicated in (Fig. 7), majority of the respondents (53.52%) indicated that they self-financed their CPD while 34.74% were financed by their employer. 11.74% indicated that they were financed by other sources. This indicates that once teachers are financing their own CPD, their participation as well as commitment to undertaking CPD is likely to reduce. This can potentially affect the teaching quality and teachers' job satisfaction.

Fig.7: Who Finances Your CPD?



Source: Field Survey, 2012.

Though majority of them self-financed their CPD programmes, most of the teachers thought it was the responsibility of their employers to finance their CPD. This was illustrated in Figure 8 where 75.23% of teachers thought their CPD should be financed by their employer, 10.75% said themselves whilst 14.02% indicated other sources. This result indicates that once teachers perceive their employers as their CPD financier then there is the likelihood of teachers not participating in CPD until they are sponsored by their employer fully. This goes on to emphasize the importance of employers investing in CPD fully to increase participation and job satisfaction.

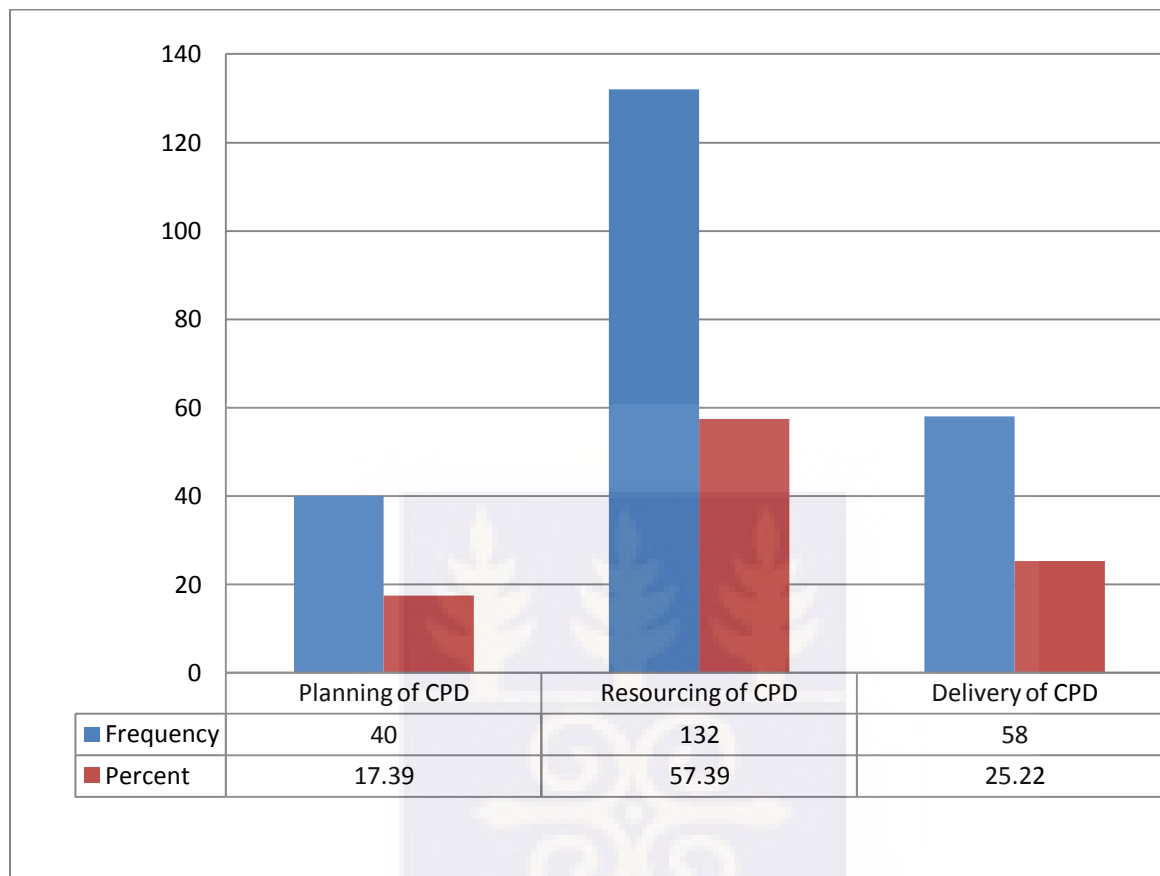
Fig.8: Who Do You Think Should Finance Your CPD?



Source: Field Survey, 2012.

To find out some of the problems associated with CPD delivery, participants were asked to indicate some of the issues that hinder their CPD. The responses were as follows; planning of CPD (17.39%), resourcing of CPD (57.39%) and delivery of CPD (25.22%). The response in Figure 9 indicates that resourcing of CPD was the most important factor that hinders CPD activities of teachers, followed by CPD delivery and lastly, planning of CPD. This finding indicates that once resourcing for CPD is made available for teachers' CPD, they would participate more in CPD and further their job satisfaction is likely to increase.

