

**FACTORS INFLUENCING TEACHERS' MOTIVATION FOR CONTINUING
PROFESSIONAL DEVELOPMENT THROUGH DISTANCE EDUCATION IN THE EAST
AKIM MUNICIPALITY**

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DECLARATION

I hereby declare that, this thesis is the result of my own research work, carried out in the Institute of Continuing and Distance Education, University of Ghana, under the supervision of Prof. Addo-Adeku and Dr. Micheal A. Tagoe. All relevant references cited in this work have been fully acknowledged. This work has not been presented in full or in part to any other institution for examination .I remain solely responsible for any shortcomings in this study.

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DEDICATION

This work is dedicated to my family; wife, Ms Kate Sarfo, children; Ewura-Ekua Anhwere, Cobby Benyi Anhwere and Paa Kwesi Sakyi Anhwere.

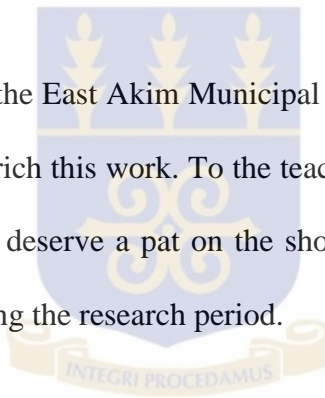


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Any limitations in this piece, whatsoever, are exclusively mine. However favourable comments must be shared among the personalities mentioned.



ABSTRACT

Education is considered as the bedrock for economic, political and social transformation of any society. Over the years there has been an increasing awareness and acceptance of assertion that teachers are the oil that lubricate the engine of education in society. If it is so, then professional development of teachers is an essential ingredient for development of skills, knowledge, and attitude to enhance their delivery in effective and efficient manner. Additionally, there are some factors that increases teachers desire to participate in courses leading to professional development, especially through the distance mode. The study sought to find out factors influencing motivation for continuing professional development through distance education for teachers in the East Akim Municipality. The objectives of the study includes to identify factors that motivate teachers to enrol and participate in distance education, to identify sources of funding for the programme by participating teachers and to determine challenges participants face in pursuit of their aspirations and how they dealt with the challenges.

The sample consisted of 160 respondents which were made up of 77 males and 63 females with the breakdown as: 120 from University of Education – Winneba, constituting 70 males and 50 females, 40 from University of Cape Coast with 27 males and 13 females. Descriptive survey design was employed and stratified random sampling technique used to select the sample.

The main instrument for data collection was questionnaire and data was analysed both qualitatively and quantitatively in the form of simple percentages. The main findings of the study were that participants were highly by factors such as upgrading knowledge, which led to promotion and subsequently better salary, status enhancement and respect. It came to light also that ability to continue with domestic chores, securing current work position, lack of access to study leave with pay and the relative flexibility in learning schedules were some of the commitments considered most, which made the opt for distance mode of education. It was observed also that, participants faced

many challenges in pursuit of their goals and these challenges included financial difficulties, blending studies with work and other family and social commitments.

Recommendations and suggestions given were that, the government and for that matter teachers must ensure that teachers who embark on further studies be put on a salary scale commensurate with their academic and professional attainment as pertain to other professional bodies. Distance education should be given the desired attention and for that matter, GES should give financial support to teachers who embark on further studies through distance education. There should also be a re-focus of attention on adopting a significant different context on the planning, delivery and evaluation of teachers professional and academic development.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study.

Education is believed to provide knowledge and resources that hold the potential for economic empowerment for better livelihood and social development. This explains why education is seen as a fundamental human right. Through the Millennium Development Goals (MDG's), the UNESCO Education for All (EFA), the World summit for the Information Society (WSIS) and the Literacy Decade Initiative (LDI), the United Nations has set high priorities on the improvement of education worldwide. With the start of the new millennium, many societies are engaging in serious and promising educational reforms and one of the key elements in most of these reforms is the professional development of teachers.

Teacher education plays a crucial role in empowering individuals to adapt to the rapidly changing socio - economic and cultural environment. It also improves the human capital required for the economic and social growth of societies. It is said that “if teachers acquire the professional competence and attitudes that enable them to effectively perform their multiple tasks in the community, they become the single most important contributing factor in ensuring quality educational provision” Dove (1969) p. 65.

In many countries, the role and functioning of schools are changing and so is expected of teachers. Teachers are asked to teach in increasingly multicultural classrooms; to place greater emphasis on integrating students with special learning needs in their classrooms; to engage more in planning with evaluative and accountability frameworks; and to do more to involve parents in schools.

It is therefore incumbent upon the teacher to work with dedication and to produce a vibrant human resource base for nations. Without properly planned educational system, it will be difficult for any nation to enter or remain in the current technological age characterised by rapidity of change. In fact our present society requires skills deemed necessary for coping with day to day living, skills for interpersonal relationship and skills for social change which include understanding and being able to work with community power structures, dealing with conflicts, and participating in community problem-solving.

No matter how good pre-service training for teachers is, it cannot be expected to prepare teachers adequately for lifelong professional service and as such opportunities for in-service professional training is important in order to maintain a high standard of teaching and to retain a high teaching work force. The development of teachers beyond their initial training is therefore important because it can serve a number of objectives (Cropley 1978)

- To update individual's knowledge of a subject in light of recent advances in the area;
- To update individuals' skills, attitudes and approaches in the light of the development of new teaching techniques and objectives, new circumstances and new educational research;
- To enable individuals to apply changes made in curricular or other aspects of teaching practice;
- To exchange information and expertise among teachers and others e.g. Academics, industrialists; and
- To help weaker teachers become more effective.

The main underlying principle of teacher education in Ghana is to provide teachers with better knowledge and skills together with better incentives to use their knowledge and skills for the benefit

of school children. This can be achieved through the creation of an accessible, integrated teacher education and training system which provides structures for continuous professional development throughout the teachers' teaching career (Ministry of Education 1993).

It is important that teachers are well informed about the dynamics of society since by their profession they prepare people to meet the needs of society. The high rate of knowledge explosion and the level of obsolescence demand that the teacher is kept abreast of the changes taking place globally and within his/her own environment. It is therefore, imperative that the teacher updates his/her knowledge and skills in order to be effective and efficient in the performance of his/her duties.

It is evident that a good number of applicants who find their way into the Training Colleges, now Colleges of Education and come out as teachers do so with weaker grades at the secondary level as compared to their counterparts who by virtue of better grades gained admission to the Universities. Accessibility to higher education is therefore imperative for teachers to upgrade themselves both professionally and academically since they are required to give to the children they teach a balanced comprehensive education. A surgeon would not attempt to operate on a patient without sufficient knowledge of technique and careful preparation for surgery. Teachers too, like other professionals, need time to update their skills, and add to their knowledge of subject matter, and learn effective strategies to impart their knowledge (Riley 1999).

In order to achieve this objective, GES has a policy that aims at encouraging teachers to pursue further studies in tertiary institutions to acquire more knowledge and upgrade their skills. The GES policy regarding teacher professional development states among others that, "Study leave with or without pay, may be granted to members of the service by the Council on the advice of the Director-General." (Conditions and Scheme of Service, 2000). With this policy in place, teachers have availed themselves of the opportunity to peruse studies to obtain diplomas and degrees in various fields of discipline.

However, the study leave policy has its own negative effects in terms of pupil or student teacher ratio. When teachers go on study-leave, vacancies are created and these vacancies are usually filled by the recruitment of non-professional teachers which increases the financial expenditure of GES as well as shortage of well-trained teachers in the service. In 1999/2000 academic year for instance, 6,342 teachers were granted study-leave, 10,103 in 2000/01 6,247 in 2001/'02, and 5,000 in 2002/03, (Interview with Mrs. Susan Kennedy Director, HRMD GES Headquarters, Accra Feb. 25, 2003). GES has to spend extra funds to pay the untrained teachers who replaced teachers who went on study leave. It has also been noted that some of the teachers, who go on study-leave, never return to the service. The 2001/2002 academic year saw a major modification in GES policy on study-leave. Hitherto, teachers were granted study-leave--with-pay, irrespective of whether the courses of study they are to pursue had any relevance to the manpower needs of GES. However, in the light of the high expenditure on salaries and the high rate of vacation of post by those teachers who go on study-leave, GES reviewed its policy, and introduced the quota system. The quota system which puts some restrictions on the number of teachers to be granted study leave with pay deprived a lot of desirous teachers the opportunity to upgrade themselves annually.

Under the quota system, all District Directors are required to determine on yearly basis their human resource needs for various subjects taught in the schools. This information is then collated throughout the regions and sent to GES Headquarters. It is upon these data that teachers are granted study-leave. The policy also requires that teachers who have served in deprived areas for two consecutive years should be given priority when study leave applications are being considered. In the 21 February 2003 issue of the Daily Dispatch, the then Minister of Education, Christopher Ameyaw-Ekumfi was quoted as saying:

The GES introduced the quota system, as the new strategy for granting study leave-with-pay to teachers. Under the policy, priority is granted to teachers in deprived /rural areas as well as subject areas to upgrade themselves. . . It is hoped that the new policy will encourage newly-trained teachers to accept postings to deprived /rural areas in order to be considered for study-leave. The Ministry shall support staff who opt for sandwich programmes and distance education (Daily Dispatch Feb. 21, 2002).

Specifically, the following reasons, among others, were assigned for the introduction of the quota system of study-leave for GES staff:

- To develop a cost effective programme of training and recruitment of staff
- To reduce redundancy among teachers of specific subjects.
- To reduce the number of untrained teachers employed by the GES;
- To streamline the specification of subjects in terms of their levels of relevance to manpower needs of GES;
- To encourage teachers to enroll in distance education programs instead of enrolling on full time studies in the tertiary institutions;
- To reduce the number of vacancies created by the high number of teachers that proceed on further studies.

To solve this problem and encourage as many teachers who want professional upgrading to realize their dream, distance education programmes were introduced at the tertiary level at the University of Education, Winneba (UEW) in 1997/08 and, University of Cape Coast, (UCC), in 2001/02 academic years to enable the large number of teachers in the Ghana Education Service (GES) who desire to obtain higher academic qualifications but who, due to various reasons, cannot get the opportunity to

do so. By introducing the dual mode, both Universities, UEW and UCC had double its annual student intake. For example, in the case of UCC, the total enrolment of student on campus-based program, including those at the post-graduate level in 2009/10 academic year stood at 15,758 compared to 19,234 students on distance education program. Available statistics also show that since the inception of the distance education program in 2001 to date, more than 60% of qualified applicants who could not be admitted due to the limited infrastructural facilities are now pursuing the distance education (Koomson 2009:4).

In the light of these developments, it is quite obvious that a great number of teachers will have to obtain their degrees and diplomas through the distance mode. The principal aim of the introduction of distance education program by UEW and UCC is to enable interested teachers to upgrade their knowledge and skills and obtain higher qualifications in various subjects. In the 2002/03 academic year for instance, UEW enrolled 2,556 teachers on the program. The UEW has established 23 study centres all across the country. Some of these centres are found in Winneba, Accra, Tamale, Koforidua, Navrongo and Cape Coast to facilitate its delivery of the distance education. In the case of the UCC, 2500 teachers enrolled as distance-learners in the same year.

UCC has also established study centres in all the ten administrative regions of the country.

The introduction of distance education at the tertiary level has made it possible for teachers who hitherto could not gain admission into tertiary institutions through the conventional form to further their education can now do so. Teachers in the East Akim Municipality have also embraced the distance education program very well. In the 2009/10 academic year, 64 teachers in the East Akim Municipality gained admission into UCC while 126 teachers enrolled in the distance education program run by UEW. In 2010/2011 academic year the number of participants increased to 177 in

respect of UEW with 76 enrolling in UCC (Eastern Regional Coordinating Officer, DE Centre Koforidua, 2012). It is evident that teachers in East Akim Municipality are taking the advantage of the opportunity to enroll in the distance programs thereby developing themselves professionally.

Profile of Study Area

The material in this section provides a brief background of the study area.

East Akim was established as a District Assembly in the year 1988 with LI 1420. The Assembly was elevated to a municipal status with LI 1878 in the year 2008.

East Akim municipal is located in the central portion of the Eastern Region with a total land area of approximately 725 km². The municipality is bounded by six districts namely, Atiwa District to the north, West Akim District to north-west, Fanteakwa District to the East, New Juabeng to the South, Yilo Krobo District to the south-east and Suhum-Krabo-Coaltar District to the west. The administrative capital is Kibi which is 55 km from Koforidua, 105 km from Accra and 179 km from Kumasi. The people of East Akim are predominately Akyems. According to the 2000 Population and Housing Census report, the area has a population of 103,705 with population density of 43.9 persons/sq. km. The demographic structure of the municipality bears similarity with other rural districts in Ghana. The settlement areas in the district are mostly rural. The predominant rural population reflects in the occupational distribution with agriculture as the dominant occupation. The occupational structure of the municipality in terms of percentages put agriculture at 58%, service 21.5%, commerce 11% and industry 9.5%. The teacher population of the municipality stands at 1,660 comprising of 877 males and 783 females.

1.2 Statement of the Problem

A number of individuals have conducted studies on reasons why teachers are motivated for continuing professional development. In a study in the United Kingdom it was found that one major factor which influence teachers' participation in the UK open university (UKOU) was that it provided the quickest and often the only means for graduate status and consequently "provided an automatic and significant salary increase and also enhance their prospects of promotion in an established career" (Prescott and Robinson, 1993: 292). In a similar study conducted in Australia, participants selected the joy of learning and obtaining degree, eligibility for promotion, job security, updating knowledge, improving salary and professional development as their most important reasons for participating in further education (Evans & Nation 1992). It is obvious that teachers at various points in time have pursued further studies for a variety of reasons.

Considering the fact that, these teachers in general might have a lot of responsibility at work, home and in the community; one wonders what might be the driving forces that propelled them to go for further studies in spite of all their multiple roles and other commitments. Even though teachers are encouraged to embark on continuing professional development in order to be abreast of changing trends in society, some take advantage of the existing resources and provision for re- training but others do not. The problem to be investigated is "what motivational factors influence continuing professional development of teachers in East Akim municipality".

1.3 Objectives of the Study

The study intended to obtain an insight into the feeling and aspirations of teachers in East Akim municipality as to why they embark on continuing professional development. Specifically, the objectives of the study are to:

- examine the background of teachers participating in further courses run by the University of Education Winneba and University of Cape Coast through the distance mode

- ascertain the extent to which the background played a role in the decision to participate in further education.
- identify factors that motivate teachers to enrol and participate in distance education
- identify sources of funding for the programme by participating teachers.
- determine the challenges participants face in pursuit of their aspiration and how they dealt with the challenges.

1.4 Delimitation of the Study

To have a more precise understanding of factors that influence teachers' motivation for continuing professional development through distance education in the East Akim Municipality, the study should have covered participants from all institutions that offer professional training for teachers, including the private Universities. However, since the private Universities do not have offices in the various administrative regions of the country, there was no available data indicating such participants. In view of this and the fact that the result of the study could lead to a more comprehensive fieldwork and analysis, the study was restricted to only participants enrolled on the programme run by the two public Universities that provides professional training for teachers which are UCC and UEW.

1.5 Research Questions

To design and sustain an effective programme for teachers, it is imperative to identify and understand the motivational factors which influence their participation. This study seeks a deeper insight into the professional and academic development of teachers in East Akim municipality. It is expected that such an insight would help teachers engage in meaningful goal setting and career mapping through professional development. The formulation of the research questions will assist in focusing on the important aspect of the study.

Specifically, the research questions that guided the researcher were;

- Do demographic characteristics (e.g. Sex, age, marital status) affects participation in continuing education of teachers?
- What role do family circumstances (size of family and economic circumstances) play in promoting teacher participation in continuing education?
- Does the desire to participate in continuing education relate to the extent to which teachers consider teaching as a life career?
- Does the prevailing work environment influence the teacher's desire to go into further learning? (E.g. Support of headmaster, other colleagues, satisfaction with salary, support from the community and support from employer).
- Is participation in some way related to the mode of organizational and institutional arrangement? (Time schedules , advertisement etc.)
- How far are teachers aware of educational provisions and resources available for their professional and academic development?
- What structures can be put in place to encourage teachers to embark upon continuing education?
- What problems do the participating teachers face in pursuit of their goals.

1.6 Significance of the Study

With current dispensation of global information technology, there is the need for continuing education of teachers in order to be in tune with changing trends in knowledge required for meeting social challenges. According to Bhola (1998), adult education is a human enterprise dedicated to the development of human resources and as such no group of adults in society should be denied access to education. This requires that barriers that hinder the education of adults be removed.

The importance of this study is in relation to the current educational reforms which require competent professional teachers to handle the various institutions in order to achieve the set objectives. The

results of this study would throw more light on the constraints teachers face in pursuit of higher education. The information revealed from the study will also contribute to the awareness of teachers on the availability of educational facilities, resources and programmes for their professional growth. Lastly, it will also help policy makers and planners in education to find solutions to problems hindering the career development of professional teachers in the country.

1.7 Operational Definitions

Throughout the study, the following words and terminologies carried these meanings attached to them, unless otherwise stated;

Continuing Education – All opportunities that can be taken up after initial schooling or training. They can be full-time or part – time and embrace aspects of personal in-service, upgrading, updating, educational made necessary by advances in knowledge.

Free Compulsory Universal Basic Education (FCUBE) - Ghana's educational reform aimed at expanding strengthening and making education relevant to all children.

Education; is a process and a series of activities which aim at enabling an individual to assimilate and develop knowledge , skills, values and understanding that are not simply related to a narrow field of activity but allow a broad based range of problems to be defined, analysed and solved.

Distance Education; a system of formal instruction in which learner and teacher are not face-to-face but are separated from each other by distance most of the time and technology (audio, video, print etc.) is used to bridge the instructional gap.

Professional Teacher: a person who has learnt the art of imparting knowledge to others from an institution specialize in teaching methods, school administration, psychology and philosophy of education and universities which train people for the teaching service.

Tertiary Education: before the educational reforms which started in 1987, tertiary education is to be applied to all post-secondary institutions including universities.

Open and Distance Learning (**ODL**)

United Kingdom Open University (**UKOU**)

Ghana Education Service (**GES**)

University of Education-Winneba (**UEW**)

University of Cape Coast (**UCC**)

Adult Basic Education (**ABE**)

United Nations Educational Scientific and Cultural Organisation (**UNESCO**)

Organisation of American States (**OAS**)

Universidad Nacional Abierta (**UNA**)

Universidad Estatal de Educacion (**UNED**)

Local Educational Authorities (**LEAs**)

Universal Primary Education (**UPE**)

Teacher Training at a Distance (**TTD**)

Distance Education (**DE**)

Millennium Development Goals (**MDG,s**)

UNESCO Education for All (**EFA**)

World summit for the information society (**WSIS**)

Literacy Decade Initiative (**LDI**)

United States Agency for International Development (**USAID**)

1.8 Organization of the Study

The study is organized along the following lines. Chapter one deals with an introductory approach to the major issue – this includes the background to the study, the statement of the problem, research questions, purpose of the study, and significance of the study. Others include limitation of the study, operational definition of terms and organisation of the study. The relevant literature review is presented in chapter two. This is in two parts. The first part deals with theoretical framework of the

study and the other part is based on the sub-contracts of the study. Chapter three comprises the methodology, which deals with all the procedures used to collect data which include the population, sampling design, sample size, research design, instrumentation, data collection. Data from the field is presented in chapter four. In chapter five, an analysis of data and discussions of findings with the literature is presented. The final chapter, six presents summary of the main findings of the research as well as the conclusion, recommendations and possible areas for further investigation. The rest of the work includes the bibliography and the appendix.

CHAPTER TWO

LITERATURE REVIEW

This chapter consists of two sections. The first section deals with theoretical framework of the study and the second section focuses on discussion on various views on teachers' continuing professional development.