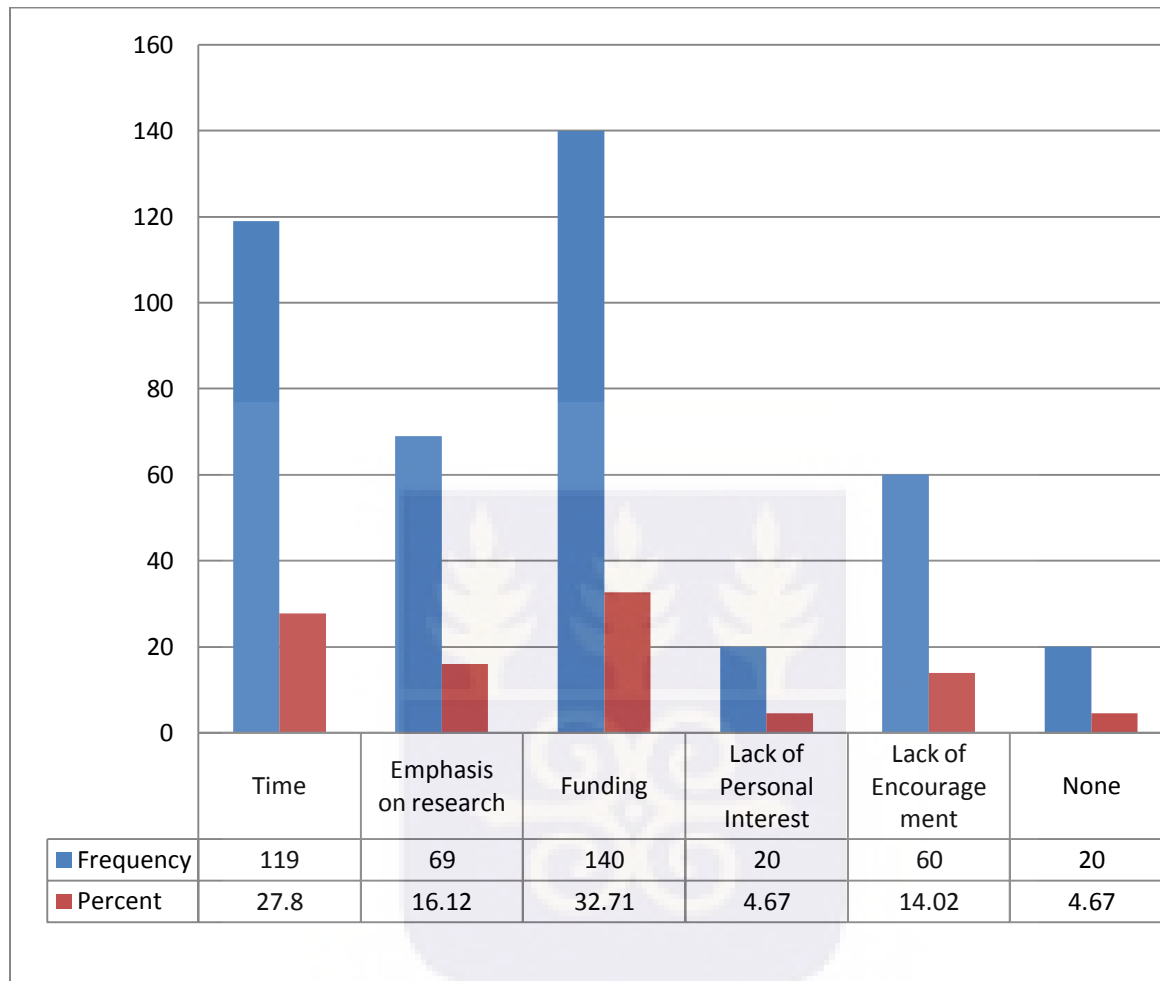
Fig.9: Issues That Hinder CPD Activities.



Source: Field Survey, 2012.

Figure 10 contains responses on the barriers to undertaking CPD. Participants were asked if the following constituted barriers to undertaking CPD in teaching; time, emphasis on research funding, lack of personal interest, lack of encouragement or none of the above.

Fig.10: Barriers in Undertaking CPD for Teaching



Source: Field Survey, 2012.

From the responses it was realized that the most significant barrier to CPD was inadequate funding representing 32.71% of respondents, followed by time constraints (27.8%). 16.12% of participants saw emphasis on research as the third barrier to participating in CPD with 14.02% due to lack of encouragement. From the responses above, lack of personal interest and none were seen as the least barrier to taking part in CPD. The result in Figure 10 further stresses on the need

for resourcing teachers CPD through funding and time to enhance participation and commitment to CPD.

4.4 Analyses based on Interviews

The qualitative analysis of the present study was based on interviews of 7 head teachers, the only training officer in the municipality and one circuit supervisor. In all, a total of 9 people were interviewed. The target of head teachers to be interviewed was 10 however the researcher was able to interview 7 representing a 70% response rate. The answers to interview questions for all were analyzed based on the content or recurring themes.

4.4.1 Demographic Analysis of Interviewees

The demographic information of the seven head teachers interviewed was collected to enable the researcher have an in depth knowledge about respondents. With regard to their age, the head teachers were within the age range of 41-60years. Those within 41-50years constituted 28.57% with majority (71.43%) of them falling within 51-60years. With regard to gender, 57.14% of the head teachers interviewed were males while 42.86% were females. When asked about their educational qualification, majority (57.14%) of the teachers were first degree holders and the rest, 28.57% Diploma and Certificate "A" (14.29%) respectively. Majority (57.14%) of the head teachers were on the professional rank of Assistant Director I and 14.29% each on the following ranks; Deputy Director, Assistant Director II and Principal Superintendent. Also their number of years in headship was within the range of 1-17years and the number of years in teaching was from 21-35years. Finally on their demographic information, the head teachers were asked about the number and types of CPD they had undertaken in the course of their headship. Though they had lost count of the number, the most occurring type of CPD they had undertaken was in-

service training through workshops, seminars and conferences. This was followed by further studies (first degree, diploma and other short courses) and peer discussions indicating both formal and informal CPD.

4.4.2 Main Analyses of interview questions

Head teachers

When asked about how far their current CPD has impacted on their ability to manage school performance, almost all of them made mention of the following:

- Improvement in Administrative skills.
- Improvement in Managerial competence.
- Critical thinking.
- Problem solving.
- Enhanced interpersonal relationship.

The following responses indicate that the head teachers had knowledge about CPD and its importance to them as well as the schools they manage.

The head teachers were asked whether individual training was used as part of a policy to identify and improve strengths and weaknesses. Majority of them responded yes with reasons being that they looked at the subject and interest areas of teachers before they were given opportunity to be trained. However, two head teachers responded by saying that individual teacher training rarely happens in their schools because to them teachers should take responsibility for their own

development. This further supports the results in Figure 5 where majority of teachers are seen to provide their own CPD.

On the issue of funding, the head teachers were asked how far recent changes in educational policy and funding affected the CPD opportunities for teachers in their school. All the head teachers gave the following reasons:

- The Capitation Grant Policy has affected CPD opportunities for teachers. This is because the grant given by government to run the schools was not enough let alone to cater for the CPD needs of teachers especially providing transport, food and learning teaching materials for teachers' in-service training.
- Sandwich and Distance Education policy by the Ghana Education Service aimed at upgrading teachers on the job though much welcomed, has affected the smooth running of the schools. This is because teachers leave the classrooms for lectures before the term ends which has lead head teachers not to give teachers the necessary support for any such CPD.
- The quota system policy of study leave granted to few teachers to study in the tertiary institution discourages teachers from pursuing CPD in the tertiary institutions. This is because much preference is given to the core subject areas and also opportunity for CPD is based on the immediate needs of the G.E.S.

The head teachers were asked again that given the choice what they would like to see in place to ensure that the CPD needs of their teachers are met. The following were their responses:

- Sponsorship for all CPD by employers.
- Mandatory CPD for all teachers.
- Study leave with pay for teachers based on performance and experience.

The head teachers were asked that given limited funding what criteria would they use to select teachers for CPD. One of the head teachers stated that “*the uniqueness of the in-service training would determine which teachers to sponsor*”. Majority of them however made mention of the following criteria:

- Subject Speciality.
- Interest.
- Performance appraisal data.
- Teachers’ strengths and weaknesses in subject area.

Another question asked was the benefits received from the teachers who undergo CPD programmes. Responses to this question were:

- Improvement in academic performance with positive impact on the students’ Basic Education Certificate Examination (B.E.C.E.)
- Improvement in pedagogy.
- Boosts the confidence of teachers.
- Change in teachers’ attitude towards work.

Head teachers were asked the type of support given to teacher's before and after undergoing any form of CPD. The following were their response:

- Funding and logistics needed for the training.
- Additional responsibilities are given to such teachers.
- Recognition through promotion and praises.
- An atmosphere is created for feedback from training.

Finally, the head teachers were asked if they had any comments as to how CPD should be planned, resourced and delivered. The following were their recommendations:

- There should be collaboration between G.E.S. and the organizers of sandwich and distance education courses (University of Ghana, University of Cape Coast and University College of Education) to reduce the vacancies created by teachers as they pursue their CPD.
- There should be government funding for CPD programmes organized for teachers as well as an increment and early release of the capitation grant used to run the schools.
- There should be more in-service training programmes for teachers which should be readily available and easily accessible.
- CPD should be organized for teachers during school vacations with provision of transport, food and manuals.

Training officer and Circuit Supervisor

After several attempts to interview a number of circuit supervisors, only one made himself available and the Training Officer for the directorate. They were asked whether they conduct needs assessment before any in-service training was organized. The response was yes in that they look at the organizational needs and the performance of students in the B.E.C.E. each year.

They were also asked about the criteria used in selecting teachers for training and the responses were as follows: Subject speciality, performance appraisal, general information, funds available and B.E.C.E. results of students. On the question of accessibility of CPD by teachers, the response was that CPD was relatively easy and open to teachers based on the needs assessment. Both were asked if there were difficulties they might have to overcome in offering training to teachers. The following difficulties were encountered:

- Funding - Cost involved in training.
- Relatively large numbers of teachers involved.
- Time allocated for CPD.

With regard to funding, the training officer intimated that monies meant for offering in-service training are inadequate with delays in the release of funds. Again, since the Municipal Assembly determines the budget of the education directorate, most of the times, training budgets are cut which affects the way training is delivered to teachers.

When asked about opportunity for participants to give feedback on training, below were the responses:

Circuit Supervisor's response:

'All training demand feedback and participants are demanded to give two types of feedback which are an immediate (on what has been learnt) and post immediate (through classroom assessment) feedback'.

Although training feedback from participants was very important, the training officer said this was not done by reporting below:

Training Officer's response:

'After an in-service training, an analysis or evaluation of the programme is done by the team of trainers to find out the weaknesses and strengths for further improvement on subsequent training sessions'.

With regard to follow-up and support for teachers who undertake CPD, the training officer stated that this was done sparingly yet materials are provided for to participants at training sessions. The circuit supervisor accepted the need for follow up and stressed that this is usually done by the supervision and monitoring team of the directorate. Also support is given to teachers after CPD especially teachers who pursue CPD in tertiary institutions through placement or posting to needed subject areas and promotions. They were again asked about how they think training should be delivered and the following were their response:

- Funding for training should be enough and readily available.
- Study leave with pay offered to teachers who pursue formal CPD should be granted without delays to ensure that training is well delivered.
- G.E.S. should collaborate with organizers of distance and sandwich programmes

to ensure that training is well delivered without any interference from head teachers and the academic calendar.

- Training objectives and handouts should be made available even before training starts.
- Training of teachers should be based on performance appraisal.

Finally on any other comments on CPD, they all concluded by saying that CPD needs to be carried out at all levels of education and as such for effective CPD, teachers should be well resourced to take opportunities for CPD.

4.5 Chapter Summary

This chapter sought to present analyses of data collected from the survey which included both the quantitative and qualitative data. Firstly, the demographic information of respondents including: age, gender, teaching experience, professional rank, academic qualification, marital status and the category of basic schools they teach were analyzed. Secondly, analyses of data based on the six hypotheses reveal that CPD intentions, CPD obtained perceived reasons of CPD and CPD linked with performance appraisal all had significant impact on job satisfaction. However, the role of gender in CPD obtained and feedback from CPD were all not supported. Other analyses on some CPD questions asked, revealed that majority of teachers preferred formal CPD, financed their own CPD, and also thought their employers should be the main financier of their CPD. Respondents also mentioned resourcing as the major hindrance in undertaking CPD especially with funding and time. Finally, results from interviews reveal that resourcing of CPD was a major challenge in planning and delivery of any training programme.