2.1 Theoretical Framework

The theoretical framework used for the research was built on three motivational theories namely: Maslow's (1975) hierarchy of needs, Vroom's expectancy theory cited in Rolinson et al (1998) and Ryan and Deci (2000) self Determination theories of motivation. Woolfolk (2007:372) defines motivation as "*an internal state that arouses, direct and maintains behaviour*". Determining what motivate someone to work hard, to learn to read or to modify teaching practices may all be behaviours educational psychologists may be interested in. Also motivation is the energy, direction, patience and intentionality that direct biological, cognitive and psychological functioning (Ryan & Deci 2000). According to Ryan & Deci (2000:54) "*To be motivated means to be moved to do something*". The question most psychologists connect with motivation are "*what*" and "*why*" (Deci & Ryan, 2000). That is, the what and whys that drives teachers in East Akim Municipality to embark on professional development. So far as there is some motivation behind every action, individuals' reaction towards work is based on innate inspiration, especially when learning is involved. In the words of Taba (1962), the learning process is not to be explained without mention of motivational process. The fact that something intervenes between the application of the stimulus and the arousal of the response has made most researchers of social and human relationships focus attention on motives and attitudes as intervening variables between teaching and learning.

McClusky (1970) for instance, in recognizing the functional interrelationship between motivation and learning argues that in the learning process, what intervenes between the stimulus and the response represents the accumulated experience and motivation of the person who is stimulated and does the responding.

However, motivation deals with the question of why people do whatever they do and what spurs people to do something, or keep striving for it or stops them when motivated in another perspective. It is what arouses, energises and moves people into action in the first place, that keeps the action going directing or integrating it.

Viewed in another dimension, an unsatisfied need is the starting point in the process of motivation. A deficiency within the individual is the first link in the chain of event leading to behaviour. The unsatisfied need causes physical or psychological tension within the individual, leading him to engage in some kind of behaviour to satisfy the need and thereby reduce the tension. Achieving the goal, satisfies the need and the process of motivation is then completed. For the purpose of this study, Knowles (1975), basic assumptions in andragogy are significant in explaining motivation. Knowles claims that adults have a deep psychological need to be generally self-directing; they have a reservoir of experience which becomes a rich source of learning. Adults learn when they experience a need to learn in order to cope with real life tasks or problems and they see the learning experience as that which they can use immediately to satisfy a learning need. To Knowles, any learning task which is organized with the awareness of these considerations effectively caters for a favourable learning climate and has great implication for participation.

Maslow's Needs Theory

Maslow based his theory on the assumption that human beings are insatiable. As one set of need is satisfied, another set emerge.

Maslow's theory of motivation stresses two basic premises:

- I. Man is wanting animal whose need depend on what he already has: only needs is not a motivator.
- II. Man's needs are arranged in a hierarchy of importance and once one need is satisfied, another emerges that demands satisfaction.

He hierarchically identified five levels of needs as:

- I. Physiological or survival need
- II. Safety need
- III. Need of love and affection or social needs.
- IV. Need of self esteem
- V. Need of self-actualization

At the base of the hierarchy is the physiological or survival need and at the apex is the need for self-actualisation. Maslow argues that the individual continues to experience restlessness and lack as he desires to be all that he can, but which keeps on eluding him - the self-actualisation need. This is the highest need level, the need to fulfil oneself, to grow and use one's abilities to the fullest.

Extrinsic motivation of adults is not far-fetched in Ghanaian setting. For example, the Ghana Education service (GES) recognizing the crucial need for continuing education for teachers is one of the few organizations which grant study leave with pay to teachers who satisfy the criteria for selection into tertiary institutions.

Psychological changes that accompany ageing and the socio-cultural adjustments that accompany as one grows older, plus the disuse of learning skills are likely to affect the adults motivation for learning to some extent. Havighurst (1981) uses the concept developmental tasks to explain the

individuals' behaviour. According to him these developmental tasks depend upon the following three factors.

- I. The biological development of the individual
- II. The social demands and expectations placed upon him or
- III. The individual's own level of aspiration and ambition

He also identified two main types of needs which are Basic and Educational needs, He sees basic needs as relating to fundamental biological requirements that are common to all human beings. He referred to educational on the other hand as to do things in which people ought to learn to achieve a required level of competence whether skills attitudes or knowledge. Knowles argue that for any adult education programme to be effective, need must be considered at three main levels –individual, organizational/institutional and community levels. Brookfield (1986) identifies these 'felt needs' as those which are perceived by learners themselves. These 'felt needs' are self-identified and, represent awareness by the learners of the needs they desire to satisfy.

On the other hand, Kramer (1960 cited in Brookfield 1986) defines real needs in terms of situation or an actual set of circumstances in which people find themselves. In this respect, an individual recognizes between what he knows that is his present performance and what he should know, the desired performance.

'Prescribed needs' on the other hand rest generally on the shoulders of the professional who believes that his clientele are in the state of inadequacy when compared to a state he decides preferable. Consequently, the educators programme would be based on what he thinks learners should know and not what they want to know. Put simply, the education diagnosis and gives a prescription of the kind of skills and competencies which he believes ought to acquire in a programme irrespective of whether or not clientele find them as desirable.

In their contribution, Bown and Tomori (1979) state that the individual has needs. This need is sometimes termed self – fulfilment, (or self-actualization). This means some adults may wish to develop their skills in their work to enable them excel, or other skills from which they may derive satisfaction and recognition. Some may also wish to enhance their social standing, to gain a sense of importance or to cultivate new social relationships. It can therefore be said that individual may be interested in learning for a host of reasons, many of which are personal.

In conclusion, it can be said that the importance of motivation and needs desire in relation to continuing education cannot be played down. Motivation and needs desire tend the adult to learning activity in the first place and it is that which keep them there, they energize him to continue to participate and exert effort in learning. Studies have shown that strong motivation and needs drive can compensate for apparent loss of learning ability and can strengthen the effectiveness of the learning process.

Vroom’s Expectancy Theory: According to Rolinson, et al (1998) this theory is one of the most influential in education. It posits that for the individual to choose between different courses of action, he is usually influenced by expectations of whether there will be an outcome. It further states that the individual determines whether the outcome will be a favourable one or not. Vroom explains his theory by the following cognitive benefits.

- Expectancy: belief that an individual’s efforts will result in performance.
- Instrumentality: the belief that one’s efforts will yield rewards.
- Valence: the individual’s perception of the reward.

The theory states that motivation is the result of these three components effectively interacting together within the individual. Thus, one’s motivation level will be high if valence, instrumentality

and expectancy are all high. On the other hand, if valence and instrumentality are high but expectancy is low, motivation will be zero.

Rubenson's Expectancy-Valence Model (1977 cited in Meriam and Cafarrela 1999) is modelled on Vroom's expectancy theory. Rubinson explains that participation in adult education is a combination of both negative and positive forces in the person and the environment, and valence, the anticipation of being successful in an educational situation. Valence is the value the individual puts on success. This value could be positive or negative. He stresses that the individual's perception of the environment and the value of education to him are what motivate him to participate in adult education. In other words, teachers would access distance education if they have a high expectation of the outcome of their effort. The current study is also based on Vroom's expectancy theory. The relevance of the theory is the fact that respondents are participating in the programme means they have a high expectation of the outcome.

Self Determination Theory (SDT).(Deci and Ryan 2000) is an imperial framework for understanding human motivation that highlight that importance of using inner resources for personality development and behaviour self-regulation. At the core of SDT is the pursuit and satisfaction of three basic psychological needs of competence, relatedness and autonomy. A *need* is an innate, universal psychological necessity that provides the bases for survival, health and growth (Braumeister& Leary 1995). Proponent of SDT belief the need for competence, relatedness and autonomy create the foundation for motivation and personality integration. The need for *competence* refers to people's basic desire to be effective when coping with their environment. The need for *relatedness* involve people's desire to interrupt with and care for others, as well as experience, feelings of belongingness (Braumeister& Leary 1995).

According to SBT, it is fulfilment of these basic needs that are the basis of well-being, while the thwarting of these needs causes unhappiness and unbalanced mental growth. The issue of autonomy or self-determined, form of extrinsic motivation is regulation through identification. Here the person

has identified with the personal importance of a behaviour and has accepted those regulation as his or her own.

SDT proposes that intrinsic motivation is the doing of an activity for its inherent satisfaction rather than for some separable consequences. When intrinsically motivated the person is moved to act for the fun or challenge entailed rather than because of external prods, pressures or rewards. On the other hand intrinsic motivation is a construct that pertains whenever an activity is performed to attain some separable outcome. Specifically, because in operant (Skinner, 1974), maintained that all behaviours are motivated by reward(i.e. by separable consequence such as food or money) intrinsically motivated activities were said to be for ones which the reward was in the activity itself. For example teachers in East Akim can be said to be pursuing further studies because of fear of sanctions for not doing so. They are said to be intrinsically motivated because they are doing it in order to attain the separable outcome of avoiding sanctions. Furthermore not only tangible rewards but also threats, deadlines, directives and competition pressure.(Reeve &Deci 1996) diminished intrinsic motivation because, according to them people experience them as controllers of their behaviour. On the other hand choice and opportunity for self-direction appear to enhance intrinsic as they afford greater sense of autonomy (Lathin, Smith &Deci 1978). Similarly individual teachers who are pursuing continuing professional development because they personally believe is valuable for their choosing career are also intrinsically motivated because it for its instrumental value rather than because they find it interesting. Both examples involve instrumentalities, yet the latter case entails personal endorsement and a feeling of choice, whereas the former involves mere compliance with external control.

2.2 Literature Review.

A number of studies have been conducted on continuing professional development of teachers. This review of literature is basically about the theoretical and empirical views of the study centered on the following themes:

- The Concept of Continuing Professional Development.
- Motivation to Learn and Job Satisfaction.
- Conditions Promoting Adult Learning.
- University of Cape Coast Centre for Continuing Education (CCE).
- University of Education-Winneba, Institute for Educational Development and Extension (IEDE)
- Social Change and Teacher Professional Development.
- The role of Unions in Teachers' Professional Development.
- Participation in Adults and Distance Education.
- Factors Hampering Adult's desire to learn
- Distance Education in Selected Countries.
- The vision of Ghana Distance Education Programme.
- Distance Education and Teacher Professional Development.
- Importance of distance education.
- Quality Assurance.
- Challenges in distance education.

2.2.1 The Concept of Continuing Professional Development.

Rapid social and economic changes dictate that it is no longer possible for the professional to practice the same job skill in the same way through out a working life. Initial qualification provide the start but it is continuing professional development that gives the power to choose and change directions. It

is the way in which professionals keep themselves up-to-date and maintain their standards as professionals in the practice of the work they do. Continuing professional development is therefore a means by which professionals strive to maintain the currency of skills and it is by continuing professional development that individual competence is both enhanced and improved.

The accrediting commission of the continuing education council in the United States (1978 cited in Apps 1979) defines continuing Education as 'the further development of human abilities after entrance into employment or voluntary activities. It includes in-service, upgrading and updating education. It may be occupational education or training which furthers career or personal development.

To the commission, continuing education is concerned primarily with broad personal and professional development. It includes leadership training and the improvement of the ability to manage personal, financial, material and human resources.

Jarvis (1995) describes continuing education as 'any planned series of incidents beyond initial education having; a humanistic basis, directed towards the participant learning and understanding' (p.66).

This description understood to include all learning opportunities taken after full-time compulsory schooling has ceased. The Adult Education Association of the United States (1971) sees continuing education as a process whereby a person who has completed his formal education is provided with a means of meeting his needs for further and professional development.

To the association, continuing education can be said to be for practicing professionals who already hold the appropriate degree or diploma or having the equivalence in experience. As a result, continuing education should be goal directed rather than activity oriented. The objectives should be clearly stated in behavioural terms before any activity is planned. The activity should be appropriate to the objectives.

Mezirow (1984 cited in Brokfield 1986) describes continuing education as formal education programmes for professional training or for credentialing of personal interest to the learner, for which academic credit is not awarded. To him, the purpose of continuing education is to help, maintain, expand and improve individual knowledge, skills (performance) and attitudes and by so doing, meet the improvement and advancement of individuals, professionals and organization.

The primary emphasis of this definition can be said to be on individual learner and his/her learning needs which are the difference between the current level and desired level of the learners knowledge, skills or attitudes. These may include the individual participant's expressed needs or personal interest, deficiencies in an individual's performance or deficiencies in the quality and effectiveness of an organization.

According to Nattress (1971), continuing education is a process whereby a person who has completed his formal education is provided with means of meeting personal development.

Continuing education embraces all the forms of educative experiences needed by men and women according to their varying interests and requirements at their levels of comprehension and ability in their changing roles and responsibilities throughout life. The flood of new knowledge constantly

makes existing theory and practice obsolete. As the occupant of a highly privileged and protected role, the teacher feels a sense of obligation to his clients and to society to keep his service at the highest possible level. (Houle 1970)

Preparing for professional service is exacting but no professional could practice without renewing himself regularly and systematically not just in knowledge and techniques but in his understanding of others and himself as well. In effect the professional teacher would need to update his/her knowledge to enhance their professional competency.

This understanding and appreciation of the need for continuing education has a long history and noted by Kidd (1969) is perhaps as old as the professions themselves. According to him, the earliest spokesman for continuing education for lawyers was Solon who said “I grow learning something new every day” (Kidd, 1969, p 48. An early advocate of continuing education for doctors was Hippocrates (Kidd 1969). He saw clearly the close relationship between a man’s continuing self-development and his service to others and stated “there is no love of man, there is also love of the art.

It is well to superintend the sick and make them well, for the healthy to keep them well and also to care for oneself”. One of the most illuminating writers of ancient times about “education permanence was Confucius, a great teacher who lived in China and wrote about the teaching profession. He said “he who possesses the virtue of humanity wishes to strengthen himself and thereafter to make them understand themselves” (Kidd 1969) p. 76.

According to Quayson (1996), it is noteworthy to place on record that the Free Compulsory Universal Basic Education (FCUBE) aims at achieving high levels of equity, quality and efficient educational services delivery by the year 2005. This innovation calls for continuing education on the part of all teachers who are the protagonist in the drama of education for the change and creativity.

It is therefore incumbent upon the teacher to work with the dedication and vigour to produce a vibrant human resource base for the nation. Without properly planned education system, it will be difficult for every nation to enter or remain in the current technological age characterized by rapidity of change. In fact, our present society requires skills deemed necessary for survival, coping skills for day-to-day living, skills for interpersonal relationships and skills for social change which include understanding and being able to work with community power structures, dealing with conflicts, and participating in community problem-solving.

The need for teacher professional development in Ghana can best be comprehended when perceived against the background of the calibre of teachers in most primary and Junior High Schools. Some schools in the deprived communities are staffed with pupil teachers who do not have mastery over the content of the syllabi. For example in the East Akim Municipality, there are 136 pupil teachers. At the primary level, since teachers are assigned to individual classes, they are supposed to teach all subjects on the time table. Even some professionally trained teachers who do not have command over certain subjects areas tend to skip some topics in the syllabus. For instance at the University of Education, Winneba and the University of Cape Coast, the Basic Education Department makes students teachers to specialize in either Primary or Junior High Education. With this specialization, teachers are trained to master various subjects in both content and methodology.

The aim of continuing professional development and for that matter, continuing education for teachers in the broadest sense is to enhance the quality of life in all its personal and social dimensions. Continuing education plays an important role in the process of helping adults become autonomous learners who can achieve control over their own learning.

The teachers' role in education- related community involvement is essential to their full development as professionals. In other words, the central tasks of enabling people to learn cannot be undertaken fully unless teachers are train to stimulate participation in educational efforts.

It can be said that teachers perform a variety of roles in the classroom, school and in the society. Their role behaviour is determined by the nature of their personality, experience and teaching situations in which they find themselves.

However expectations predict behaviour. The teacher is presumed to conform to expectations for his position. People who hold expectations exert pressures on teachers for compliance. The role of professional development is to help teachers keep abreast of the requirement that an ever- changing society imposes on them.

From the above definition and descriptions, it can be inferred that continuing education embraces all forms of educative experiences needed by men and women according to their varying interest and requirements, at their deferring levels of comprehension, ability, changing roles and responsibilities throughout life.

One can therefore conclude that continuing education in today's world holds the key to several doors and opportunities. This reinforced by the changing nature of society which requires virtually all citizens to gain new skills and intellectual orientation throughout life. Most working adults, including teachers who are the oil that lubricates the engine of education delivery, are caught up in this web. Failure to constantly learn to keep up with change renders one obsolete.

2.4.0 Motivation to Learn and Job Satisfaction

Motivation according to Macmillan (2002) is a feeling of enthusiasm or interest that makes one determined to do something. According to the Britannica (2003) motivation is made up of “...factors within a human beingthat arouse and direct goal-oriented behaviour.” P.103, Motivation deals with the issue of why people do the things they do. According to McConnell (1986). It is ...’series of questions you ask about why people think, feel, and behave as they do” (McConnell 1986; 263). It is that which energizes them to act or keep striving or persist in the face of all odds. Motivation is what arouses and energizes people into action and sustains them. Motivation could be intrinsic or extrinsic. Intrinsic motivation emanate from the individual whereas extrinsic motivation stem from social/environmental factors. The extent to which motivation is intrinsic, however, is difficult to ascertain, since it is difficult to determine the level of the role of nature in facilitating those intrinsic values.

Self-concept is a major intrinsic drive in needs satisfaction. Individuals differ in their sense of self-determination and control. Some people are convinced that what happens to them depends on their own actions; that their choices, decisions and abilities govern whether outcomes are good or bad, successful or unsuccessful. People who think this way are said to have internal locus of control and a string mastery orientation. This is a belief that success stems from hard work, and that failure is usually a condition that can be overcome through working harder and with greater effort. A primary benefit of this orientation is a sense of having the ability to do well in a variety of situations.

Individuals with internal locus of control have a positive self-image, and are thus prepare to persist even in spite of any difficulty. On the other hand, individuals who exhibit external locus of control feel that faith or others have an influence on what happens to them. They perceive themselves as not

having the ability to achieve because their efforts have not led to regular success. Instead of mastery, they develop a sense of learned-helplessness, a feeling of having little ability and therefore no reason to initiate effort at doing well (Dweck and Elliot 1983). Dweck and Elliot (1986) argue that belief about competency has shown a powerful bearing on academic achievement, participation in athletics and other social activities, popularity in self-esteem.

Adults with internal locus of control developed from childhood usually have a good self-concept, recognize choices in pursuing goals and so have a strong motivation in participation in adult learning. In contrast, adult with external locus of control are caught in a vicious cycle of self-fulfilling events, anticipate failure and rationalize that they have little control over what happens. They are likely to expect failure on tasks found to be difficult in the opportunity to work on them. They lack competence. Such adults may not even be aware of various ways of doing well and thus will not involve themselves in adult learning.

It is argued that ‘competent adults are those who grow up in families in which they are encouraged to take on appropriate responsibilities as children, invited to participate in family discussions, encouraged to be independent, and in which parents are available to provide clear consistent discipline’ (Bukatko et al 1995 p.448). Adults with positive childhood experiences have a positive self- image, have belief in their own abilities and will participate in learning in adulthood. Bloch thus stresses the importance of how the individual sees the self and how such perception can influence or affect his/her decision to participate in adult learning.

This argument by Bukatko et al (1995) calls to question Knowles theory of self-directedness. This is not to say, however, that Knowles theory is totally false. The point being stressed is that some adults are self-directed and therefore do not need to be “forced” to learn. On the other hand, adults who lack self-confidence do need to be encouraged to engage in adult learning. On the issue of self-concept, it is argued that acceptance of age-related stereotypes about learning ability is disincentive to participation. Adults who see themselves as too old to learn will not accept to participate in adult learning. However, those who accept that they are not too old and that learning can still occur irrespective of one’s age are well motivated to participate in educational activities (Darkenwald and Merriam 1982).

Clearly, the individuals’ perception of him/her is a major determinant in participation or non-participation. For that matter, the promise of increasing or maintaining their sense of self-esteem or pleasure is a high motivating factor for learning: An assumption that is related to Maslow’s theory of needs achievement. The implication is that teachers would be highly motivated to participate in continuity education if they are convinced it would make them attain a well level of self-esteem.

An important concept in this study is job satisfaction. A satisfied teacher stands a greater chance to like his work. To some extent he might have achieved the goal or aim he sets himself when taking up the teaching appointment or career. This in turn may suggest that he is prepared to remain in the job and to improve upon his job prospects through continuing education.