CHAPTER FIVE

DISCUSSION

5.0 Introduction

This chapter discusses the findings of the results from the survey which includes the findings on the descriptive and inferential statistics. The literature indicates that every professional teacher should be in a cycle of continuous development in order to upgrade, review and reflect on their knowledge and skills. This helps improve on performance as well as job satisfaction. This study tested six hypotheses to find out the influence of some variables in CPD planning, resourcing and delivery on job satisfaction. Discussions begin with the demographic data which consist of respondent's age, gender, number of years teaching, professional rank, and academic qualification. Secondly, findings based on all six hypotheses are discussed in relation to the research objectives, literature reviewed and interviews. Finally, discussions based on the other CPD questions for the survey are also included. Results compiled from survey responses are discussed in the order below:

5.1 Discussion of findings

The discussion of findings is based on the six hypotheses tested, the descriptive statistics and the content analysis of the interview responses.

5.1.1 Hypothesis One

H₁: There will be a significant positive relationship between CPD intentions and teachers' job satisfaction.

The first hypothesis stated was supported implying that, the more favourable teachers' intentions are towards CPD, the better their Job satisfaction and vice versa. For this study, CPD was defined by Coetzer (2001) as activities aimed at enhancing the knowledge and skills of employees which include; orientation, training and support while job satisfaction by Spector (1997) talks about the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. CPD intention is described in this study as teachers having a plan for CPD either in mind or documented and then finding opportunities to accomplish the plan. In short, CPD intention is looked at as teachers' personal development plans, considerations for CPD and also linking it to their employer's plan for CPD.

A Personal Development Plan (PDP), according to the Higher Education Academy (2012) is a structured and supported process undertaken by an individual to reflect upon their own learning, performance and achievement and to plan for their personal educational and career development. According to this group, PDP embraces a range of approaches to learning: planning, doing, recording, and reflection. Once intentions are set, documented and acted on, the employee is able to deal with frustrations that arise in achieving them. From the ideas of Halim and Ali (1997); Cobbold and Dare (2011); and Day (1999); if individuals are made to be responsible for their lifelong career development then they would have records of their own CPD plans and would be enthused to achieve them. The implication here is that teachers in anticipation of having an effective CPD develop a CPD plan, make sure they implement by doing, recording all events or courses and also reflecting on it to determine whether the plans on CPD have been achieved or not. Job satisfaction results when teachers are able to accomplish these intentions.

This finding corroborates the ideas of Greenberg and Baron's (1993) study that job satisfaction is as a result of the individual's cognitive, affective and evaluative reactions towards their job. It is encouraging to compare this finding with the idea of Organ and Bateman (1983) that job satisfaction represents the constellation of a person's attitudes towards or about the job, he or she does. These imply that the individual teacher assesses his or her professional development intentions to see whether there are opportunities for advancement or achieving such goals which would further bring about job satisfaction and commitment to CPD. The finding of this study is also consistent with Dartey-Baah's (2010) assertion that the individual factors that a person bring to the job including the individual's personality and experience affects an employees' job satisfaction. Evans (1998) and Kreitner and Kinicki (2004) from the literature confirm that need fulfillment, discrepancies and value attainment are some of the determinants of job satisfaction. They propose that satisfaction is determined by the extent to which the characteristics of a job allow an individual to fulfill his or her needs, met expectations and the extent to which a job allows fulfillment of one's work values. They are of the view that when expectations are greater than what is received, a person will be dissatisfied so the individual will be satisfied when he or she attains outcomes above and beyond expectations.

Drawing from the discussions above, and from the interview, the G.E.S offers CPD based on the organizational needs and performance of students in the B.E.C.E. neglecting the personal development needs of the professional teacher. The Ghana Education Service in organizing formal or informal training for teachers should look at the personal development records of teachers to establish their interest areas. This is to encourage active participation in CPD which is likely to increase job satisfaction. Again, professional teachers are to keep yearly records of their

CPD plans indicating the following: type of CPD (both formal and informal), name of course, activity involved, dates, number of hours, days and years, and feedback. Though CPD intentions are found to relate to job satisfaction, respondents in the study were unable to state the number of hours, days or years for their CPD obtained which indicates the absence of Personal Development Records. CPD intentions therefore create an enthusiasm in the teacher and so teachers should be encouraged to keep records of all CPD activities they engage in. CPD intentions can be obtained from an effective training needs analysis.

5.1.2 Hypothesis two

H₂: Teachers who have undertaken CPD will be more satisfied with their jobs than those who have not undertaken CPD.

The results from the analysis indicate that the main effect for CPD obtained was statistically significant implying that teachers who had undertaken CPD were more satisfied with their jobs as compared to those without CPD. In the literature, the CPD obtained has been grouped into two which are formal and informal CPD. Formal CPD involves organized activities such as courses, seminars, workshops, updates, conferences and panel meetings that have appropriate content and also attendance documented. Informal CPD are activities that an individual teacher undertakes which includes experiential and workplace learning, reading and research. Here, the teacher keeps record of the activities. Examples of informal CPD are; reading professional body magazines, coaching, mentoring, peer review and work shadowing.

Majority of teachers as noted from the descriptive statistics indicated that there were no sufficient opportunities for formal CPD. This was again evident from the interviews with the head teachers that though opportunities for both formal and informal CPD depended on the resources they had available, obtaining CPD yields benefits such as; improvement in administrative and managerial skills (critical thinking and problem solving); improvement in academic performance with specific reference to the Basic Education Certificate Examination; Improvement in pedagogy; boosts the confidence of teachers; enhanced interpersonal relationship; and finally, teachers develop a positive attitude towards work.