Job satisfaction is a very important occupational index and goes to hamper or enhance output in many ways. Bame (1991) in his estimation views it as a multidimensional phenomenon. To him, it comprises a complex set of variables, which operates to determine a worker’s attitude towards work. A worker may be satisfied or dissatisfied with his job for various reasons. These reasons may range

from lack of interest, wrong motives for working, dissatisfaction with wages, salaries, fringe benefits etc. In their contribution to dimensions of job satisfaction, Hersberg, and Synderman (1959 cited in Mensah 1996) studied the work experience of about 200 workers and discerned that achievements, recognition for achievement, work itself, responsibility and advancement seemed to be the major determinants of job satisfaction. These parameters are classified as intrinsic factors.

Determinants which are more related to the environment and not the job itself are termed extrinsic factors. These include company policy and administration, supervision, salary, inter-personal relations, work conditions etc.

Bame (1991) also states that job satisfaction emanates from intrinsic and extrinsic motivation. The third factor which is a general job satisfaction generates from the combination of the two factors.

Teachers' job satisfaction and dissatisfaction have been a popular area of study Joyce et al (1976), at the end of his study came out with the assumption that teachers who perceived the behaviour with the teaching situation. On the other hand those whose perceptions have not been consistent with expectations were more likely to be dissatisfied.

Another very important determinant that has been observed to influence job satisfaction is the perceived potential of a job to satisfy the important needs of a worker. Jones et al (1980) maintains that individual workers whose needs were relatively stronger than the potential of their occupation to satisfy those needs would more likely be frustrated and obviously less satisfied with their job.

2.3.7 Conditions Promoting Adult Learning

Motivation for learning varies according to individual's interest because individuals have different needs and aspirations. Some adults may wish to develop skills in their work from which they derive satisfaction and recognition, whilst others may also want to enhance their social standing to gain a sense of importance and feel the learning to achieve such ends. Yet others may want to learn to make good use of their leisure time, others may also wish to become informed citizens (Bown and Tomori 1979).

Adults therefore enter educational activities with specific problem that they may encounter or might have encountered while performing specific social roles and for which they want solution. This tallies with Knowles (1980) concept of adult learning, which specifies that adults have immediate application of the knowledge they gain. As a result adult orientation towards learning is often performance-cantered. It can also be argued out that adult's education programmes to be successful, both the programmer and the learner should marshal forces to identify needs and develop a programme to satisfy the needs. If on the contrary, such a programme would offer narrowly focused elitist courses or content and therefore attract only learners whose preference match those of the programmers.(Brookfield 1986).

Knowles (1980) express his agreement with Maslow who classifies the hierarchy of needs into physiological and psychological needs. He says that the physiological needs are basic and their satisfaction is fundamental for the satisfaction of needs higher on the ladder. Knowles assumes that the highest human need is self –actualization and that we work at it until we die. To harry stack Sullivan, the deepest human need is for self-esteem, and that each of us has an obligation to help one another achieve and sustain it.

One can say that these needs have relevance to education because they provide the deep motivating springs for learning. They also prescribe certain conditions that the educators must take into account if they are to help adults to learn. To Knowles (1980), an education need is something people ought to learn for their own good, for the good of an organization, or for the good of society. It can be viewed to be gap between their present level of competencies and a higher level required for effective performance as defined by themselves, their organizations, or society.

According to Knowles (1980) there are some incentives which inspire adults to learn. He continues that these include what adults want to gain, what to be and what to prevent.

The adult learner must be aware of the inadequacy in his established habits, and learners may become defensive when they are faced with this. Motivation must be harnessed to “internalization” and learners must be guided to see any personal deficiency in combination with the means of remedying it. To Knowles (1980) the conceptual core of andragogy is the idea that the attainment of adulthood is concomitant on adults coming to perceive themselves as self-directing individuals.

Knowles again argues that adults have deep psychological need and are self-directed is quite true. They have a pool of experience, which serves as a resource when they are learning. However, it is also very obvious that motives for participating are not absolutely unselfish. Though adults participation is apparently affected by internal factors like attitudes and ambitions, they are nevertheless influenced by conditions that helps to determine whether education in general or a particular activity is pleasant or not; or suitable or unsuitable. The conditions include values and

habits, and the social group to which they belong, the economic structure of their society, and sometimes even features of the education system.

Thus adults would participate in education not necessarily because of any internal need or drive, but rather by forces outside of the individual. An individual will go to the golf course, retired individuals may take tennis lessons and others may join book clubs. None of such activities is job or problem-related. But more often than not, adults seek out learning experience to cope with life-changing events. This may include marriage, promotion and retirement (Merriam & Caffarella 1999). By implication the more life-changing events adults face, the more likely they are to seek out related learning experiences. In other words, learning may be a coping response to significant life changes for many people. The government policy that for one to qualify to teach in the junior high schools in Ghana, one must possess a diploma that would make teachers to pursue further education if they find themselves threatened with redundancy.

Though Merriam & Caffarella argues that people who are highly educated are more likely to seek out for learning opportunities as opposed to other coping options, it is important to note that the impulse to learn something in response to a life-changing event is to some extent general. The subject that a person suddenly desires to learn may not necessarily relate directly to the change that sparks the desire. Predictably, however, adults usually will seek out and respond best to learning experiences that they perceive as directly addressing the changes that face them. Thus if a change is primarily-related, a learner will be more motivated to learn. Once the adult is convinced that the change is certainty, he will engage in any learning that promises help for him through the transition. Though immediate utility is most often the motivation behind adults learning efforts, it is not the only motivation. For instance, some evidence suggests that adults are more likely to engage in job-skills

training if they see it as relevant to their lives as well. Adult learners are also motivated when the course appeals to their personal growth.

A newer sub field of adult learning sometimes referred to as feminist pedagogy suggests that emancipation from domination is a strong motivator for women. Much as this field is related to feminist issues, the idea may have a wider scope. The argument is that line employees who are enthusiastic about team training and participation techniques are motivated, partly because they anticipate liberated dominance of management in the work place (Uehling, 1996). In the same vain a teacher will seek continuing education in order to be free from domination and intimidation of the head and others of higher qualification.

In participation research, the general assumption is that there exist general patterns of behaviour. Therefore its quite easy to identify and discuss them. In a study conducted by Houle (1986) and cited in Merriam & Caffarella (1999) identified three main types as he explored the background of learning of his subjects to determine factors that made them to continuing learners, and how they view themselves. Houle's study came up with a three-typed classification of participants.

He termed them the goal-oriented and learning oriented. His studies indicated that the goal oriented see and use education as the means to achieve clear-cut objectives. For example, there are individuals who have set certain objectives and they see education as the only means by which they could achieve such objectives. The activity oriented see education as an activity, one which people must engage in, whereas the learning oriented engage in educational programs for the sake of learning to acquiring knowledge. They learn for the sake of learning.

Houle's(1980) study became the basis for further study in the field of adult participation. In study conducted by Boshier and cited by Merriam & Caffarella (1999) he came up with a six-factor solution that extended Houle's three types. They include the following:

1. Social relationship. This factor reflects participation in order to make new friends or meet the opposite sex.
1. External expectations. These participations are complying with the wishes directives of some else with authority.
2. Social welfare. This factor reflects an altruistic orientation; learners are involved because they want to serve others or their community.
3. Professional advancement. This factor is strongly associated with participating for job enhancement.
4. Escape/stimulation. This participation is indicative of learners who are involved as a way of alleviating boredom or escaping home or work routine.
5. Cognitive interest. These participants, identical to Houle's learning oriented adults, are engaged for the sake of learning. (Merriam & Caffarella 1999:54).

It is implicit from the above that motives or what motivates people to participate in an activity is complex. Why one person may have only one of the above mentioned factors another may have more than one, or even all of these. Thus why a particular motive may satisfy a variety of activities a particular action may be the results of many motives. Cropley (1989) argues that behaviour adopted by an individual may be due to a combination of factors which go beyond just the presence or absence of a particular goal, and whether the program available is suitable or not. He noted that the "factors including attitudes to learning and oneself, priorities for the use of time, beliefs about the importance of schooling..." (Cropley 1989:45). He argues that readiness to adopt certain course of

action is influenced by the perceived 'cost' involved and the benefits expected to be obtained. One can deduce that the individual perception of the outcome of the learning processes will determine his attitude to the learning task. If he/she perceives that the result of the task will be valuable and satisfying, he will develop a positive value for it.

Apart from learners' internal factors, it also noted that the education system itself may have characteristics that will either motivate or de-motivate the adult from taking part in adult education. For instance the geographical location of the learner from the institution or the cost associated with participation in the program might hinder the adult in participating. Cropley (1989) identifies the cost as including finance, loss of time and separation from family, among others. Taking note of other adult commitment, the adult choosing to participate in educational programmes must really value the outcome.

Like any adult education programme, factors that influence individual's participation in distance education are diverse and complex. Studies conducted in different countries identified various factors. Some of the identified factors include promotion, salary increase, and job security, status enhancement, obtaining a degree, and updating knowledge. In one of such studies conducted in Kenya, it was noted that teachers who participated in the distance education programme were "highly motivated by the monetary benefits that follow enhanced qualifications and status". Kinyanjui (1992:121). One thing noted from his study is that even though the participants' status will be enhanced it is not as much a motivation to them as the financial benefits that will occur after undertaking the programme. This observation is confirmed by another study conducted in the United Kingdom on individuals who enrolled in the distance education programme run by the UKOU. In this

study Prescott and Robinson (1993) noted that participants were motivated primarily because of the significant salary increase.

While financial gains might be a factor, it is worthy to note that there are other factors identified in other similar studies. Participants stated that they were motivated by the fact they would improve their qualifications and thus obtain promotion to higher teaching positions. This was highlighted in a study conducted by Harris (1987 cited in Evans & Nations 1992). All interviewees stated that they enrolled on the programme to enhance status for subsequent promotion. Harris was disappointed at the fact that none of the participants who were interviewed stated that they felt the need of some new thinking about education. Strangely, while teacher education providers have high academic intentions in mind and are concerned with providing teachers with knowledge, skills and values commensurate with being good teachers in contemporary circumstances, participants are more influenced by status enhancement and financial gains. All participants engaged in distance education had at least one external factor influencing their participation. According to Teas (1992), research shows that unless students are provided with something tangible upon completion, such as certificates or pay increase they are unlikely to be motivated to participate in and complete a course of study. With such a report, one is tempted to question the concept of adults learning voluntarily, or even the issue of learning for the sake of learning. Clearly, the initial stage of learning has instrumental orientations, after which the adult becomes self-directed. On the other hand, however, a retiree would participate in learning and complete an adult education programme and be very content with just that.

In his critique of andragogy, Elias (1979) points out that there are good grounds, for maintaining self-directedness which is autonomous control over aspects of work life, personal relationships, societal structures and educational pursuits is an empirical rarity. A review of cultures throughout the

world reveals that most social structures are rigid and hierarchical and they place a primary on the subjugation of individual options.

According to Miller (1966 in Bown and Tomori 1979), the adult learner and for that matter the basic school teacher in this context must be adequately motivated to change his behaviour. He must find interest, enjoyment, relevance and use in what he is learning, and at the end must be convinced that what he has learnt needs action.

Working with the adult must be within his level of achievement and giving him a sense of progress. To achieve this, effort must be made to meet the adult learners' (teachers') need for security, recognition and self-respect .

In this context, it can be concluded that distance education can provide a broadly, flexible, and reliable alternative or complementary education to a residential face-to- face system. It can also satisfy the increasing demand for higher professional, academic, and career development objectives of all teachers in Ghana.

2.2.3 University of Cape Coast, Centre for Continuing Education (CCE)

The University of Cape Coast established the Centre for continuing education (CCE) in 1997 and placed under the office of the Vice-Chancellor. CCE was created primarily to mount all the viable programmes of the University on distance as a direct response to the new challenges facing tertiary institutions in Ghana, namely: infrastructure limitations which restrict the number of qualified applicants to be enrolled and the need for more qualified teachers in the basic schools. The vision of the Centre is to be worldwide acclaimed Distance Education centre with a total student population of 40,000 by the year 2010. It aims at adopting the available ICT expertise to train professionals for

education, industry and commerce for accelerated national development and provide opportunities for applicants who qualify for admission to universities in Ghana but not offered the chance due to constraints in physical facilities via the distance mode. The centre's programmes are currently three-tier in scope, namely; Three-year Diploma in Basic Education, Commerce and Management, Two-year Post-Diploma in Basic Education, Commerce and Management and two –year post graduate programme in Med in Basic School Management and administration, and Masters in Business Administration (MBA). At present, the centre is running the following programmes: Diploma in Basic Education for duration of 3years, diploma in Commerce for duration of 3 years and Diploma in Management studies for duration of 3 years. Since October 2005, the centre mounted its post diploma – degree programme in the following areas, Post –Diploma degree in Basic Education for 2 years, Post – Diploma Degree in commerce for 2 years and Post- Diploma Degree in Management for 2 years. The enrollment of the centre increased from 3,302 in the year 2002 /2003 academic year to 7,444 in the 2010/2011 academic year. Over 3,250 students. The centre has opened study centres in all the regional capitals of the country.

2.2.4 University of Education Winneba, Institute for Educational Development and Extension (IEDE)

University of Education, Winneba (UEW) took off in 1998 as a result of assistance from Department of International Development (DID) by admitting the first batch of 196 students to pursue Post –Diploma Bachelor of education (B. Ed) degree in four subject areas namely; English Education, Life skills education, Mathematics and Science education. In 2000, 102 students were admitted. Over 90% of the first batch of students has successfully completed the program. Only qualified teachers are eligible for admission. In 2002, UEW introduced a 3 –year Diploma program in Basic Education (DBE) aimed at improving academic and professional skills of basic schoolteachers. About 1,300 primary and junior secondary school teachers enrolled in DBE, and additional 3,000

applied in early 2003. The program provides print based study at materials, monthly face- to -face tutorial; sessions at seven 23 study centres, a three- week on campus sessions at the end of the course, and opportunities for participants to apply their learning in their classroom in practical project. With a modest beginning of 196 students in 1998, the centre has turn out about 23,262 participants. These highlight the need for expanded distance education provision. The distance education unit for University of Education, Winneba is known as Institute for Educational Development and Extension.

2.2.6 Social Change and Teacher Professional Development

The role of the teacher in education delivery is undoubtedly visible in the classroom and in the community. There are also social expectations that society has for teachers. Remarkable, continuing education of teachers has a bearing on the success of the profession. According to Hoyle (1969) the role of teachers in the education enterprise is a pivotal one . Teachers play both social and professional roles in education delivery. The professional role of teachers is greatly seen in the school and classroom environments. Within the classroom setting, Teachers enjoy relatively high degree of autonomy. This affords them a considerable amount of freedom regarding the prescription of what they teach and the techniques, methods and strategies they adopt in the teaching – learning situation.

In the classroom, the teacher has two fundamental set roles. One corresponds with the major functions of instructions, socialization and evaluation. The second has to do with motivating pupils or students, maintaining control and generally creating an environment conducive for learning. These are called facilitating roles (Hoyle 1969).

However, the two sets of roles may be performed at an instant. For example when a teacher enters a disorganized classroom where he is to teach, he first perform facilitating role by maintaining order before going on to display his instructional role.

In Ghana, the teacher mainly perceives the education of students as his primary role while perceiving other roles as secondary. However the educational role is undermined in scope and becoming increasingly more complex as a result socio-economic and socio-political development in contemporary times. It is upon this score that teachers need to be abreast with the times if they are to maintain a high level of confidence in themselves and in others. In a situation where teachers have low levels of general education by being untrained or inadequately, they are likely to lack confidence and ability in undertaking activities other than those which involve familiar and 'safe' teaching routines (Dove 1986).

Terstein and Neville (1985 cited in Evans & Nation 1992) attest that the expected roles of the teachers are the set of expectations that are held for teachers' behaviour by both teachers and other persons. According to them, teachers are expected to live above reproach such that their conduct reflects law, custom, habit, desires and theories concerning their professional activities.

To Hoyle (1969) the teachers role manifests a position, a pattern of behaviour associated with position and a pattern of expectations held for the occupant of a position. Considering Hoyle's position, it can be said that teaching is a specific entry. There is a code of ethics governing the performance and conduct which teachers are to comply in making it incumbent upon them to act in a prescribed manner and not carelessly to bring the profession into disrepute. The Ghana education service (GES) therefore has a professional code of ethics for teachers which define the limit within which they operate.

Knowles (1975) also believes that teachers should be facilitators of learning. This is what Lynch (1977), term 'knowledge broker' whose task is to arrange the interest of client and bring them into contact with the resources available. The teacher then becomes an educational 'consultant' or 'coordinator' of learning activities.

The traditional view of education is that it takes place in schools and that it occurs during childhood. This perception however is outdated. As McClusky (1974, p.33) put it, “continuous change requires continuous learning”. What is said to be particularly important in contemporary life is that people should be able to adjust effectively to rapid and pervasive change which is occurring and is likely to continue.

According to Cropley and Dave (1978), the kind of skills, knowledge and attitudes teachers are now expected to promote in students have greatly changed. The change has been from the familiar task of deciding what children ought to know to that of presenting a set of experiences in that transmitting this information to them and finding out how well they have carried out the assigned learning task. Teachers are to be fostering masters of the general principles of knowledge in students rather than formerly presenting them with information. This role requires that teachers develop in students, skills for locating information as and when needed and using it for particular purposes rather than storing up knowledge which is thought to have likelihood of being used in the future.

According to Agbenyega (1990 cited in Antwi 1992), the quest for universal basic education has become politically fashionable in most countries in Africa. Ghana is committed to the free Compulsory provision which states in part that the year 2005 was earmarked for every school-going age child to be in school. The current population growth rate of about 2.7% per annum, (Ghana Statistical service 2002) calls for high demand of competent teachers for the attainment of the objectives of the FCUBE which includes quality teaching and learning.

The UNESCO International Conference on Education (1975) posits that generally speaking programmes for teacher training ought to achieve the following objectives;

- I. Relate to roles and functions expected of teachers today and prepare them not only for their instructional role but also for the variety of roles and functions demanded of them by the

society and the development of education. Teachers are now more involved in various co-curricular activities and should be prepared to forge ahead so that they will be able to combine teaching and up-bringing in the single process of developing personality.

- II. Prepare teachers to use effectively to the benefit of learners all the facilities and resources offered by the social and cultural environment.
- III. Give an opportunity for student teachers to experience their new roles and functions during the training period. Teacher training must include giving trainees responsibilities in the administration of teacher education institutions. Closer links must be established with various educational institutions. Practical training to be encouraged to develop the student teacher initiative, responsiveness, resourcefulness and adaptability to change in society.
- IV. Provide for and ensure students teacher' personal and professional development. They will then be prepared to continue their education and development in the future either by self-education or by seeking to attend courses or in-service training and also prepare them to develop the same aptitudes in their pupils.
- V. Include adequate provision for general and professional development, both theoretical and practical. Specializing should be up-to-date and inter-disciplinary in character and cover not only the facts but also the fundamental concepts, principles, structures and subjects. Students would acquire an inter- disciplinary framework within which they can continue to gain new knowledge independently during professional life taking account of the latest account of the latest development in the field of their specialization.
- VI. Include ample provision for professional development, both theoretical and practical including introduction to problems of educational research and its application to elements of experimental techniques in education. This would facilitate teacher participation in training and research.
- VII. Prepare the teacher for effective use of education technology, including the media for mass communication.

It can be said that for teacher's role to be efficient he should be equipped with knowledge and skills. He must have positive change in attitude that would make him to be more effective to positively cauterize pupils to become useful citizens to themselves, society and the whole nation. The flood of new knowledge constantly makes existing theory and practices obsolete. As the occupation of highly privileged and protected role, the teacher must feel a sense of obligation to his clients and society to keeps his services at the highest level (Houle 1971).

Anderson et al in Colloids (1971) states that post-secondary education alone does not determine the quality of a teacher. Teaching experience invariably is also a crucial factor. They further argue that teachers with more teaching experience tend to develop strong instructional skills and manage their class more effectively.

Simmons(1980) supports the view that pupils learn better from experienced teachers. Dove (1986), commenting on studies carried out on the effects of the length and level of teachers educational qualifications on pupils achievement says the studies do not show whether it is the number of years spent on schooling or the level of the subject matter competency or both which makes a good teacher.

According to Dove(1986) it can be assumed that just because a person had a secondary or a tertiary education necessarily makes him a good teacher, but he also argues that a good general education helps teachers to understand the structure and content of the various disciplines and subjects of the school curriculum.

This assertion supports the claims of Jessup (1969). He states that a practicing professional establish his mastery of the concept of his own profession. Even the structure of the profession has not change; basic theories underlying practice have been altered drastically. He argues that just as students cannot achieve what they have not been taught, teachers cannot teach what they do not know. The teacher being a practicing professional need to continue his study of the basic disciplines which supports his profession.

It can be said that the effectiveness of a teacher increases with higher levels of professional and academic qualification and training. Relevant teacher education should therefore be aimed at developing knowledge on one-hand and teaching skills on the other. In the words of Antwi (1991), the ultimate condition of teacher education should be university training and eventually degree status for all categories of teachers as a basic qualification.

Lawson(1987) reiterates that pre-service training alone is not sufficient to equip teachers for a whole career. He contends that in the past, the teacher was trained in basic principles, theory and practices to enable him cope with the task of classroom management. Owing to the present change in the culture of schools and development in science and technology, there is a growing recognition for a continuing process of education and training throughout the career span of the teacher.

Writing on the relationship between educational reforms and teacher, Bar & Sloma (1973) argue that continue learning is important if teachers are to be in tune with future changes in society. They further contend that not only is continuing learning necessary for teachers to update themselves, but also because they have to acquire new skills in unforeseen areas after their initial training.

It's well appreciated that without a class of well-qualified, equipped and motivated teachers educational programs would not likely attain appreciable level of success, no matter how structured it is. The availability of excellent tools and resources such as textbooks and well-planned curricula without the input of good and effective teaching very little results would be achieved. It is recognized that qualified and well-trained teachers constitute a critical and significant factor in education delivery.

The teacher should constantly learn in order to be able to accommodate changes or reject them. The teacher in this era should always seek meaning for his existence and survival. The continuing learning and search for meaning by the teacher however, depends upon the satisfaction of his felt

needs. The needs satisfaction or needs reduction serves as an incentive for his continuing learning. In the words of Jessup (1969) “a man cannot achieve or even discover the potentiality of which he is capable of unless he continues to learn”. P. 56.

Contemporary society is characterized by acceleration of change. It must be admitted as a permanent feature in all societies throughout history. However the rate of change in the contemporary world is unprecedented in the annals of history. Innovations which remain slow through several generations in the past are now accomplished within a single generation. Whilst cultural change was slow in several life spans, the opposite is the case today. Several cultural changes occur within a single lifespan in modern times, which makes knowledge and practices of yesterday obsolete today and meaningless tomorrow. It's therefore necessary for much adjustment to be made by the teachers in this era in order to cope with changing trends.

Education in the world Bown and Tomori (1979) is an instrument for economic development. Education could provide the manpower needs at all levels to increase output by training people in the needed skills, and it could influence attitude towards work, productivity, profit-making etc. Continuing education of teachers is therefore recognized as having a contribution to make towards economic development.

To support this development, Collins (1999), argues that continually improving performance occurs in continually improving systems staffed by professionals who are continually improving. Hence, for a teacher to have improved performance in his work there must be continuing education.

To recap, continuing professional development for teachers could facilitate their academic and professional growth and development, increase their awareness of the need of the significant changes in our culture and society and enable them to contribute to such changes. Continuing professional

development would also increase the teacher's knowledge and development-conceptual or theoretical understanding across a broad range of contents, concepts, principles and methodologies.

In addition, continuing professional development will increase teacher's capacity to solve everyday problems and fully participate in the activities of the society in which they live. It will also lead to development of competency and mastery of specific knowledge and skills so that they can meet standard and expectation in society.

2.2.5 The Role of Unions in Teachers Professional Development

Despite the common belief that Unions are more concerned with the salary, compensation and benefits of its members than with their growth in the profession, several National and Local Teachers' Unions are working to change this perspective. For example, in Canada and the USA, many 'teacher unions' professional-development strategies focus on helping teachers to respond to policy demands especially when these demands have been given by policy –makers who do not offer specific technical explanations or support to implement them. (Bascica, 2000).

Over the years, Teacher Unions have provided three different types of professional development for their members .

- Traditional staff development; this is where unions provide resources for national conferences, local speakers and workshops.
- The new unionism (Bascica 2000); this consists of the development and support of new initiatives in order to help teachers to cope with new social and political realities. Examples of such initiatives are projects that allow teachers to be more involved in educational decision –making, as well as in programme of induction, mentoring and action research.
- Organizational involvement as professional development: this is more individualised and teacher initiated. Teachers who identify a need of professional nature usually contract their

union for help and support. They tend to be informal opportunities to learn something about the administration and political dimension of teaching rather than classroom oriented. For example, a teacher who develops a peer mediation programme in his or her school would like to see it implemented in other schools in the district.

2.3.8 Participation of Adults and Distance Education

Adult education is very broad and amorphous field of practice. It has no clearly defined boundaries in terms of when an adult qualifies to engage in it or not. The scope is so wide that it is not easy to categorize its clientele. Adult learning takes place in a wide range of setting, which starts from the home, community, the church and the formal institutional settings (Bown and Tomori (1979).

Participation in adult education is largely a voluntary activity, thus adults are not compelled to enrol in it. The main reason for this assumption is that, the adults are major individuals who know their needs and satisfy them. They therefore have the liberty to decide if they want to satisfy a need or not (Merriam & Caffarella 1999). Participation has been at the heart of all adult education providers. Questions that often border adult education providers include the following: why does the adult engage in adult education? What influence their participation? These are some of the questions that providers and policy makers have sought to answer over the years.

Various studies have been conducted in the field of participation. Most participation theories argue that participation is a voluntary activity and that the adult learner engages in the activity to meet his/her specific needs and goals. On the basis of this assumption scholars argue that adults could be ordered into a classroom and prodded into seats, but they cannot be forced to learn because they do not have any need for that learning. On the other hand, when adults see the need or a desire to know or learn something new they are quite resourceful and will go any length to acquire the

knowledge or skills so desire. This is emphasized by Knowles (1980) who posits that adults are self-directed and have a rich resource for learning. Knowles adds that adult are aware of specific learning needs generated from real- life events such as marriage; divorce, taking a new job or losing a job , among others. This theory of voluntary participation, it is argued by some, would not encourage adults to involve themselves in learning (Darkenwald & Merriam 1982). The issue is that in some cases, it takes another individual to draw ones attention to the relevance of some new information and its potential usefulness to one.

2.4.3. Factors Hampering Adults Desire to Learn

In adult learning as in the case of continuing education of teachers, reference would be made to McClusky's differential theory. The basic premise of this theory is that the adult individual has the potential to learn but this has been grossly under-estimated. He treats this theory under interaction, dynamics and personality change.

According to McClusky (1970 in Knowles 1975), how learning takes place has been explained by the Stimulus-Response (S-R) formula. According to the S-R formula, learning occurs if we can associate or connect a new stimulus to a response or a new response to a former stimulus. In each case, a change has occurred and when there is a change, it is said learning has taken place. However, it can be argued that not all changes are learning. For example stealing involves a change in behaviour but it is not learning.

The presumption is that if we knew enough about the change, we could predict the magnitude and direction of the response. Or if we knew enough about the response, we could retroactively reconstruct the characteristics of the stimulus which was originally responsible for its arousal, The S-

R scheme works fairly well as long as learning is confined to simple kinds of learning. But it encounters severe difficulties when learning is more complex and the learner is more mature.

It can therefore be understood that the S-R-paradigm offers a much better explanation of the mechanical of early childhood but woefully fails to explain the complex learning of the adult years. This can be explained with the view that the raw physical properties of the stimulus are not sufficient to account for individual differences in response.

To McClusky, something more which he called the intervening variable 'O' that is the organism or learner, the one stimulated and the one responding should be inserted.

It can be agreed upon that the deficiencies of the original S-R is that it over-simplified the highly complex nature of the learning process. By over emphasizing both the S-R as well as their external character it has reduced or even ignored the unique importance of the learning variable 'O' as the agent receiving and often originating the stimulus as well as the one giving the response. The insertion of the 'O' between the stimulus and response making is stimulus-organism-response (S-O-R) reinstates the learner as an indispensable factor in understanding and influencing the learning process.

McClusky advances that for learning to be effective, it should not only be confined to the relationship between the S-O-R both also are dynamic in nature. Using the concept of margin to explain this concept, he noted that margin is the excess strength, resources and capacities the learner has to offer considering his load (which are the obligations demanded from him by himself and society against his power, abilities, time, capacities, possessions and positions). So when the learner has excess time, abilities, capabilities, possessions, just to mention a few, he is likely to subject himself to learning.

According to McClusky the adult organizes life around several commitments. The adult may therefore show the tendency to resist learning. It is not that he has lost the capacity to learn or does not want to learn but because of these commitments. Such an adult would be much more likely to learn if commitment could be eased. When this is related to teachers with the GES it is obvious that one who enjoys study leave with pay is likely to further his education as opposed to the one on study leave without pay.

It is speculated that adults lose their capacity to learn as they age. Reviewing literature, there is credible evidence to believe that whilst cross-sectional studies depict decline in intelligence as one ages, longitudinal studies depict the opposite. It can be argued that other factors including cognitive ability have an effect on learning. Therefore, it is not wholly true that adults lose intelligence as they age.

Society considers schooling as a task for children. The major task of the adult is to get a job and work. Therefore, society's expectation and the individuals' expectation is that adult schooling is not in the dictionary of activities. To support this it has been observed that adults in their late forties and fifties in the country's universities are teased by younger ones who christen them as "senior citizens". Such developments are at times very embarrassing to the adult.

The adult can overcome this if and when he perceives studying to be as much a part of life as his occupation and obligation to his family. This would make him to be much more likely to achieve a higher level of intellectual development. It can be argued therefore that the adult has the potential to learn but needs self and societal support to bring the potential into realization.

The sense of discovery as observed by McClusky (1970) seems to get lost in adult years. When the sense of discovery begins to recede, most adults do not want to learn because they claim to have a lot of experiences. To relate this to active long-serving teachers in Ghana, some think they have a lot of experiences in the teaching-learning situation hence they have no motivation to embark upon continuing professional development.

Looft (1970 observed by Apps 1979), believes that any model for understanding the development of human beings throughout the life span must take into account the cultural, social, mental, biological and historical development of humans. As he views it, no longer should developmental psychologists focus so exclusively on ontogenetic age functions; each new generation will manifest age trends that are different from those that preceded it, and previous empirical endeavours are reduced to exercise futility. Agreeing with Looft, Neugarten and Datan (1979) are to view that time would be one way of integrating life span work. They suggest an integration of three kinds of time. (1) life time – individual chronological age (2) social time –the system of age grading and age expectation that shapes the life cycle (3) historical time – the succession of political, economic and social events that shapes the settings into which the individual is born and make up the dynamic, constantly changing background against which his life is built.

Considering the findings of some researches it can be generalized that as human age, they become less efficient in some respects. Again, it is easy to conclude that because one functions less efficiently as one gets older, one cannot learn as well – or, for that matter do many other things as well. This line of reasoning faulty, indeed, some functions, particularly those that deserve physical skills and dexterity, may be less well performed as one gets older but other skills may be performed considerably better when one is older. For example situations requiring experience in decision-making or situations that call for good judgment.

The senses of human being tend to grow weaker as they get older. This happens at different rates with different people. Some people do not need glasses at age 80 while others do at age 12. Yet as we look at large groups of people, research suggest that visual efficiency declines rapidly after 40. Likewise one's ability to hear decrease with age (presbycusis). In any teaching-learning exercise there comes a point at which the learners have to rely on memory. One disadvantage older person have over younger one's is that their short-term memory, which involves the receiving retaining and using of information within a very short period of time, is more easily disturbed. Many people find that as they grow older, their short-term memory is less effective, apparently because it is more subject to interferences by others happening in-between receiving the information and making use of information.

It can be said that the attitude of many adults towards formal learning is one of indifference. To quote Bown and Tomori (1979:33) "Adults may have painful memories of school; they may think education have no relevance to their lives, they may be afraid that they have lost their capacity to learn". Closely linked to the adult's motives for not pursuing further education are the kinds of obstacles, which gets in the way of participation. Kelvins (1976) listed three obstacles which prevent motivated adults from participating in programs as:

- I. the individual
- II. the course content and
- III. the social environment

According to him obstacle from individuals includes lack of knowledge about the course, lack of confidence and lack of time. With the course contents adult may not be interested in the subject matter of programs pursued. In relation to the social environment, it can be said that adults go through life in a series of changing social roles. For instance a person in the social of a father is

expected to behave in a way as his child grows up, and he learns to expect this behaviour in himself. In West African traditional society and for that matter Ghana as a person grows older, he commands greater respect from his children and for other members of society.

2.3.9 Distance Education in Selected Countries

Distance education at various levels has been used in several countries to provide education to different group of learners. Over 60 years ago, Latin America adopted distance education, which evolved in relation to technology advancement. In Latin America radio was used to support correspondence education. The Catholic Church started radio schools in 1964 (Chacon 1999). They provided correspondence on radio in numeracy, hygiene, citizenship, agriculture and craft at adult basic education (ABE) level. Countries like Brazil, Mexico, Costa Rica and Guatemala were all involved in the programme.

According to Chacon, between 1967 and 1976 these countries used television as a medium for mass communication. Many television programmes were provided in various religious organizations. There were several collaboration attempts among various organizations like UNESCO, Organization of American States (OAS), and Provector Satellite Andus Bello to establish continental tele-education programmes. This however, could not work due to political difference among the countries. Between the period of 1977 and 1989 a number of open universities were established. They include the Universidad Nacional Abierta (UNA), in Venezuela and Unviversidad Estal de Educacion a Distance (UNED) in Costa Rica. The open universities were created to respond to strong demand for higher education. The demand was to respond also to the re-entry of many adults improving upon their skills and qualification for a more competitive society. Some of these programmes were run on module basis, using prints, tutorials, and video recordings (Chacon 1990).

Distance education in Europe is extraordinarily active, especially in the then Soviet Union. The region has five open universities in Germany, The Netherlands, Spain, and the United Kingdom, which are well established. The United Kingdom Open University (UKOU) for example is the biggest single mode institution with about 257000 students (Baumeister 1999). The NKOU has three major remits to its charter. They include the following;

- To provide opportunity for adults to study for the award of degree.
- For professional and technology updating, and.
- For education and well-being of the community. (Prescot and Robinson, 1993)

The first course started in 1971 with enrolment of 74,622 under graduate students, 11,514 associate students who enrolled on one-year courses and 595 post graduate research students. Before then, there were two major means by which one could qualify to be a teacher. One was to obtain a certificate from a training college after two years of study and the other by obtaining a degree in any subject.

According to Prescott and Robinson (1993), the establishment and introduction of four-year Bachelor of Education (B. Ed.) degree led to the near redundancy of individuals who went through the initial teacher training colleges. The establishment of UKOU made it possible for about 2,501,000 non graduate teachers to enrol in distance education and upgrade themselves to obtain degrees. It is important to know that the success story of United Kingdom Open University is because of its collaborative effort with other stakeholders. The institution with its 20 academic staff based in the various regions, and the regional staff, have established active, informal and formal links with over 120 local educational authorities (LEAs) responsible for running education in the area (Prescott and Robinson 1993).

A number of African countries have embraced distance education at various levels of education. Notable among them are South Africa, Tanzania, Kenya, Zimbabwe, Nigeria and Ghana. Tanzania,

started with the vision of achieving universal primary education (UPE). The government therefore decided to expand education at the primary level. Seeing that it was needful to have an educated society which would transform and enhance socio-economic development, the government redesigned the education system. This led to the introduction of the distance-teaching program (Chale 1993).

According to Chale (1993), Tanzania has a history of using distance education for co-operative education. The co-operative members and their executives used to take correspondence courses and listen to radio broadcast in small-supervised groups. Chale added that this coupled with the fact that there was general belief that teachers could be prepared at a distance, and believed the project would solve a major national problem, provided a strong foundation on which to build a teacher training programme. The recruitment and the selection of the teacher-training-at-a-distance (TTD) trainees were decentralized to national and village levels with each region being given a quota of learners. Course materials were prepared well in advance of take-off. Various media including print, radio, and audiocassettes were provided the trainees to facilitate their learning. There were also face-to-face tuition three times a week at the local training centres. Alongside the distance teaching programmes, trainees had to gain practical experience. They therefore had to teach between fifteen and twenty five hours a week in nearby schools. The group would later meet for modelling, demonstration, advice, criticisms, correction and assessments.

.2.2 The Vision of Ghana's Distance Education Programme

The main objective of Ghana's distance education programme policy document is to make quality education at all levels more accessible and relevant to meet the learning needs of Ghanaians (MOE, 1992). This official document directs how distance education should be delivered in Ghana. This

policy document covers three main areas namely; access and participation, quality of teaching and learning and government in management. The objectives of access and participation are to increase access to and participation in education of all types and at all levels for all and makes education cost-effective and affordable. For quality of teaching and learning , the objectives includes, produce graduates who are independent and more autonomous learners and make high quality programme readily accessible to learners at all levels and in relevant areas. Under government and management, the programme seeks to provide directions to the development of distance education in the country and strengthen the institutions for efficient and effective delivery of distance education. In April 2002, the government of Ghana, exhibited its strong conviction to use distance education programme to improve the quality of education at all levels of education in the country by launching the President's Special Initiative on Distance Learning (PSIDL) which aim to examine how technology can be used to improve the quality of education in Ghana for all secondary schools and Teacher Training levels. A committee has been set up to establish an open college in the near future.

It is in the light of this that the researcher decided to research into the motivational factors that influence Ghanaian teachers with specific reference to those in East Akim Municipality of Eastern Region to continually develop themselves professionally through the distance education mode.

2.4.1. Distance Education and Teacher Professional Development

The need for life-long learning to enable workers to upgrade their skills and maintain competitiveness within rapidly evolving economies is generating worldwide demand for part-time tertiary education by adults (World Bank, 1998). In response, the more entrepreneurial tertiary institutions now recruit students from a global pool and reach out to other countries through educational programmes provided at a distance.

Distance education is not a uniform practice; practices differ from one institution to the other. It is difficult to see two institutions that do everything exactly in the same way. In view of this, various writers view distance education from their own perspective, stressing on what is important to them. To Holmberg (2002), distance education covers the various form of study at all levels which are not under continues immediate supervision of tutors present with their students in lecture rooms or on the same premises, but nevertheless benefit from the planning, guidance and tuition of a tutorial organization.

In the words of Peters (1973 cite in Keegan 1996), distance education is a method of imparting knowledge, skills and attitudes which is rationalized by the application of division of labour and organisational principles. It involves extensive of technical media especially for the purpose of reducing high quality teaching materials, which makes it possible to instruct numbers of students at the same time wherever they live.

From the above definition, it can be said that distance education is an educational process where the learner is temporarily separated from the teacher. However the distance between the learner and the teacher is bridged by the use of technological media such as radio, television, tape recorder, video, computers, print material, use of the internet, mobile phones etc.

It is believed that adults are known to be self-directed and autonomous learners. Tough (1978) has shown that as much as (70%) systematic adult learning is planned by participants themselves. Adults make use of distance and teaching learning programmes to meet their own personal agenda without necessarily having direct contact with any educational establishment.

Tough continues to stress that the typical adult undertakes about five learning projects each year. In his words, about three quarters (75%) of these programmes are completely self-directed with about only one quarter (25%) is being planned by a professional educator.

The gateway to a successful education is to identify needs of individual learners and its provision of appropriate methods of instruction to meet each individual learning need. According to Moore (1983) millions of adults have been making use of all kinds of educational resources and programmes outside the conventional educational setting.

It can be said that adult make use of a wider range of distance teaching and learning resources such as books, monographs, journals, magazines, radio, television, the dailies, computer-assisted instructions, audio or video tapes to meet their learning needs. Even though these learning programmes may not be strictly academic, they may be very functional and relevant to adults need in the family, religion, occupation, hobby, economics, politics, etc.

To Cross (1981) the years of adulthood are unique in perceptions, interests, aspirants and attitudes. In meeting the uniqueness and peculiar characteristics of adults, educational programmes should be tailored to address the individual needs and interest.