This finding is consistent with what the literature says about importance of CPD to the teacher: increased job productivity, increased number of certified employees, increased competency, better motivation (Guest, Conway, & Dewe, 2004; Bolam & McMahon, 2004; and Cobbold & Dare, 2011), higher retention (Numerof, Abrams, & Ott, 2004), and improved job satisfaction (Bukowitz, Williams, & Mactas, 2004). Mpokasa et al. (2008) further reiterate that, providing CPD for teachers helps them both to feel valued and keep their subject knowledge as well as teaching practice so that they can continue to function in a professional way throughout their career. CPD is also seen as one of the key ways of motivating teachers in the teaching profession which then has a direct link to improving the quality of education (VSO International, 2002; GCE; 2006). This finding again is in agreement with Bradley, Petrescu and Simmons (as cited in Mudor & Tooksoon, 2011) who share the view that on-going learning or training in an organization is positively associated with job satisfaction. Though the study revealed that teachers who undertook CPD were more satisfied than those who did not majority of teachers were seen to be providing CPD on their own.

This is further explained by Barber and Mourshed (as cited in Mpokasa et al., 2008) that teacher CPD is either absent or happens rarely and in ad hoc way in developing countries. They go on to argue that this problem exists because employers do not have budgets to implement CPD and also it is not planned in the school calendar. Also, Jones and Robinson (1997) in their study using 22 organizations in South Wales through the combination of questionnaire and semi structured interviews concluded that CPD is managed in a rudimentary and haphazard fashion even in organizations that recognize the significance of development and are in support of it. Their statement in a way confirms what the Ga East Municipal Training Officer said in an interview when asked about the practical difficulties they might have to overcome in providing CPD for teachers:

Training Officer:

'Budgets for organizing in-service training for teachers in the municipality are cut down and also not released very early. This makes it difficult in providing quality in-service training for teachers. We alternatively seek the assistance of the District Teacher Support Teams to help in training teachers at the local areas'.

The inability of some teachers to obtain CPD especially formal CPD was also highlighted in an interview with one of the Circuit Supervisors in the Municipality when asked about the practical difficulties they encounter in providing training for teachers.

Circuit Supervisor:

'The difficulties involved are the large numbers of teachers and the cost involved in training since participants in every training session would have to be provided with handouts, food and transport'.

Although problems exist in offering CPD to teachers, Herzberg et al (1959) state in their motivator-hygiene theory that if employees are given opportunities for achievement, advancement, the work itself, responsibility, and recognition they would be very much satisfied with their job. Also according to Maslow's (1954) hierarchy of needs theory, the more a job allows for growth and acquisition of higher level needs, the more likely the individual is to report satisfaction with his or her job. Furthermore, the success of motivating people depends on recognizing the needs that are unsatisfied and helping the individual to meet those needs. A possible implication is that if teachers are given the opportunity for CPD, this would lead to job satisfaction as confirmed by the results of this present study. Also the resource-based view of the firm's theory by Barney (1991) states that core skills are central to an organization's competitive advantage and so must be acquired from internal development within the organization itself. The above statements indicate that G.E.S. in spite of the large numbers of teachers and cost involved should make CPD readily available and easily accessible to teachers.

5.1.3 Hypothesis Three

H₃: Gender will significantly moderate the relationship between CPD obtained and teachers' job satisfaction.

One of the objectives in this study was to find out whether gender plays a significant role in CPD obtained and teachers' job satisfaction. Analyses were done on both the main and interaction effects. The results indicated that there was no significant gender difference in job satisfaction. This finding corroborates that of Lal and Shergill (2012) who in their descriptive research using a sample of 200 teachers of degree colleges concluded that male and female teachers are not different from each other on job satisfaction variable. The findings of this study are consistent

with those of Cano and Miller (1992b) and Castillo, Conklin and Cano (1999) who in a study of agricultural teachers in Ohio found that both males and females were equally satisfied with their jobs. The finding is again in agreement with Pearson (1991) and Robbins et al. (as cited in Comney, 2008) that there is no evidence that an employee's gender affect job motivation. The results also support the idea of Gilbert and Walker (as cited in Comney, 2008) that there is no statistically significant difference in total motivation and demotivation levels between males and females. The explanation here is that CPD opportunity in the G.E.S. is open to all and no one is given a priority in terms of gender (male or female).

Prior to this study, the researcher believed that there were gender differences in job satisfaction based on the Teaching Council of Ireland's report (2011) that male teachers reported somewhat lower satisfaction levels than their female counterparts but this study did not support this assertion. Also Ahmed, Raheem and Jamel (as cited in Lal & Shergill, 2012) in a study involving 236 teachers in senior secondary schools found that female teachers enjoyed greater satisfaction than their male counterparts. The inconsistency can be explained as follows: Almost all the female teachers who took part in the study were degree holders and given such qualification, they compare their conditions of service with other degree holders in related organizations. As a result, their potential to feel as less satisfied as their male counterparts is high. On the other hand, other female teachers with only the initial training (Certificate A) and no chance of mobility, will have high job satisfaction. In sum, the insignificant gender difference in job satisfaction can best be explained in terms of the equity model by Kreitner and Kinicki (2004) that satisfaction is a function of how fairly an individual is treated at work. Also results from one's perception that, work outcomes, relative to inputs, compare favourably with a significant other's outcomes or inputs meaning that both male and female teachers use common comparison other.

The interaction effect between gender and CPD obtained was also not significant. In view of this, the third hypothesis was not supported indicating that there was no interaction among gender, CPD obtained and job satisfaction. This finding contradicts the finding of the Teaching Council of Ireland's report (2011) that female teachers engage somewhat more in CPD than their male colleagues. Also Banks and Smyth (2010) found in their study that female teachers have higher take-up of CPD than males, all things being equal. The explanation is that there is the existence of CPD for teachers which has led to the understanding of CPD take-up. Also G.E.S. provides equal access and opportunity for CPD for teachers irrespective of gender. Through high education, both male and female teachers equally understand its importance hence pursue CPD to accomplish their plans in the profession.