In relation to contemporary society it can be said that the old notion of the classroom has a walled bricked and mortar edifice holding a finite number of students facing an instructor is to give way to distance education. Today in Ghana if one thirsts for knowledge he heads towards a café, interacts with the computer to have access to information from within and outside world. According to Duodu (2002) before Gold Coast became Ghana, there was Worsely Hall and before Ghana became a

republic, there was rapid results. In his words, both are bonafide facets of distance education. What has essentially changed is the speed of transmitting educational materials to the students and the speed of providing feedback from the learner to the instructor.

2.4.2 Importance of distance education

Distance education in Ghana offers a number of advantages to both learners and to providers of opportunities for learning. With distance education, problems such as distance and time which are barriers to the conventional system of learning could be addressed. Teachers in remote locations who are unable or unwilling to physically present themselves for campus –based learning could be catered for. For instance teachers who may be in remote areas in say Upper East and West regions as well as western region that cannot be at a campus-based institutions like the University of Ghana or Cape-Coast can be at their various geographical locations and still have access to higher learning. Thus distance education becomes a “seven –league boot”. It can operate over long distances and cater for widely scattered students bodies” (Dodds, Parratton and Young 1972 cited in Murphy and Zhiri 1992:8).

Young et al (1990) cited in world Bank (1998) identified three main advantages of Distance Education as being:

- a) Economical because school buildings are not required and teachers and administrators can be responsible for many times more students than they can accommodate in a school.
- b) It is flexible and so enable people to undertake studies at their own pace and convenience and
- c) Being operated over long distances since it is not limited by space.

It is a well-known fact that existing institutions of higher learning in Ghana like the University of Cape Coast, University of Education-Winneba and University of Ghana cannot cater for the large number of teachers who seek admission for further studies each year. Distance Education therefore

present a tested avenue for addressing the needs and can enable teachers keep in line with changing requirements of society in terms of acquisition of knowledge.

Aside the three benefits identified by Young et al many other importance have also been put forward by other scholars.

Less cost effective

Distance education is less costly, Perraton (1982, 1987) argued that despite lack of data showing the achievement of distance education in terms of its internal efficiency and its external effectiveness, researchers have produced a number of case studies in higher education using a standard format that confirmed that both developed and developing countries can produce graduates at one third to two thirds of the cost of doing so in a conventional education. Perraton (1992) cited two examples; firstly, schools television services in Cote d'voire were closed down partly because their costs were proving too high. Secondly, the radio language arts programme in Kenya was also closed down when United states Agency for international development (USAID) funds were no longer available.

The very rationale of distance education would be seen to require further consideration. Sometimes distance education is introduced to increase the number of places for students in certain programmes or offer extended adult education or further service. Trait (1992) also stressed the importance of distance education by explaining the roles of distance education. These roles are;

- **External Geographical Access to Education**

Trait (1992) declared that the obvious role of distance education is to extend access to education not only from central and urban areas, but also for people who live in sparsely populated areas. Even a decentralized school system such as the Norwegian, one cannot offer every kind of

education in all local communities. He goes on to say that people may, of course move to central areas in order to get the education they want. But it is often much better to move the education opportunity to where the potential live. He concludes that distance education can serve people everywhere.

- **Speedy and Efficient Training of Key Target Groups**

Trait (1992) cited that when curriculum changes are introduced in the school system, it may be necessary to offer specific teacher training programmes to a considerable number of teachers in a very short time. An effective way of doing this is through distance education. He cited Sweden and Norway that change the curricula of mathematics in compulsory schools around 1970s as examples of distance education programmes to train teachers to teach the mathematics.

Expand the Capacity for Education in New Areas

The regular school he contended is often late in recognizing new education needs and expanding capacity to offer regular programme. Distance education institutions are much more flexible and are able to enrol large numbers of students within a short time. Therefore, distance education often serves as an extra capacity to overcome bottle-necks in regular or conventional education.

- **Industrialization and Privatization of Teaching and Institution Learning**

Keegan (1986) declared that distance education achieves two things namely; industrialization of teaching, that is inter personal communication is replaced by mechanically designed system of communication that lie in print work, in audio video cassettes and in computer based materials and

privatization of industrial learning; that is, students learn at home and at their own pace. In other words, the individual student becomes the focus of learning. Distance education, thus is a movement away from labour intensive costs in education since it reduces the active participation of a teacher within the system of education.

In this context, it can be concluded that distance education can provide a broadly, flexible and reliable alternative or complementary education to residential face-to-face system. It can also satisfy the increasing demand for higher professional, academic and career development objectives of teachers in East Akim Municipality and Ghana as a whole.

2.4.5. Quality Assurance in Distance Education

Quality assurance is a centrally important and wide-ranging aspect of distance education. It is a measure that provides a constant check on the efficiency and effectiveness of distance education and open learning practice including how the enabling process are developed and reviewed from planning to implementation. Quality assurance is therefore seen as a critical mechanism to be built into every practice of distance education including curriculum design, course delivery, learner support, tutor training, and the use of information and communication technology, library facilities and qualifications of the lecturers.

According to Okumbe (2001), the quality of distance education programmes can also be measured in terms of output such as completion rates, graduation rates, persistence rates, examination levels, postgraduate work performance and rates of admission into postgraduate's programmes.

Bagwande et al (1999) argued that distance education is an effective strategy for addressing the issue of access. Therefore, the quality of distance education is of paramount importance.

Lusunzi (1999) argued that the current period is characterized by the “commodification” of education. The value attached to education is determined by the demand and the need to meet this demand makes necessary the adoption of a quality assurance ethos in the provision of education and training.

Dhanarajan (2001) presented a positive view of the current direction of distance education. He suggested that institutions that provide distance education in the commonwealth are heading in the right direction. He justifies his optimism with the following reasons; the acceptance of distance education as an important pillar of education provision by many nations, the extent and the intensity of the debate within distance education circles around issues relating to quality assurance, the number of external reports that view distance education as a positive alternative to classroom based instruction are embracing the use of distance education

However, these factors do not pose facto suggests that good practice of distance education has a long way to go especially in Sub-Sahara Africa where there are so many problems and challenges that need to be effectively tackled to create paths conducive to the provision of distance education of high caliber. The concern for quality in distance education is not a new thing.

In 1991, the COL provided the Minister of Education in the commonwealth with guidelines for institutions wishing to embark on provision of distance education. These include; a comprehensive communication infrastructure, a core dedicated distance education expertise in the areas such as instructional design, material development and assessment, an effective student management and record system, a supportive learning environment for isolated learners and sensitive marketing strategies.

Moreover, Strydom (1997) observed that various government policies for quality assurance exists, although in different forms and with different names. The following are examples of quality assurance policies at Sub-Sahara Africa institutions; At the Potchefstroom University for Christian Higher Education in South Africa, the official policy is that all distance education materials should be developed in accordance with the given objectives of a particular course unit and that there should be optimum use of all relevant and applicable technologies. At Makerere University of Uganda, course materials developed by tutors have to be reviewed by senior members of staff and must be edited, as a matter of policy. At other institutions, such as the University of Mauritius and University of Swaziland and Zambia, there are broad policies that specify among other aspects of quality assurance, the qualifications or standards required for course design and development of staff.

the active participation of a teacher within the system of education.

2.3.15 Challenges in Distance Education

The constraints that countries in Sub-Sahara Africa face in providing distance education are well documented. Agunga (1997) pointed out that ethnic strife, political unrest; unreliable rains and low food production militate against development in Sub-Sahara Africa. The attention of African leaders is focused on stopping wars or ethnic conflicts. In Sierra Leone and Liberia, in the villages' people are without water, electricity, telecommunication where many people access to basic traditional media and in countries where these media seem to be underutilized for educational purposes than directing their limited resources towards the development of distance education.

Akinade (1998) also argued that distance education learners encounter a wide range of difficulties which to overcome they need support. Problems and challenges that students encounter include meeting deadlines for submission of their academic work, doing group work cooperatively, using

library facilities to access information technology, preparing for and taking examinations and adjusting to different course lecturers.

The Association for the Development of Education (1999) identified a number of other limitations to the development of distance education programmes. Among them are: low level of political commitments in Africa, the failure of the public service to recognize distance learning in its assessment of employee qualifications, the lack of professionally trained distance learning personnel, limited budgets and the poor domestic infrastructure.

Kinyanjui (1998) stated that the operational effectiveness of distance education has been expectation in Sub-Saharan Africa, in part because of a lack of policy co-ordination with other efforts, such as the provision of adequate resources, the development of supporting infrastructures and the education and training of distance education users. At the organizational level, distance education and its associated technologies have often been introduced without a clear understanding of organizational cultures and contexts, including the political, economic, physical, social technologies and trade environments.

Observations made from the literature reviewed so far point to the fact that distance education has been continuously evolving in responses to the educational needs of society and the expectation of the learners as a way of providing access to qualified applicants like teachers who for one reason or another cannot study full time on campus. This indeed is a very progressive and healthy trend which is bound to further enhance the professional development of teachers for the benefit of learners and society at large.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter discusses the procedures, methods and approaches employed to gather and analyse data for this study. It primarily comprises the population, research design, sample and sampling procedure. It further discusses the data collection methods, validity and reliability issues and the mode of data analysis.

3.1 The Research Design

Ghuari and Gronhaug (1989) defines research design as total plan for relating the conceptual research problem to the relevant empirical research to enable the researcher choose strategy that allows effective answering of the research problem within constrains such as time, money and skills affecting the research. In the view of Kinnear and Gray (2004), it is the basic plan that guides the data collection and analysis phases of research project. Descriptive survey was the research design selected for the study. The choice of the survey as the research design stemmed from the assertion of Babbie (2007) that surveys are excellent of measurement of attitudes within a large population.

The study was intended to seek information about what motivating factors influence teachers for professional development. The study is therefore composed of analytical and descriptive types. In the words of Ajala (1996) surveys could either be analytical or descriptive depending on the research. He goes on to explain that descriptive survey methods are employed where there is the need to determine peoples opinion, values and impressions. He goes on to state that statistical data that are quantitative are analysed so that the meanings that lie hidden within the data can be fed and these can act as catalyst for replication or further investigation to be conducted. A survey research design was used to

study samples chosen from the population because it enabled the researcher to discover the relative distribution and interrelations of the variables of the study.

3.2 Population

The population consisted of all teachers in the East Akim municipality who are pursuing further studies through distance. However, the sampling frame was the teachers who are pursuing their courses at the University of Education-Winneba and University of Cape Coast. Neuman(2007) defines population as the name for the large general group of many cases from which a researcher draws a sample. There were a total of 280 teachers from the Municipality currently enrolled on the Distance Education programme in the two Universities. Data available at the Eastern Regional Centre of both University of education- Winneba and University of Cape Coast did not indicate number of teachers district by district. At the office of the East Akim Municipal directorate of education, there was no reliable data as to the number of teachers pursuing further studies through the distance mode in the two Universities. The researcher therefore visited the Koforidua centres of both universities during one of their face – to – face meetings and with the help of some colleague teachers who were on the programme; statistics of teachers in the East Akim Municipality were obtained.

Table 3.1 shows a breakdown of enrolment of teachers by gender.

Target Population

Institution	Male	Female	Total
UEW	117	79	196
UCC	51	33	84
Total	168	112	280

3.3 Sampling Procedure

The stratified random sampling technique was used to select a sample of 160 respondents from the target population. This was done by calculating the ratio of the male and female participants in each of the Universities. This was summed up to get the total of 160 for the sample size. The 160 respondents were then randomly selected by picking a respondent after every second count. The process continued till the sample was gathered. This technique was adopted because the process proportionally reflected the variation that existed in the target population since the strata differ in size and gender.

The population of teachers on the distance programme in the two Universities were 280 and the sample chosen for the study was 160. Table 3.2 gives the breakdown of sample size

Table 3.2 Sample Size

Institution	Male	Female	Total
UEW	70	50	120
UCC	27	13	40
Total	77	63	160

3.4 Data Collection Instrument.

In order for the researcher to cover the sample within the shortest possible time, questionnaire was the main instrument the researcher used to collect data for the study. Neuman(2007) declares that a

researcher can send questionnaire to wide geographical area and can be effective with high rate of response for an educated population that has strong interest in the topic. Using questionnaire as a means of data collection tool was most convenient because a large sample of the population was involved and all the respondents could read. Questionnaire survey is less expensive, less time consuming and easy to administer. Consequently, questionnaire was the data collection method that made quantitative analysis of data easier. Questionnaire was therefore used to solicit responses from teachers on factors that induce their participation in professional development and why they opted for the distance education mode.

The questionnaire developed included open and closed – ended and likert scales. The open ended questions were used to allow the respondent the opportunity to express their opinions freely and confidently without limitations. The use of the close – ended questions and likert scales enabled respondent select from the various opinions offered to make coding and computer analysis easier and simpler. The questionnaire was divided into six to cater for the various objectives from which data was needed.

An introduction letter was obtained from the Institute of Continuing and Distance Education of University of Ghana, Logon which was sent to the study centre coordinators of the two Universities for the study. On the given date i.e. face-to-face day at the study centres permission was sort from the coordinators and the questionnaire distributed to the student teachers by the researcher personally with the help of some colleague teachers on the programme. After the distribution of the questionnaire, the respondents were allowed a fortnight which coincided with their next meeting date within which they answered the questionnaire. After two weeks, the researcher went back to the centres and collected the questionnaires. Some respondents were absent on the appointed date and as such the researcher traced them in their respective stations to retrieve the rest of the questionnaires after which sorting was done and analysis followed subsequently.

3.5 The Structure of the Questionnaire

As mentioned earlier, the questionnaire was administered to teachers currently on professional development courses. The questionnaire had six main sections of forty-two items. The first section was on socio-demographic issues. The questions in this section were meant to determine whether these issues could have affected the participants' decision to embark on professional development, especially through the distance mode.

The second section focuses on motivational factors influencing teacher professional development. As noted earlier, individuals have different motivational drives that push them to proceed on further education. The questions were therefore designed to explore the various factors that made the participants embark on further education, thereby developing themselves professionally.

The third section dealt with reasons for opting for distance education programme.

Section four looked at sources of funding the cost of their programme while the fifth section dwelled on organisational and institutional arrangement / support for continuing education of teachers. The sixth and the last section dealt with challenges faced by distance learners and how they met those challenges. Questions for the various categories were closed and open-ended. The open-ended enabled respondents to express their own opinions and interest about certain issues. The close-ended types had possible responses provided for respondents' to make choices. In a nut shell, the questions covered social, personal and professional characteristics of respondents which the researcher deemed relevant to the study.

3.6 Reliability and Validity of Instrument

One important criteria of adequacy of a measuring instrument is its reliability. Jimoh (1995 cited in Gleitman 1992) describes a reliability instrument as one that can be trusted to repeatedly measure

required trait consistently and precisely. Reliability, as noted in Best and Khan (1995: 208) is the “degree of consistency that the instrument or procedure demonstrates: Whatever it is measuring, it does so consistently”. According to Gleitman (1992), if a spring balance, used in measuring begins to give different values, then it has lost its reliability. In other words, an instrument is said to be reliable if it provides same results or values or numerical measurement consistently when it is used at various times.

Validity on the other hand is that quality of a data-gathering instrument or procedure that enables it to measure what it is supposed to measure.

According to Cohen, Swerdlik and Smith (1992), a valid instrument is that which if for instance it is supposed to measure intelligence, it in fact measures that. It is therefore important to ensure that questionnaire designed measures what it purports to measure. In designing the questionnaire therefore, care was taken to ensure that the questions reflected the objectives of the study in order to ensure its validity. The instrument was pre-tested on teachers who are on distance education programme in Akim Osiem where the researcher resides. The pre-testing enabled the researcher to check the choice of words and order of questions and clarity of instructions. This enabled the researcher to correct any inconsistencies (unreliability) and inaccuracies (invalidity) that were to be used in the actual study. Additionally, the instrument for study was perilously assessed by my supervisors and colleague MPhil students. All these were employed for consistency and accuracy of instrument tused in the study; hence its reliability and validity.

3.7 Sources of Data

The study was based on both primary and secondary data sources. The primary data consisted of responses to the questionnaires administered to the various categories of teachers in the study area. The secondary data was made up of published information dealing with the study. Pieces of

information were also obtained from published and unpublished work related to the study. Other sources secondary data or information was extracts from thesis, magazines, journals, newsletters and books. Documented data were obtained from the East Akim Municipal Assembly and education offices.

3.8 Data Analysis

For the sake of consistency of responses, data collected for the study was edited. A coding scheme was prepared and responses were sorted out. Presentation of data was done through a number of statistical computations. Frequencies were worked out and percentages obtained were cross – tabulated. Bar charts, bar graphs, pie charts, and tables were used to illustrate the data where applicable. Data analysis allowed the researcher to make sense of the data presented.

The statistical Package for the Social Sciences (SPSS) version-14 was employed to analyse the close – ended items while the open – ended questions were analysed by grouping them into themes. The open ended questions gave more insight into the views and opinions of the respondents. The results gathered were used to produce descriptive statistics. The data generated from both quantitative and qualitative methodologies were analysed independently of each other. Interpretations were offered based on the trends of the findings. The results were discussed in chapter five.

3.9 Ethical Considerations

- **Confidentiality:** even though the respondents are individuals and students of specific institutions, the confidentiality of information given by respondent was paramount to the researcher thus; care was taken in order not to reveal the identity of the respondent.

- **Deception:** all information that the respondent needed were made available to them. The objective of the study and the contribution it will make to them were fully explained. Thus the issue of deception was purged for the benefit of the respondent.
- **Consent of respondent:** the consent of the respondents were sort through the centre coordinators with clear explanation.
- **Willingness:** No one was also forced or coerced to fill the questionnaire, it was however done in an atmosphere of friendliness

CHAPTER FOUR

ANALYSIS OF DATA AND RESULTS

This chapter presents the results of the field work carried out in the East Akim Municipality.

The study was conducted to identify factors influencing teachers' motivation for professional development through Distance Education in the East Akim Municipality. The results of the data analysed are presented in the form of tables and charts. The results are presented in order of the objectives.

4.1 Demographic Characteristics

Demographic characteristics of respondents were sought to examine the background of teachers participating in further courses run by the University of Education - Winneba and University of Cape Coast through the distance mode. The variables investigated include sex, age, marital status and number of children/dependents. Other variables include teaching experience, highest professional qualification, rank in GES and teaching level. Results of the data gathered are presented in table 4.1 and figures 4.1 and 4.2 below.

Table 4.1: Demographic characteristics of respondents

Variables	University of Education- Winneba		University of Cape Coast	
	Frequency	Percentage (%)	Frequency	Percentage(%)
Sex				
Male	70	58	27	67.5
Female	50	42	13	32.5
Total	120	100	40	100
Age				
20-29	56	47	10	25
30-39	46	38	18	45
40-49	12	10	8	20
50-59	6	5	4	10
Total	120	100	40	100
Marital status				
Single	58	52	16	40
Married	62	48	16	40
Divorced	-	-	4	10
Widowed	-	-	4	10
Total	120	100	40	100
Children/dependents				
1-2	34	28.3	6	15
3-4	22	18.3	16	40
5 and above	6	5	4	10
Missing systems	58	48.3	14	35
Total	120	100	40	100

Field data (2012)

According to table 4.1 more respondents on the University of Education -Winneba programme are males representing 58 per cent of the total number of 120 teachers while 42 per cent are females. However, the sex distribution for respondents on the University of Cape Coast programme records a

higher percentage of 67.5 and 32.5 for males and females respectively. On the basis of these findings, the following deductions can be made:

- There are more male teachers who are furthering their education through the Distant Learning Module at both Winneba and UCC than there are women
- However there is a higher percentage (67.5%) of men who are furthering their education at UCC compared with the 58% of their counterparts at Winneba.
- Consequently, it seems more female teachers prefer University of Education -Winneba as their choice for further education.