5.1.4 Hypothesis Four

H₄: *There will be a significant positive relationship between perceived reasons for pursuing CPD and job satisfaction.*

A summary of the results indicated that there was a significant positive relationship between reasons for pursuing CPD and Job Satisfaction. This implies that, the more favourable teachers' reasons are for undertaking CPD, the better their Job satisfaction and vice versa. Therefore, the fourth hypothesis was supported. For this study, respondents were asked to choose from a list of reasons why employees undertake CPD based on the IFA-CPD Questionnaire (2002) and Grotolueschen's (1985) study on reasons for pursuing CPD.

The results indicate that teachers undertake CPD for various reasons: Personal benefits and job security; Professional improvement and development; Professional service; Professional commitment and reflection; and Collegial learning and interaction. Thus if they perceive that there are opportunities for them to accomplish what they perceive, then they would have satisfaction on the job. This further explains Herzberg et al.'s (1959) theory that people are satisfied especially if the motivators are much present in the workplace and also Maslow's (1954) assertion that people come to the organization with different needs and so once one need is satisfied automatically another need come up. However, according to Abdallah, Uli, and Parasuraman (2009), disgruntled teachers who are not satisfied with their job could not be committed and productive and would not be performing at the best of their capabilities. They also indicate that the teaching profession was facing problems related to teachers' job satisfaction with the general perception being that, teachers in the government schools were dissatisfied with their profession.

Brown and McCracken (2009) emphasize that trainers and individuals participate in training bearing in mind three factors: trainee characteristics (emotions, motivation and perception); training design; and work environment (organizational culture, management development culture and physical structure). The explanation is that once these factors are positive there is the possibility of teachers undertaking CPD which is likely to increase their satisfaction on the job. Panagiotakopoulos (2011) also in his study identified some of the barriers to training and learning in SMEs to be lack of time, limited financial resources, high cost of training, lack of awareness of the importance of training, lack of awareness, fear of poaching, a low-cost business strategy; lack of employee desire for training and learning, problematic training needs analysis,

and poor quality of external training vendors. Teachers in the survey also found lack of funding and inadequate time as a major hindrance to pursuing CPD. Bernardin (2003) in his systems model on training highlights on the need for training sessions to take into consideration the characteristics of adult learners and learning principles which has also been emphasized in the literature by Cranton (1989) and Dwyer (2004). This is further explained in the study that most of the respondents were within their mid career of 31-40years with an average teaching experience of 15years and so likely to undertake CPD. The implication here is if teachers have perceived reasons for pursuing CPD and these reasons are realized through opportunities for CPD then job satisfaction is likely to increase.

5.1.5 Hypothesis Five

H₅: Teachers who receive feedback from CPD programmes will be more satisfied with their jobs than their colleagues who do not receive feedback.

This finding surprisingly indicates that there is no significant difference in job satisfaction between teachers who receive feedback from their CPD programmes and those who do not. This confirms what the training officer said about feedback on CPD that it is rarely practiced, although the head teachers indicated that a learning atmosphere was created for teachers after training in order to educate colleagues and students on the training received. This finding can be explained using Cole et al.'s (2008) finding on some of the challenges of more structured CPD as lack of professional feedback and insufficient time. The explanation here is that because feedback is rarely provided to participants in training, they do not recognize its importance accounting for the non-significance in relation to the job satisfaction of teachers.

The finding does not support the findings of other researchers who recognize the fact that feedback was an important element in improving an individual's learning in organizations. Also feedback with other methods increased job satisfaction while contributing to the overall growth of the organization (Wilkinson & Kleiner, 1993; Ronald et al., 2004; Banks & Smyth, 2010; Kelloway et al., 2000; and Good & Fairhurst, 1999). Though their assertion contradicts the findings, it does not mean feedback is not important rather, does not show any differences in job satisfaction.

5.1.6 Hypothesis Six

H₆: Job satisfaction will be higher among teachers whose CPD is linked to their employer's appraisal scheme as compared to those whose CPD is not.

A summary of the results indicate that, a significant difference exists in job satisfaction between teachers whose CPD is linked to their employer's appraisal scheme and teachers' whose CPD is not. Teachers whose CPD was linked to their employer's appraisal scheme were found to be more satisfied with their jobs than those whose CPD was not linked to their appraisal scheme. This supports the criteria set by head teachers and the training officer that, selection of teachers for training was based on performance appraisal thus indicating its importance to training of teachers. This finding is in agreement with Boice and Kleiner's (1997) assertion that effective performance appraisal system helps to create a motivated and committed workforce. They emphasized that there was the need for support of top management, training of supervisors, raters and employees, frequent review of performance, accurate record keeping and a clearly defined measurement system.

Although linking teachers' CPD to performance appraisal was good, the researcher had some reservations as to the way the process was handled by head teachers resulting in rater errors and biases. This is further explained by Berridge et al.'s (2007) study in exploring the conduct of appraisal and the link between appraisal processes, access to continuing education, and training. Their findings indicate that appraisals were perceived as frequently rushed on activity and often appeared to be undervalued by employers. They also indicated that the link between appraisal processes and training was insufficiently effective and concluded that staff appraisal was central to identification of training needs. Armstrong (2006) also advance that performance appraisal is frequently ignored by managers because it is time consuming, irrelevant and operates on a top-down assessment. Cook (1995) identified problems associated with appraisals as biases, politicking, impression management and undeserved reputation. Snell and Bohlander (2010) admittedly states that performance appraisals fail due to the absence of communication, time consuming, inappropriate time span, lack of feedback and unclear performance standards. For Bernardin (2003), performance appraisal helps organizations to manage and improve the performance of employees, staffing decisions and overall effectiveness of the organization. From the discussions above, it is worthy of note that training head teachers and appraisers in carrying out appraisal is critical to staff commitment and overall job satisfaction.