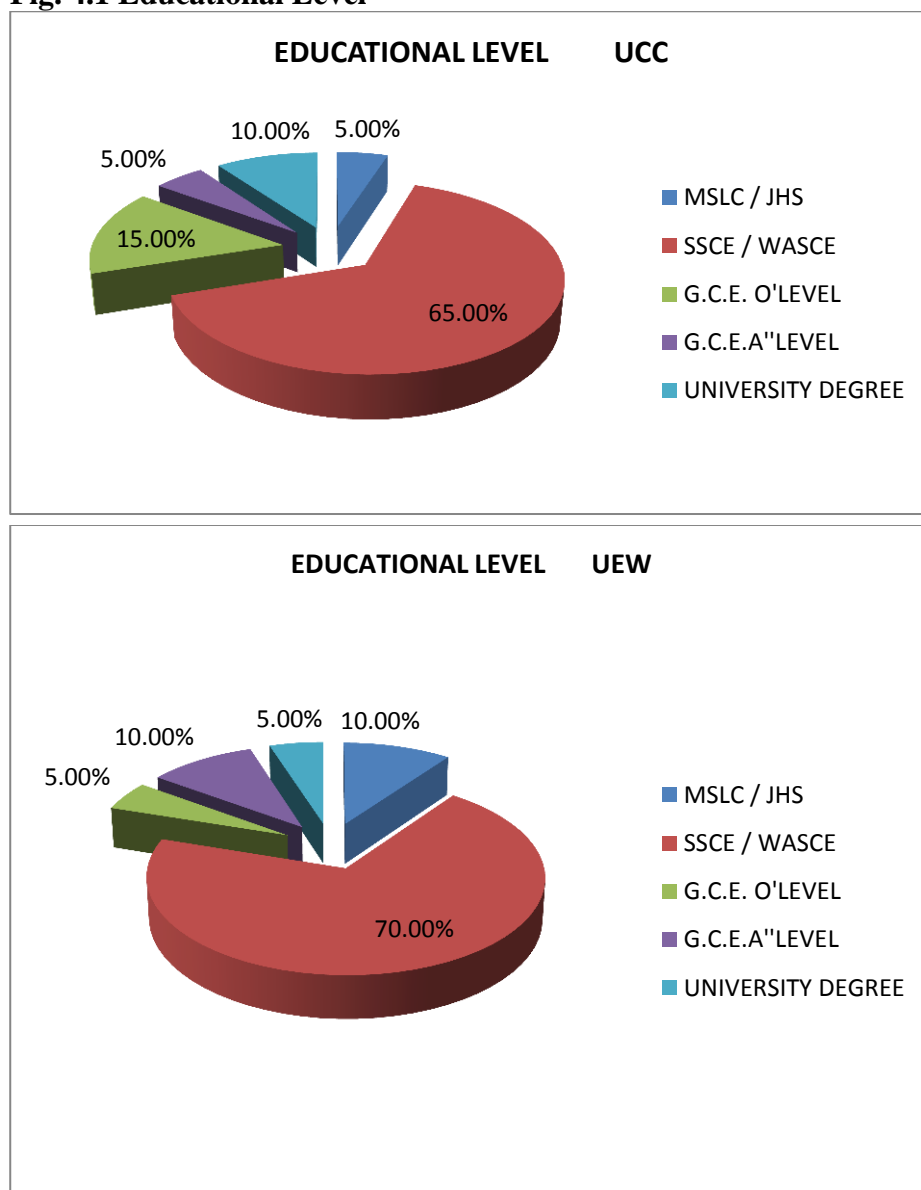
On the basis of age, majority of teachers (95% and 90%) for UEW and UCC respectively pursuing further education through the distance mode at both institutions fall within the age group of 20 to 49 while those within 50 to 59 years are in the minority (5% and 10%) respectively.

On marital status, there are more (52%) married teachers pursuing the distance programme at University of Education-Winneba than are single teachers (48%) at University of Coast with no divorcee or widow. However, the case is different with regard to those pursuing further education at University of Cape Coast. Forty percent are single and married respectively while ten percent are also divorced and widowed respectively.

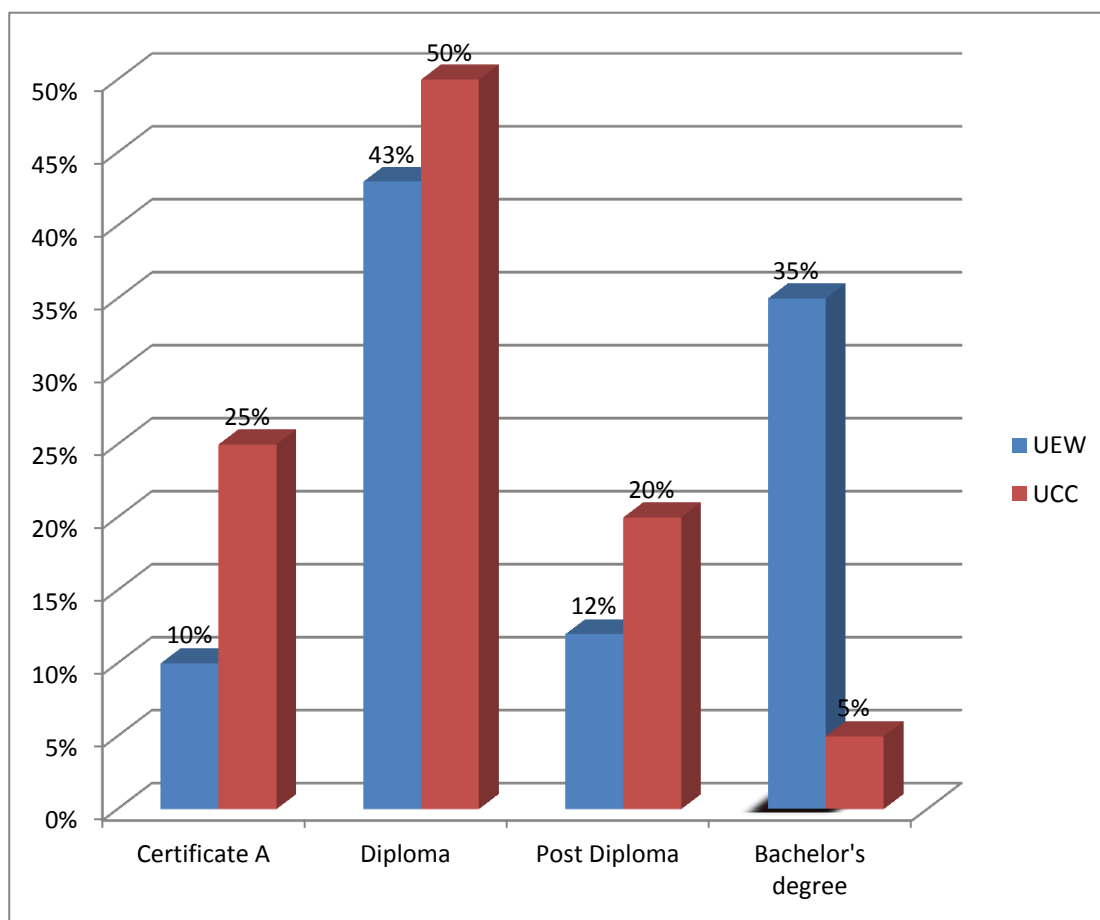
With regard to the number of children/dependents, data collected indicates that respondents from both University of Education -Winneba and University Cape Coast averagely have 1-2 and 3-4 dependents respectively while those with 5 and above dependents recorded a very minimum percentage of 4 and 10 for University of Education-Winneba and University of Cape coast respectively. Shockingly, quite a large percentage of respondents (48.3%) from Winneba provided no response to this item. Similarly, 35 per cent of respondents from UCC also provided no response to this item.

In examining their educational levels, those with Middle School Leaving Certificate (MSLC) or Junior Secondary School (JHS) qualifications in University of Cape Coast constituted 5.0% of the respondent, whilst that of University of Education -Winneba was represented with 10.0%. Teachers with SSSCE/ WASCE were 65% and 70% for University of Cape Coast and University of Education -Winneba respectively. In the case of respondents with University degree, UCC was 10%, whilst that of UEW was 5%.

Fig. 4.1 Educational Level



Field data (2012)

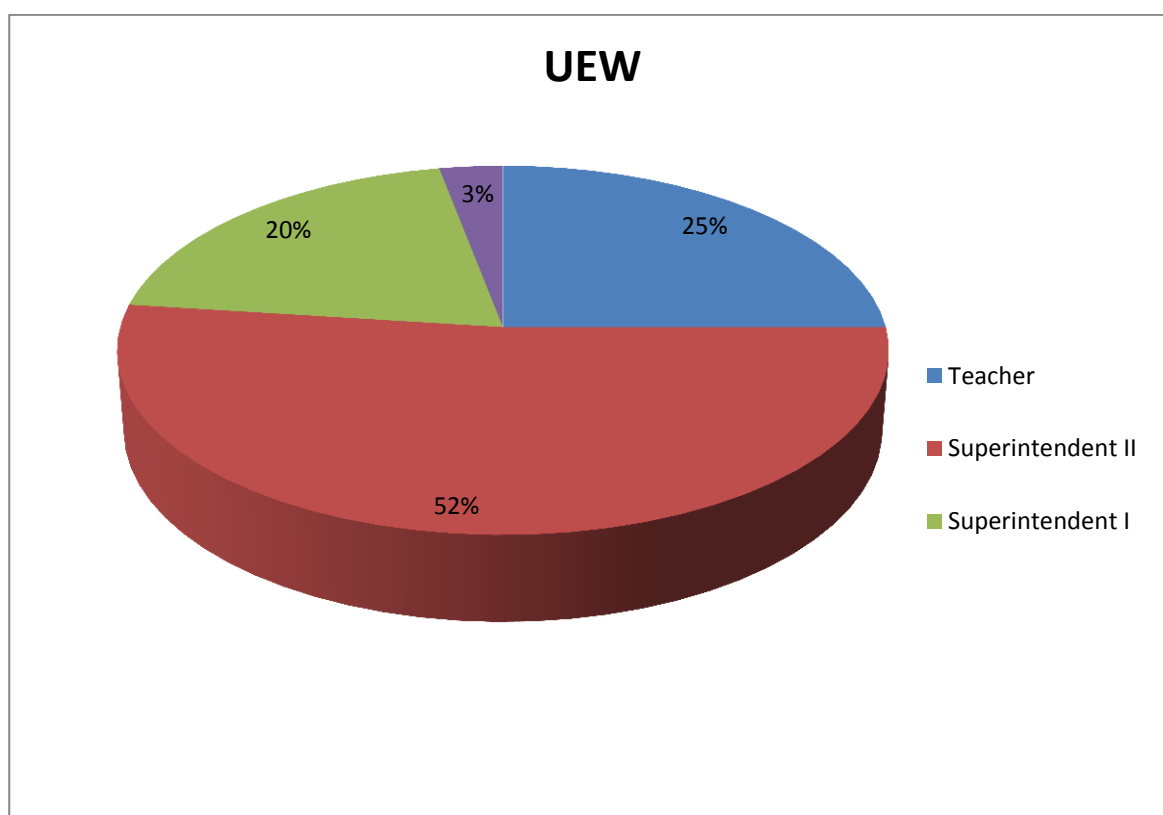
Figure 4.1: Highest Professional Qualification**Field data (2012)**

The figures show that 50% of teachers pursuing further education through the distance mode at UCC are diploma holders as against 43% of their counterparts in Winneba. This indicates that UCC seems to be a preferred institution for teachers with diploma to pursue further education. A discernible reason for this preference may be traced to the fact that those with diploma have their certificates awarded either directly or indirectly (as the case may be with affiliated institutions) by UCC. This same reason could be assigned to the percentage distribution between Certificate A holders on the programme at UCC and Winneba respectively. Therefore, it is logical that such teachers would prefer to have their post diploma studies from the same institution.

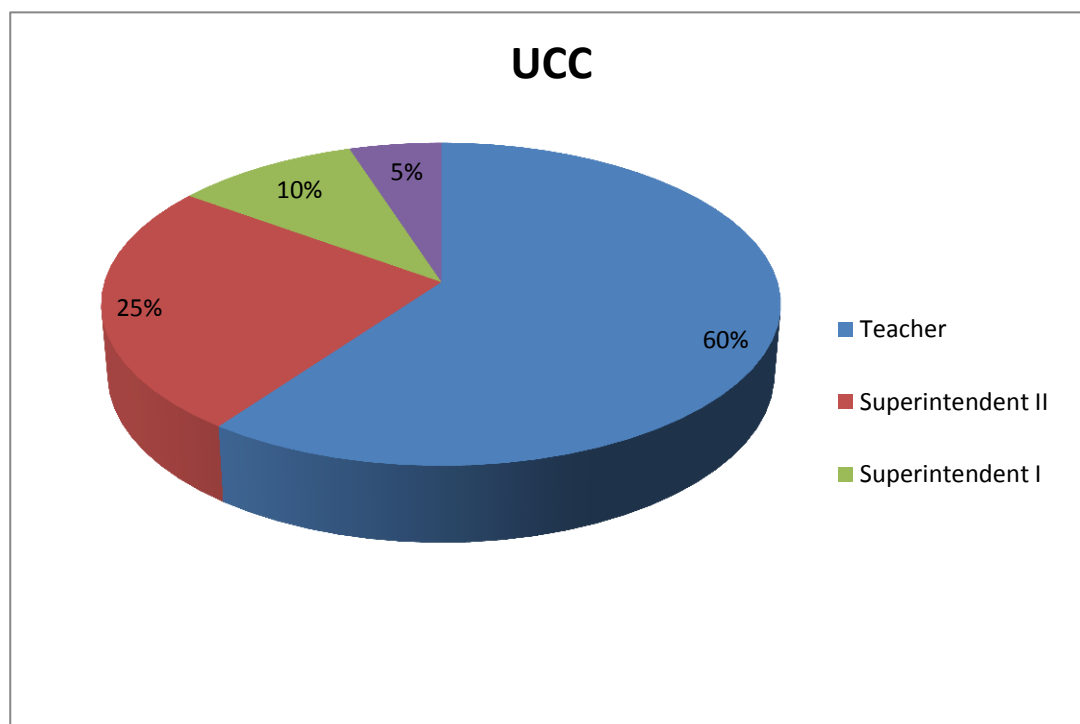
However, higher percentages (35%) of teachers on the programme who hold Bachelor Degree prefer Winneba to UCC. This means that only 5% of the teachers pursuing further education through the distant module at UCC are Bachelor Degree holders.

Data with regards to the rank of teachers at the two institutions are presented in figure 4.2 a and b below.

Figure 4.2a: Rank in Ghana Education Service



Field data (2012)

Figure 4.2b: Rank in Ghana Education Service

Field data (2012)

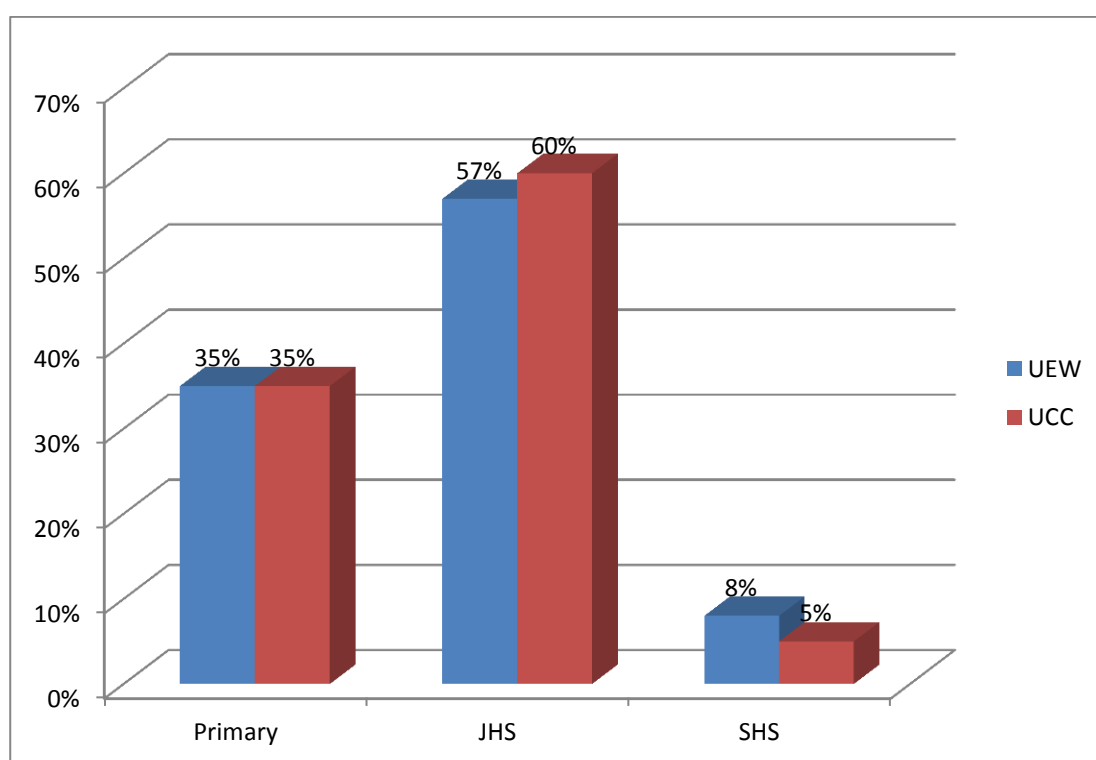
Figure 4.2a indicates that majority of teachers (52%) pursuing further studies through the distance mode at UEW are on the Superintendent II, while about a quarter of the total number representing 20% are Superintendent I rank according to the Ghana Education Service ranking. Finally, 25% and only 3% are ranked teachers and Principal Superintendent respectively. It may therefore be inferred that more recently qualified, younger and low ranking teachers on the GES ranking are pursuing further studies than those who are on higher ranks.

However, figure 4.2b shows a sharp contrast between respondents ranked “teachers” on the programme at UEW and those at UCC. Those ranked “teachers” at UCC form almost two-thirds of the total number representing 60% while their counter parts at Winneba are in the minority of 3%. A closer look at figure 4.1 may help to reasonably deduce that since most Certificate A and Diploma holding teachers have their certificates awarded by UCC, they naturally prefer to pursue further studies in their alma mater. This may explain why there are more respondents’ ranked teachers at UCC than at UEW. Those with the ranking “Superintendent II” form a quarter of the total number

representing 25% while Superintendent I form only 10%. Just like the respondents on the programme at Winneba, the Principal Superintendents form a minority of teachers who are pursuing further education through the distant mode.

Another variable under bio-data that the study explored was the level at which respondents teach. Responses are presented graphically in figure 4.3.

Figure 4.3 Teaching levels of respondents



Field data (2012)

According to figure 4.3 a greater majority of teachers at the JHS level are pursuing further education through the distant module. However, most (60%) teachers at this level prefer UCC to UEW, which all the same receives a 57% patronage from this category of teachers.

With regard to teachers at the Primary level, both UCC and Winneba recorded an equal patronage from this level representing 35% each. Finally, teachers at the SHS level form the least group of teachers who are pursuing further education. However, UEW recorded a higher percentage (8%) than

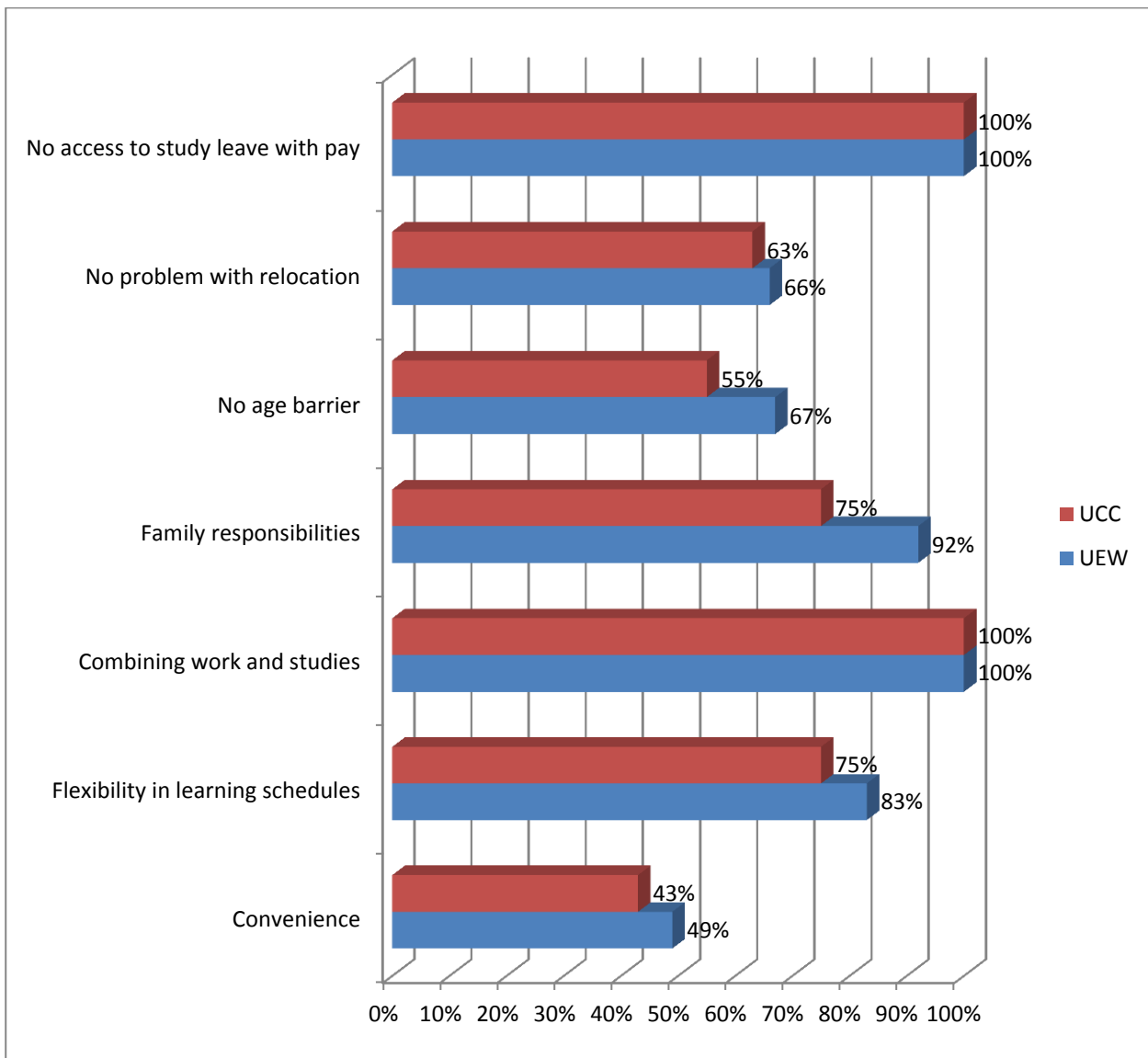
UCC (5%). It could therefore be deduced that most of the SHS teachers are either graduate professional or graduate teachers. This factor may account for the lesser number of SHS teachers on the distance education programme.

4.2 Factors that Motivate Teachers to Enrol and Participate in Distance Education

One major objective of the study was to investigate the factors that motivate teachers to enrol and participate in distance education. Respondents were asked various questions in order to explore the subject under study. Responses sought were mostly qualitative and they are presented below.

Asked whether distance education was their preferred mode for their professional development, all the respondents (100%) from both institutions (University of Education - Winneba and University of Cape Coast) responded in the affirmative.

Regarding factors that influenced respondents' decision to study through the distance education mode, various factors were cited. The major factors are presented graphically in figure 4.4.

‘Figure 4.4: Distribution of Respondents by Motivational factors for Distance Education**Field data (2012)**

Information gathered as displayed in figure 4.4 all (100%) respondents on the programme at both institutions have no access to study leave with pay and therefore found it convenient to combine studies with work. Flexibility in the learning schedules on the distant education programme as well as family responsibilities also made the distant module a more convenient choice for the respondents. Most of the respondents also chose the distant module because there is no age limit and one does not have to relocate to an institution in order to pursue further education. Thus, figure 4.4 above indicates

that a combination of the above factors made the distant module a preferred option for teachers who want to further their education.

With regards to organisational and institutional arrangement/support influencing continuing education of teachers, the following are some of the ways in which respondents described the instructional materials for the distance education programme:

- Well prepared
- Clear and simple to understand
- Voluminous
- Comprehensive
- Good for participants use

The above descriptions show that participants on the distance education programme have positive view of the programme. Asked whether they find the duration of the course adequate, 60 people representing 50% of respondents from UEW responded in the affirmative while 50 people representing 42% of respondents responded in the negative. Ten people (8%) did not respond to the question(See table 4.3.)

Table 4.3: Adequacy of Course Duration (UEW)

Adequacy of Course Duration	Frequency	Percentage
Yes	60	50
No	50	42
No response	10	8
Total	120	100

Field data (2012)

Also, majority of respondents from UEW (75%) affirmed that tutors who facilitate the courses are supportive while minority of the respondents (25%) answered in the negative.

Respondents who indicated that the tutors of the programme are supportive cited the following as some of the ways in which the tutors demonstrate their support to them:

- Punctual at tutorials
- Explain course well to students
- Teach techniques for answering questions
- Mark quizzes and project work
- Assist students to understand concepts in modules
- Readily available to assist students with learning difficulties
- Providing guidance
- Giving encouragement
- Giving hand-outs
- Giving feedback to questions asked by students

Again concerning motivational factors for continuing professional development, both extrinsic and intrinsic factors were cited. Regarding the extrinsic factors, majority (75%) of the respondents mentioned that they are on the programme to:

- get a more prestigious job
- have a better salary
- become better teachers
- become knowledgeable
- acquire skills relevant to their work
- earn promotion faster

Few (25%) of the respondents stated that they are on the programme because of the pressure from their families. Their goal therefore is to attend to the welfare of their families upon completion of their programmes.

Besides, respondents also cited intrinsic factors as contributory factors to their enrolment on the distance education programme. The main factors mentioned are:

- aspiration to reach the highest level of the teaching profession
- because of society's view of teaching
- to influence school policies
- opportunities for professional continuing development programmes
- to enhance my status in society

4.3 Sources of Funding

To identify the means by which respondents cater for the cost of the programme, they were asked whether their course attract study leave with pay by the Ghana Education Service or not. Responses given are presented in table 4.3.

Table 4.3: Study Leave with Pay by the Ghana Education Service

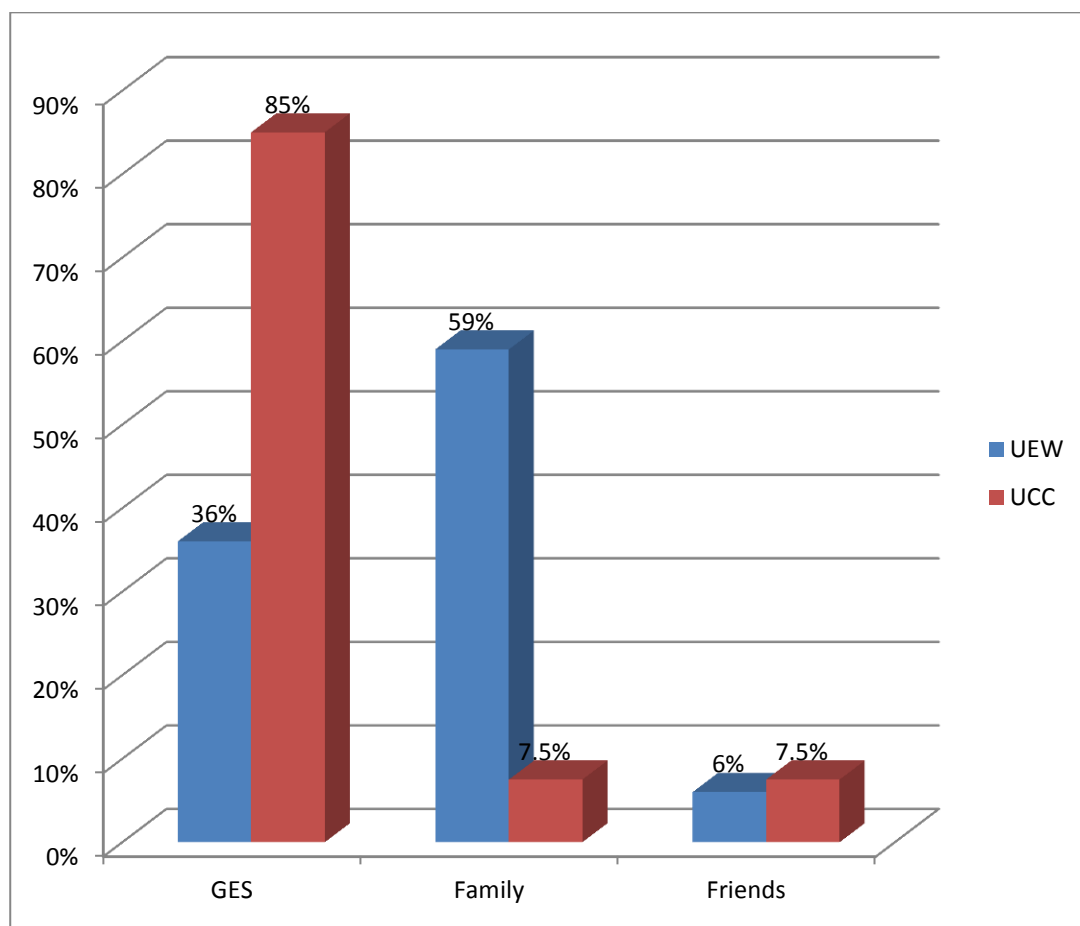
	University of Education- Winneba		University of Cape Coast	
	Frequency	Percentage	Frequency	Percentage
Study leave with pay				
Yes	43	36	34	85
No	77	64	6	15
Total	120	100	40	100

Field data (2012)

From table 4.3, there is a sharp contrast between responses from the two institutions. While, majority of respondents from UEW (64%) stated that they are not on study leave with pay, a substantial number of respondents from UCC (85%) indicated they are on study leave with pay.

Furthermore, respondents were asked to state other sources of funding they receive if any. Two other sources were cited by respondents from both institutions; family and friends. However, while respondents from UEW cited family (59%) as their main source of funding and friends (5%) as their least source of funding, respondents from UCC cited both family (7.5%) and friends (7.5%) as their least sources of funding. This is shown in figure 4.5.

Figure 4.5 Sources of funding



Field data (2012)

The implication of the data presented in figure 4.5 could be because majority of respondents from UCC (85%) earlier stated that they are on study leave with pay by GES (see table 4.3).

4.4 Challenges

Another major objective of this study was to explore the challenges of teachers in their pursuit of higher education. All (100%) of the respondents from both institutions indicated that they face some forms of challenge as they pursue their courses. Key among the challenges are:

- Financial
- Academic
- Work
- Home management
- Transportation
- Communication

Several responses were given with regards to financial constraints. For example, one respondent stated:

“I do not have money to pay fees unless I go for a loan”.

Another said:

“Periodic transportation to and from study centre involves a lot of money”.

One other respondent confessed:

“The programme requires the use of laptop computer which I have not been able to purchase”.

Concerning academic, one respondent said:

“It is difficult for me to read my modules in the evening because I’m always tired afterschool”.

Another stated:

“Lecture hours are not enough to cover the entire module”

Other challenge cited with regards to academic work was late distribution of modules and the tedious nature of research. For example, one respondent mentioned:

“Materials don’t come at the appropriate time”

Another said:

“During project work time, research becomes very difficult”.

With regards to home management challenges, issues raised include:

“No ample time for studies because of family responsibilities”.

“Family commitments make learning as a parent difficult”

“Coping with household duties and learning is not easy”

Some work challenges were also cited. For example, one respondent stated:

“Combining work and studies is not easy at all”

Another respondent said:

“Workload on me as a teacher does not enable me to have time for my studies”.

Transportation challenges were not left out. One respondent voiced her emotion:

“There is risk of life, every now and then, we are moving up and down”.

Another one stated:

“Face to face centres are too far from home. There are transportation difficulties every two weeks when we have to go for face to face lectures”.

Asked how they manage these challenges, several responses were given. Some of the responses are presented below:

- Studying on school compound
- Assistance by colleagues
- Material support by friends
- Going for loans
- Relying on tutors for private tuition
- Relocating children and dependents to other family members such as grandparents
- Studying at late night hours
- Relocating study area (example, library, chapel)
- Contacting senior colleagues for their modules while waiting for personal copies with regard to what GES should do to improve teachers’ professional and academic development to enhance teaching and learning in the educational sector, respondents had the following to say:
 - increase salaries and motivate teachers
 - More teachers and learning materials should be in abundance in the system.
 - Provide more in-service training
 - Scholarship scheme to support teachers’ professional development
 - Encourage teachers to embark on further studies to sharpen their skills in teaching.

CHAPTER FIVE

DISCUSSION OF FINDINGS

This chapter discusses the findings of the study. The socio-demographic characteristics of respondents, factors that motivate teachers for continuing professional development, reasons why teachers opt for professional development through the distance mode, sources from which teachers fund their professional development programmes, organisational and institutional arrangements influencing continuing education of teachers and challenges faced by distance learners are discussed in detail.

5.1. Socio-Demographic Characteristics of Respondents.

Teachers' background including personal, social, academic and professional issues to a large extent influence participation in professional development. The implication of sex of respondents, age, marital status, teaching experience, academic and professional qualifications and number of children of respondents had been looked at in detail.

5.3 Gender of Respondents.

There were 97 males and 63 females in the study. This means there were 34 more males than females on the programme. This suggests that more male teachers participate in continuing education than females. This variation could be attributed to the fact that the women, being the ones who mostly take care of children and perform other domestic chores, find it difficult leaving the children at home to pursue further education. To most Ghanaian women, marrying, having children and keeping a home is an end. Contrary to this traditional practice, continuing professional development amongst female teachers is being encouraged. This suggests that efforts at addressing continuing professional development in teaching must consider the various attributes of women. For instance, it was established that females perform special functions such as caring for children, supporting the family

income through engagement in petty economic activities and taking care of the home. These functions can prevent the female teacher from participating in continuing education. It is a pity that most programmes of continuing education coincide with period of marriage and home care all over the world. This confirms the findings of Kelvins (1976) who claims that traditionally, the timing of higher education coincides with the period which many women marry give birth and raise children.

5.3. Age of Respondent

The age of a professional is a powerful index in predicting his social, psychological and physiological character. (Darkenwald and Merriam 1982). According to Neugarten & Datan (1979), participation in continuing education becomes critical in the youthful and middle ages where the need to succeed and progress in a profession is very paramount. The findings show that, although teachers of all age groups in the study area could be found in continuing education programme, the majority of them did so before age forty. The 30 — 39 years age bracket seemed to be the modal period when teachers participate in continuing education. The findings confirm the theories of both Havighurst (1979) . To Havighurst, ages 30 — 40 years are periods of relatively high stability and general psychological well-being with less introspection and self-awareness. To him education is very much work- related even though it can be sought for other reasons. On his part Bromley says age 25 — 40 is middle adulthood and it is the peak period of intellectual development. Respondents aged 30 —40 years constituted over sixty percent of the sample. This period can be said to be the period that one is expected to be responsible in life and be able to achieve something for posterity (Havighurst 1961 in Knowles 1980). However, there were few older participants, 50 years and above. Obviously, teachers in this age group were in the minority perhaps, because they were in their later years and were about to retire from active service and hence, did not want to be saddled with the learning of new skills. The high participation of the energetic group was due to the fact that they had realized the need for the acquisition of enhanced skills which they could apply in the teaching-learning situation. This

supports Knowles (1980) who asserted that adults tend to have a perspective of immediacy of application towards most of their learning. From the study it was established that teachers seem to re-enter into professional continuing education in their early years in the teaching service after initial teacher training. In old age, participation may be enhanced especially for those above 45 years. At this age they might have satisfied those needs that limit their participation and are free to devote their energy to achieving status to enhancing achievement and working towards self realisation (Cross 1981).

5.4. Marital Status of Respondents

Marriage is a sacred and cherished institution. It calls for commitment and understanding between both partners so far as further education is concerned. To embark on further studies demands that a spouse supports the other partner. Where such understanding and support are lacking, divorce or separation can set in. In this wise, program designed for short intervals or on-the-job in service training would attract the teacher who is married more than longer program

According to Maslow's hierarchy of needs one factor for participation in continuing education are social relationships. Getting established in a job and beginning a family can limit one's interest. The findings of the study indicated that married teachers in the sample were more than the unmarried. It was observed that 52% of respondents from University of Education were married, 40% of respondents from University of Cape Coast were married, while 10% each were widowed and divorced. The married respondents felt more settled and fulfilled in life after having married and started a family. It is after this period that they want to get back to school to make up for the lost opportunities due to marriage pregnancy, child bearing and nursing. This supports the findings by Azuntoba (1990) cited in Mensah (1996) which explains that the attitude of many women of single

hood and childlessness makes it such that most women with high academic status do not have their joy fulfilled so long as they lack spouses and children. According to her, some would not even embark upon continuing education till they have their own husbands and children. The study also found that although most of the respondents were married, majority of those less than 29 years were single.

5.5. Number of Children / Dependents and its Influence on Teacher Participation in Continuing Professional Development.

Dependents affect participation in many ways. Such dependents whether children, spouse, parents, or relatives create conditions against ones interest and need to participate in adult education program (Puetz 1997 cited in Houle 1980). When the Ghanaian teacher is saddled with many dependents, he could be restricted in the pursuance of continuing professional development. However, in the study it was established that the number of children or dependents was not a setback to teachers' re-entry into further education. The desire of teachers, notably women, to embark upon continuing education supports the findings of Kelvins (1976) who stated that women who have not been able to take advantage of educational provisions because of early marriage, child bearing and nursing tend to make up for it later. It can be said that where there is the zeal, will and ambition, there can be a way. This can be seen from the study that despite teachers having children/dependants they still embarked upon further studies.

5.6. Teaching Experience of Respondents

Generally, when a person enters into a profession the urge to stay in the profession increases with time when factors favorable for stay are high. It came to light from the study that over thirty percent of teachers had been on the job for over fifteen years. The long period of practice seems to explain their interest in the job. This suggests that teachers could continue to impart their knowledge and experience to the young ones.

5.7. Academic and Professional Qualifications of Respondents

One consideration in this study was to investigate whether individuals have any obstacle in their quest for further education as a result of their academic or professional backgrounds. The ultimate is for all teachers to have academic qualifications and this requires that those with only certificate 'A' upgrade themselves as quickly as possible. All respondents have had initial teacher training programme, be it 'A' 4 year, 'A' 3 year or diploma. Concerning the academic qualification of respondents, a significant proportion (65%) and (70%) for UCC and UEW were holders of SSSCE respectively. 10% and 5% were holders of University degree in UCC and UEW respectively. Those with GCE 'A' level certificate constituted 5% for UCC and 10% for UEW.

Lawson (1992) reiterates that pre-service training alone is not sufficient to equip teachers for a whole career. He contends that in the past, the teacher was trained in basic principles of theory and practices to enable him cope with the task of classroom management. The present change in the culture of schools and development in science and technology, there is a growing recognition for a continuing process of education and training throughout the career span of the teacher.

5.8. Factors That Hinder Teachers Participation in Continuing Professional Development.

The desire to participate in continuing professional development may be high but certain factors may limit the desire of the individual from re-entry into learning. Many authors such as Cross (1981); McClusky (1974); Knowles (1973), Kelvin (1976); Bown and Tomori (1979) and Apps (1979) had written extensively on barriers towards participation. From the study it was established that factors hindering participation of teachers were personal, academic, professional and environmental. The findings indicated that the multiple roles teachers play as workers, mothers, fathers, wives or husbands affected their re-entry into learning.

Women according to the study are very much aware of the need for professional development. Chivore (1992) agrees that busy schedules, lack of time and job responsibilities account for the inability of many female teachers who may be learners to participate in further education. The other parameters of family circumstances hindering teacher continuing professional development according to the study were unsupportive spouse, discouragement by family members, guilt feeling about neglecting family, economic activities to supplement income and dependent children. Kelvin (1976) listed three obstacles which prevent motivated adults from participating in further educational program. He outlined the factors as (i) problems that face the individual adult learner (ii) the course content that may not be suitable to adults and (iii) the social environment e.g. discouragement, family issues and financial constraints.