5.2 Discussion of further analyses

Respondents from the descriptive statistics indicated their preference for formal CPD which includes; conferences, workshops, further studies and seminars. However, the results indicate that there were no sufficient opportunities for formal CPD for teachers. This confirms the study leave quota system which gives opportunity for training to priority subjects and also teachers

who have taught in the rural area for two years and above. This is further explained in the interview where there was lack of support for teachers who undertook sandwich and distance learning with the reason of having effect on the school calendar. This also pushes teachers to provide for their own CPD without the employer sponsoring. On resourcing of CPD, respondents were asked to indicate the main financier of their CPD. Majority of the respondents indicated that they sponsored themselves in further studies yet with in-service training, employers were the main sponsors. An overwhelming majority of teachers indicated that their employer should be the main sponsor of their CPD. From the literature, there has been much emphasis on organizational investment in employees in order to gain competitive advantage (Becker, 1993; Flamholtz, 1999; Chaudhryman & Roomi, 2010; Heathfield, 2011; Employment Department Group, 1990). Also the Human Capital Theory indicates that organizations who want to remain competitive must continually invest in the development of its employees. However, Adanu (2003) in her study recommended that CPD should be the responsibility of both the employer and the employee and as such be financed by both the employee and the employer.

With regard to barriers in undertaking CPD, majority of teachers saw funding and time as a major hindrance which was also confirmed from the interview with the training officer and the circuit supervisor. This finding corroborates the ideas of Goodall et al. (2005) and Panagiotakopoulos (2011) who also identify time and cost as being a hindrance to training. When asked to choose from planning, resourcing and delivery of CPD as the issue that mostly hinders teachers' CPD activities, majority of respondents chose resourcing, followed by delivery and finally planning. Resourcing CPD was a barrier because from the literature, it affects planning and delivery of CPD. Resourcing CPD is a major hindrance because it affects the CPD

planning process that is by determining the number and type of CPD programmes to be offered, the number of teachers to take part, the priority subject area and the trainers involved. Resourcing CPD also affects the CPD delivery process by determining how, when and where CPD should take place which was again confirmed by the training officer when he intimated that budgets for training were insufficient affecting CPD delivery. Also teachers who are granted study leave with pay only receive their salary without any support for accommodation, tuition and books as compared to other professionals in the health sector.

5.3 Limitations of the study

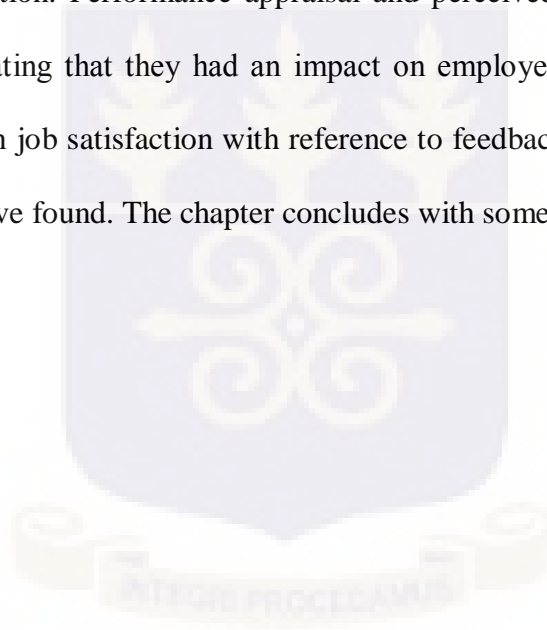
The present study was limited in various ways and therefore has an implication on the ability to generalize the work.

- A limitation was that although the study was conducted in all the nine circuits in the Ga East Municipality, it concentrated on only public basic schools.
- It is worthy of note that the findings of this study may not be generalized to all teachers in Ghana because the study was geographically constrained to Ga East Municipality in the Greater Accra region.
- This study also did not touch on whether CPD for teachers should be compulsory or voluntary.

5.4 Chapter Summary

This chapter contains the discussion of findings from the survey. The six hypotheses were discussed emphasizing on the importance of employers and teachers planning for CPD such as intention, preference for CPD, reasons for CPD and performance appraisal linked to CPD. Resourcing of CPD through funding and time were seen as major barriers to training for

teachers. Delivery of CPD was also seen to be effective if the following are considered: learning principles, adult learning, quality of the training and feedback on training. Concerning CPD intentions, there was the need for teachers to have their personal development plans recorded and also employers were to link CPD with the individual learners' and organizational need. Further, the individuals are to take responsibility of their learning. On the second hypothesis, CPD obtained had a positive impact on job satisfaction and so there were calls for both formal and informal CPD. Gender was surprisingly not found to moderate the relationship between CPD obtained and job satisfaction. Performance appraisal and perceived reasons for pursuing CPD were all supported indicating that they had an impact on employees' job satisfaction. Finally, there was no difference in job satisfaction with reference to feedback but this was in contrast to what other researchers have found. The chapter concludes with some limitations of the study.



CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

Throughout this study, teachers at every stage of their career have the desire to engage in CPD in order to improve on their initial teacher training qualification but such opportunities are hindered as a result of problems with the planning, resourcing and delivery of CPD. This chapter describes the summary and conclusions based on the research findings and also recommendations for teachers, policy holders and further research.

6.1 Summary

This study was organized into six chapters with the general aim of examining how CPD is planned, resourced and delivered by G.E.S. to ensure job satisfaction in the Ga East Municipality. Chapter one consisted of the introduction to the study which gave the background, problem statement, specific objectives, research questions, statement of hypothesis and the significance of the study. Chapter two of the study was on the literature review. Here, the concepts of training and development were discussed as well as CPD. CPD was situated in terms of planning, resourcing and delivery. The human capital theory, needs theory and hygiene-motivator theory were used as the theoretical framework for the study. Based on the literature reviewed, a conceptual framework was developed which looked at how CPD planning, resourcing and delivery affects job satisfaction among teachers.

Chapter three consists of methodology of the study. The study used the cross-sectional survey method with both quantitative and qualitative design. A sample size of 182 respondents were

used through stratified and convenience sampling methods as well as 9 interviewees comprising of 7 head teachers, a circuit supervisor and the training officer. Chapter four contains the results of the study. In all six hypotheses were tested using the following: Pearson's Product Moment Correlation Coefficient test (1 & 4); Two-way Analysis of Variance (2 & 3); and Independent t test (5 & 6). Chapter five consists of the discussions of findings in relation to the literature reviewed and interviews. Finally, chapter six looks at the summary, conclusions and recommendations for further research.

6.2 Conclusion

The study indicated that there was a significant positive relationship between CPD intentions and job satisfaction. This study therefore concludes that CPD intentions significantly relates to job satisfaction with the implication that the more favourable teachers' intentions are towards CPD, the better their job satisfaction and vice versa. From this finding the general conclusion is that teachers should be encouraged to prepare and record their personal development plan which would help them to plan for their career through CPD. The Ghana Education Service as part of its strategy to ensure quality training for teachers must take needs assessment seriously.

The study also goes on to conclude that there are no significant gender differences in job satisfaction and also gender does not moderate the relationship between CPD obtained and job satisfaction. This establishes that CPD should be open to all teachers irrespective of their gender. This study concludes that there is a significant positive relationship between reasons for CPD and teachers job satisfaction which implies that the more favourable teachers' reasons are for undertaking CPD, the better their job satisfaction. The implication is that if opportunities for

advancement and career development are inherent in the organization, employees would be so satisfied with their job. G.E.S. should give teachers the opportunity to advance in order to accomplish whatever reasons they brought to the workplace to increase job satisfaction among teachers.

There was no significant difference in job satisfaction between teachers who receive feedback from their CPD programmes and those who did not. The researcher believes that feedback increases performance and should be practiced though there was no significant difference in job satisfaction. Training officers should provide clear, frequent, immediate, appropriate, and a timely feedback to teachers who undertake CPD. Also, feedback can be given through placement, promotion and salary increment.

There is a significant difference in job satisfaction between teachers whose CPD is linked to their employers appraisal scheme compared with those whose CPD is not. This implies that linking performance appraisal to CPD is essential to teacher motivation and not only for promotion. The design, management and implementation of appraisals must therefore be given a critical look by head teachers and supervisors through training, monitoring and reviewing.

Results based on the research questions indicate that resourcing CPD through funding and time was the major hindrance to pursuing CPD. Also teachers in public basic schools are not aware that they need to take responsibility of their CPD and so indicates that CPD should be offered by the G.E.S. It is to be noted that though the individual teacher is to take responsibility of his or her CPD. Responsibility here refers to keeping record of CPD and making sure it is achieved in

line with the employers CPD plan. Sponsorship of CPD should be from employers in collaboration with other stakeholders in the educational sector. Furthermore, majority of respondents indicated that there were no sufficient opportunities for formal CPD such as workshops, seminars and further studies in tertiary institutions. This was also confirmed through the interviews and the implication is that since change occurs at every facet of life, the skills already acquired would be rendered obsolete and so teachers should continually pursue CPD. Again, policies in education keep on changing, an example of which is the change from Certificate “A” to Diploma in teacher training colleges (Colleges of Education in Ghana). Drawing on the above, resourcing CPD has a major role in CPD planning and delivery and so should be considered by policy makers in the educational sector.

6.3 Recommendations

The aim of CPD is to ensure that professional teachers develop continuously and grow professionally in terms of their knowledge, skills and other capabilities to improve on teaching, job satisfaction, commitment and retention. The main recommendation is that there should be interaction among CPD planning, resourcing and delivery in order to affect the teachers’ job satisfaction positively. From the findings and the literature reviewed, the following recommendations are made:

6.3.1 CPD Planning

- Teachers should be made to develop, record and review their Personal Development Plans to provide proof of their CPD.

- The CPD of teachers should be linked to performance appraisal and job experience with training organized for the raters to minimize biases. The design, development and implementation of appraisal systems should be well managed and maintained through monitoring and periodic evaluation.
- There should be a close collaboration between organizers of distance education as well as sandwich programmes and the G.E.S. to ensure that teachers are provided with CPD devoid of any interference with the academic calendar.
- Teachers should be encouraged to undertake CPD at every stage of their career with emphasis on both formal and informal learning to increase job satisfaction. This should be through regular in-service training and study leave with pay.

6.3.2 CPD Resourcing

- There should be consistent and equitable funding for CPD in order to increase job satisfaction especially the capitation grant and study leave with pay.
- Also the Municipal Directorates of Education should be well resourced to improve on the quality of training offered to teachers.
- There should be an investment in time for CPD for teachers and the G.E.S. should make sure that approval for study leave with pay is granted to teachers before they leave the classroom for CPD.
- Also in-service training programmes should be organized when schools are on recess with full sponsorship by stakeholders in education.

6.3.3 CPD Delivery

- Teachers who go for study leave with pay should be well monitored and also be placed in respective subject areas and positions after their training to ensure satisfaction and retention.
- Feedback from performance appraisal and training should be practiced to increase performance. Feedback on CPD should be clear, specific, descriptive, job related, constructive, frequent and timely.
- Teachers should be given sufficient opportunities for formal CPD through regular in-service training and study leave with pay.

6.4 Future Research

- Future research should focus on a comparative study of private and public basic schools.
- Future research could focus on other regions, districts and sectors in Ghana.
- Future research could also focus on making CPD for teachers either compulsory or voluntary and the role played by professional bodies in providing CPD.

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