The study found out that the study leave quota system was the greatest obstacle in relation to non-participation in continuing professional development. 90% of respondents in both institutions agreed that the study leave quota system limited their desire to re-enter into further studies earlier than this time. The findings revealed that most teachers who applied for study leave with pay to pursue studies in institutions of higher learning were denied because of the quota system introduced by their employer, GES. With the study leave policy, the GES determines who goes in for further studies after considering her resources in relation to opportunities available and specialties needed. This finding supports Cross (1981) who says most adults fail to participate in program because employers are unwilling to release them.

It was established from the study that the desire of some respondents to quit the teaching profession reflects current trends in contemporary society and the state of the national economy. The study revealed that some respondents were interested in attractive jobs that would make them financially

sound and have a guaranteed hope of future security. The contemporary Ghanaian teacher wants to be economically secured. The Ghanaian teacher wants to have a recognized social status, perform creditably and competitively on the job market and be acknowledged in society as having adequate resources other than having stored wealth in heaven whilst finding it extremely difficult to make ends meet on earth. This finding confirms Aryee (1978), who asserted that the teaching profession has always been an avenue for upward social mobility in Ghana. According to him, many distinguished personalities including some heads of state, lawyers, professors, chiefs, politicians, religious leaders and other prominent social leaders had been teachers at one stage or the other in life.

5.9 Motivational Factors Influencing Continuing Professional Development of Teachers.

The findings derived from the study indicated that earning promotion faster, better salary, and enhancement of status in society among others were the greatest motivational factors. This confirms the study of Darkenwald and Merriam (1982). They came out that institutions, individuals and groups within one's social environment like the home, workplace and community counts a lot in making or unmaking an individual.

Despite the problems at workplaces, the unique thing about some respondents in the sample was that, they were managing to overcome their problems. These category of teachers shared the conviction of Dave (1986) that no matter the cost to oneself, a teacher should drink deep at the fountain of knowledge and that post - secondary education should be the very lowest segment on the educational hierarchy for any practicing teacher. Next to fast promotion, better salary, enhancement of status was getting prestigious job later. This confirms the study of Bame (1992) who established that teachers in Ghana are fast to change their jobs at any time an opportunity avails. This could be attributed to poor conditions of service in the teaching profession. Mensah (1996) also came out with the same findings.

The other motivational factors that induce teacher participation in continuing professional

development according to the study are becoming a more knowledgeable person, acquiring current skills, aspiring to the highest level of the teaching profession and be able to influence school policies among others.

Jarvis (1985) asserted that the desire to learn throughout the whole period of professional practice is intrinsic to professionalism. To him, competence is achieved when good practice is based upon sound theory. To be able to execute the demands of the job, the practitioner should constantly upgrade him/herself with knowledge and skills. From the study, it was seen that a majority of the 20 — 39 years age group of respondents said they were encouraged to further their education to earn promotion faster. When this is related to teachers in the lower rank, it could be explained that after three years of successful teaching after initial teacher training, when a teacher furthers his/her education and obtains a degree upon completion he is promoted to the rank of Principal Superintendent. This means just six years after initial teacher training a prospective teacher attains such a high office in the teaching profession whilst a teacher who does not embark on further studies would take 14 years to attain the same grade.

One of the functions of an adult education institution or an adult educator is to create conditions that will cause the learner to learn and this is termed extrinsic motivation (Knowles 1980). Amongst the extrinsic factors that motivate teachers is the prospect for further education. The policy on continuing education for teachers through the distance mode in Ghana is that after successful completion of a course of study, one can pursue further course immediately.

It was established from the study areas that respondents acknowledged continuing teacher education as a basis for updating their skills and broadening their general knowledge. This means that what was

learnt at their initial teacher training needed to be updated. As the years unfold, the teacher needs to understand changes that had taken place in the field.

The general issue is that the teaching profession is dynamic. Every now and then new trends and practices emerge. It therefore behooves on the teacher to be conversant with changes in his professional practice.

In conclusion, one can say that organizational and institutional tendencies featured prominently as motivators. Family circumstances which constitute barriers exist but the determined teacher seems to have a way forward. When there is motivation for learning, the task of educating oneself becomes easier to contend with. On the contrary, where motivation is lacking, learning becomes difficult.

5.9 Reasons for Opting for Distance Education

In the responses provided in the data, respondents cited several commitments that influenced them to opt for distance education instead of conventional education.

Domestic Chores: One of the factors that respondents said was most influential in their decision to opt for the distance mode was domestic chores. The demographic data showed that most participants were 40 years and below, married and had dependents in school. In addition, though most participants were males domestic chores ranked highest in the options selected. The respondents ranked domestic chores as a higher consideration.

To many of the respondents domestic chores were a situational barrier, which prevented them from pursuing further education. Another argument that could be made for this obvious disparity is that

women were primarily responsible for childcare and the household; attend to the elderly in the home and the sick in the family and this might account for low number of females on the programme in both Universities. Von Prümmer (2000). With these responsibilities, it would be difficult for the women to further their education through the regular mode. The 1993 women in Higher Education management study conducted by UNESCO (1993) and the commonwealth secretariat revealed that critical barriers to women participating in decision making arena are lack of access to higher education, the stress of dual family and professional roles, family attribute and cultural stereotyping. In discussing the social and cultural factors faced by women in developing societies, stress, cultural and economic factors are main barriers, preventing women from enrolling for higher education. Social structures, especially in developing countries, pressure women to start a family ahead of professional considerations. The society expects women to bear the burden of caring for the young, elderly and the sick. The overall welfare of the family falls on women, who are expected to somehow supplement their families' income.

Adoo-Adeku (2012) confirm the above statement by saying that while the percentage of females in schools decreased as they move up the educational ladder, that of male increased. On the whole, however it was clear that being able to perform domestic chores while pursuing higher education was a major determining factor for enrolling in the distance programme.

Work and Study: All respondents in both Universities said that to work and study was a highly influential factor in their decision to enroll in the distance mode. Gender variations were once more observed in the rankings of respondents. About a third of the male respondents indicated that 'work and study' was highly influential in their decision to opt for the programme. Men saw themselves as the breadwinners and were concerned about feeding for the home. They therefore considered 'work and study' a highly influential factor in their decision-making.

Cost: One barrier that hinders adults from pursuing further education is the cost. For the adult learner, the cost of financing one's own education and also providing the family with their financial needs is quite high. Enrolling in a distance education programme might be cheaper and therefore more manageable. That most of the respondents mostly married and with more than two dependents, imposed certain economic constraints that would force them to seek cheaper means of furthering their education. These constraints included dependents in school, seeking accommodation, supporting more than one household and traveling to visit family if one enrolls in the conventional system. Predictably, more men than women respondents stated that cost was an influential factor for their decision to enroll in the programme. What could account for this gender difference could be that women consider husbands as providing financial support in their endeavors while the men do not see their wives in a similar vein. This, however, might not necessarily be true since some women support their husbands financially, such as buying provisions or buying clothes for the children or even paying children's school fees, and also providing cash. On the whole, however, respondents considered cost as a major factor that determined their choice for distance education.

Flexibility in Learning: The issue of flexibility in learning was influential in respondents' decision to opt for distance education. More respondents (83%) respondents from UEW and (75%) from UCC ranked the option as influential to opt for the distance mode. Even though combining work and schooling is stressful, it is true that distance education is more flexible than conventional education.

Relocation: One would have expected that respondents would have considered relocation much significance in their decision to enroll in the programme, particularly if one considered the financial and social cost of relocating. The data showed that relocation was one of the least influential factors. The conclusion that could be drawn from this was that since respondents have not endured this problem, they could not appreciate the respite that they enjoyed remaining at their stations to pursue further education. Another point that could be considered is that many teachers undertake supplementary income generating activities; hence relocation would have resulted in a financial loss. Relocation would be considered only if it was accompanied by financial rewards.

Age Barrier: In one of their studies, Darkenwald and Merriam (1982 cited in Merriam and Cafarella 1999), explained that beliefs and perceptions about one could either motivate or hinder one's involvement in adult education. For an adult, therefore, continuing one's education, particularly if one was going to join younger adults would be intimidating if one perceives oneself negatively. In open and distance learning, however, the problem of age is reduced considerably, more particularly because the distance learner would spend most of his/her studies time in isolation from other learners.

The problem of age was significant but not considered one of the major problems. It is only when one becomes exposed to the 'teasing' and/or ridicule from younger students that one would feel the sting of the age factor. The inference that could be drawn at this point is that since respondents were all adults, doing most of their studies individually and were spending only a little portion of their time for group tutorials, they did not feel intimidated within the group. They did not, therefore, consider age as an important factor.

. 5.9.1 Challenges Faced by Distance Learners.

Respondents were asked to state some of the challenges they faced in their studies. A number of issues came up from their responses, and these were categorized under the following, ‘studying at home’ cost’, ‘inadequate study materials, and ‘commuting to study centres’

Studying At Home: On the issue of studying at home, about sixty percent of the respondents in both institutions complained that they had problems studying at home. They stated that the home environment was such that it was quite difficult for them to study, particularly with children around distracting them. Interestingly, while the male respondents mostly complained of disturbances from relatives and friends who called on them at the time of their studies, the female respondents complained about the difficulty of combining household chores, attending to the needs of children and studying. Thus, while one would agree that distance education could facilitate work and study, one should not forget the fact that for most of the female respondents, the ability to juggle academic work, family care, and employment as teachers could still render distance education a hardship.

Financial Difficulties: Another major challenge that the respondents noted was the problem of finance. Most respondents complained about the cost of learning materials they had to purchase to facilitate their studies. According to the respondents some of them were unable to purchase all the study materials that were provided alongside the course materials. Participants mentioned also that since they had to travel at the end of every month to the study centres for the monthly group tutorials, they had to spend extra funds feeding themselves. They had to spend money on transportation to and from the study centers. Respondents added that since they needed extra help to ensure that they performed well in their assessment exercises, some of them had to hire the services of tutors teaching in second cycle institutions to help them. Such services were not free. The extra cost was a major

difficulty for them.

Additionally, many of the respondents complained that they had received no financial assistance from their employer (GES) to facilitate their studies and help reduce the financial burden. The complaint, from the researcher's viewpoint, was not out of place. It would interest the reader to note, that the GES did not have any data about teachers who were on the distance education programme. There was no data about distance education participants in the office, while information available on teachers who were on study-leave with pay and those who had enrolled in the sandwich programme. Obviously, GES as an institution was not interested in teachers who were on the distance education programme.

Additional Reading Materials: About 80% of respondents in both institutions mentioned that they did not have all the requisite study materials for their studies. They maintained that they needed several reference books to be able to present good answers to assignments. According to them, instructional materials are delayed and this affected their studies. They mentioned in particular that they needed to visit the library for more information. However, most of them did not have access to a library since they did not have any at their stations. Much as they wanted to use library facilities, it was quite difficult to travel to the nearest library for reference materials.

Commuting To Study Centres: A large number of respondents in both institutions raised the issue of commuting from where they live to the study centres. This particular issue was predominantly a female problem. For the female respondents, the weekend was the time they did most of their major marketing for the household, clean up the house and also attend to other family issues.

From the responses presented one could infer that leaving the family at the weekend created problems and thus made it quite hard for them to concentrate on their studies when they were at the study centres. A few mentioned that they sometimes had to skip reporting at the study centres in order to attend to the family issues. Of interest was a response given by one female respondent. She stated that she had to attend to her husband who was bed ridden with stroke, and therefore had to skip the monthly meetings on a number of occasions so that she could attend to him. Skipping monthly meetings by respondents obviously has a negative effect on their understanding of the topics that were discussed during their absence.

5.9.2 Managing the Challenges.

In reacting to how they met the challenges the respondents mentioned that they had to retreat to quiet places like school compounds or church buildings to study when the premises were not in use. Others also mentioned that they stayed on school compounds to study after school. This reduced the rate of disturbance from their children and spouses. Other respondents stated that they had to stay up in the night when the family was asleep before they did their studies.

On the issue of financial cost, about 50 percent of the respondents mentioned that they had to reduce some of the expenses they made on things like funerals, family commitments and social activities and save money for their courses. Some also mentioned that they had to restrict visits by family members and others since they wanted to have time for their studies. They made arrangements for other relations to help care for the family, when they went to the study centres for tutorials. Much as these arrangements did not completely solve their problems, -it sort of reduced the effect.

A great number of respondents stated that they looked out for other participants in the programme to study with them since they could not study much on their own, and since they did not have enough reference materials. In addition to this, they contacted teachers who taught in' the secondary schools

to explain some of the topics assigned them. It seemed respondents tended to depend much more on the group studies than individual study. Their fear was that without studying with their peers, they might not be able to do well in their examinations. Dependence on co-participants and tutorial appear to contradict the notion and meaning of self-directed learning in Knowles (1975) and Moore (1980), both cited in Brookfield (1987). If one should consider this notion and meaning of self-directed learning, then the high dependence on study groups by these respondents should not pass without comment since it appears to contradict the study cited above.

The answer may be found in differences in culture in which Africans are group-dependent rather than Individualistic. Another answer may be that because they could not access libraries easily, respondents became dependent on each other as another source of information. Seeking help from other people could also signify the zeal the respondents have in pursuing the distance education programme. The studies on independent learning mentioned above were conducted in more developed societies where students can easily access learning materials. One should also not overlook the fact that these respondents were trained in the conventional mode and therefore would find learning independently a novelty.

The notion put forward by Knowles that adult would be committed to undertake projects in which they were involved in the decision-making process appeared supported by the data. For these respondents, participating in distance education was a major task, which they were committed to and therefore were ready to sacrifice leisure and commitments in order to achieve their goals.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

This chapter sums up the major findings and conclusions derived from the study. From these findings and conclusions, appropriate suggestions and recommendations aimed at finding lasting solutions to the issues identified are made. The implication of the study to the practice of adult education is also discussed. Finally, suggested areas for further investigation are given.

6.1 Summary.

It is common knowledge that continuing education and for that matter, professional development is an asset to the individual, family and society. However with the several opportunities made available to teachers, some are unable to utilise the educational provisions. Based on these premise, this study was set out to investigate factors influencing teacher motivation for professional development through distance education programme run by the University of Education, Winneba and University of Cape Coast. It noted that teachers in the study area are inspired by varied reasons to upgrade themselves professionally. High among these motivational factors included improved salaries, fast promotion updating their knowledge and skills, opportunity to influence school policies and enhancing their status in society. Distance education also provided an opportunity for the participants to upgrade their knowledge and skills. When Ghana education service introduced the quota system into its study-leave policy, it became apparent that teachers would have to further their education through the distance mode. Since University of education, Winneba and the University of Cape coats had already started the distance education programme, it afforded the teachers the opportunity to further education. After the inception of distance education it was noted that teacher's interest in the programme was on the increase. This was evident in the number of teachers that continue to enrol on the programme the past years. The researcher's interest to find out the reasons led to the study.

The study had the following objectives: To

- examine the background of teachers participating in further courses run by the university of education- Winneba and University of Cape Coast through the distance mode
- ascertain the extent to which the background played a role in the decision to participate in further education.
- identify the factors that motivate teachers to enrol and participate in distance education
- Identify sources of funding the programme by participating teachers.
- determine the challenges participants face in pursuit of their goals and how they met the challenges

The study was carried out in East Akim Municipality of the Eastern Region of Ghana. The population of the study comprised all teachers in the East Akim Municipality who are on the distance education programme run by the university of education, Winneba and university of cape coast. In all 160 teachers who constituted the sample size were involved in the study. The respondents were selected through a multi-stage sampling approach. The study was an analytical survey and descriptive in nature. Both primary and secondary data were sought. Information was got from the field and from published and unpublished works.

A questionnaire was used to generate both qualitative and quantitative data and the two types of data were analysed independently. The quantitative data was edited, coded and the statistical package for the social sciences (SPSS) version 14 was used for the analyses of the data. With regards to the qualitative data, responses were summarised, tabulated and interpreted in the form of tables, charts and averages which allowed the results to be communicated without any intricate technicalities. The

study brought out some significant findings and these were matched against the research questions. A number of questions were raised to dissect the issue at stake. The study was based on two theories. The first is Maslow's Needs Theory, which states that individual's needs are hierarchically ordered, starting from physiological needs to safety. Affective, self-esteem and self-actualization needs in that order. The satisfaction of one need would lead to the emergence of another (Rollinson et al 1998, Griffin 1991).

The second theory on which the study was based was Vrooms Expectancy theory. The theory states that motivation occurs in an individual when expectancy, instrumentality and valence

Interact positively within that individual (Rollinson 1998). In the review of literature, it was noted that distance education occurs when teachers and students are separated by space and time, and various means, including print and other technical media are used to bridge the Instructional gap. In addition to that, distance education has certain specific features, which makes it different from the conventional, campus-based system. From the review, it was noted that many countries including Brazil, United Kingdom, South Africa and Nigeria have used

Distance education to prepare teachers at various levels to bring about educational/civil reforms. In Ghana, distance education was used to train teachers at the initial level in the past. Institutions like use distance education to train middle and top-level management staff in both public and private organizations. Distance education was introduced at the tertiary level in Ghana at the University of Education, Winneba in 1998 and the University of Cape Coast in 2001 to widen opportunities for teachers to upgrade their knowledge, especially those who might not be able to enroll in conventional institutions.

Many studies have been conducted about participation in adult education program in general and in distance education in particular. Most of the studies revealed that individuals participated in adult education because of socio-economic and personal gains. In a study conducted in Kenya for instance, it came to light that teachers enrolled in distance education because they would obtain increase in their salaries at the end of their program (Kinyanjui, 1992). Another study, conducted by Prescott and Robinson (1993) in the United Kingdom, confirmed this observation. It was also noted that apart from the financial benefits, teachers enrolled in distance education because it would improve their qualification and enhance their chances of promotion (Evan s & Nation 1993)

Though many people are motivated to engage in adult education program because of their own selfish reasons, some adults would pursue further education because learning in itself is motivating.

6.2. Findings.

In relation to the research questions, the investigation established the following:

- (i) Male teachers outnumbered their female counterparts in both the two universities. It was found that teachers participate in continuing education at any age. However, a majority of respondents did so before age 40. The peak period of continuing education amongst teachers in East Akim municipality was between 20-29 in University of Education–Winneba and 30-39 in University of Cape Coast. The first 15 years of service were the most likely period for continuing education. Despite the influence of marriage on participation in continuing education, married teachers managed to develop themselves professionally.
- (ii) The number of children a respondent has did not have serious influence on his/her professional development process.

- (iii) Having improved salary, illegible for fast promotion, updating knowledge and skills, aspiration to reach higher level of the teaching profession, opportunity to influence school policies and status enhancement in society among others were the most important reasons for participating in further education.

Using the theories of motivation and need as the theoretical foundation, it was established that participation in professional development by teachers in the East Akim Municipality was related to motivation.

- (iv) Teachers in East Akim Municipality were aware of regular full-time and distance education provisions in the tertiary institutions. However, to get easy admission, taking care of their families, being able to pay for the cost of their programme and the study leave quota system introduced by GES, a majority preferred distance education to full-time education on campus.

- (v) Participating teachers were confronted with challenges such finance, transportation, studies and managing their families with academic work among others. The challenges were managed by seeking for bank loans relocating study area, colleagues assistance and relocating dependents to other family members.

6.4 Conclusion

From the study, it was established that teacher professional development tend to focus on the individual teacher as the key to school improvement, reform, restructuring and the attainment of national educational goals including the number one issue in most peoples mind – high performance of students in standardised test. Hence commitment to higher academic and professional standard of teachers is strong both locally and at the national level. Lack of quality teachers is amongst the factors derailing Ghana's Educational development. The clarion-core regarding the critical role

teacher's professional and academic development ultimately play in the total national development of education has been sounded. The national approval and encouragement of teachers to reach high levels is in the right direction. The study has a general application to all teachers in Ghana as regards motivation to continuing professional development and factors hindering aspirations to re-entry into further study. It is hoped that teachers will continue the examination and refinement of skills throughout their carrier.

6.4 Recommendations.

From issues that arose out of the study it is imperative to make the following recommendations;

6.4.1 Distance Education.

The ministry of education should give special attention to distance education in the country. The Ghana Education Service should financially assist teachers who pursue programmes through distance education mode. Cost sharing arrangements should be made, provision of library facilities at study centres stocked with relevant course books and the establishment of distance education centres in all the districts of the country should be looked at. It is hoped that this will encourage more teachers to embark on professional development through distance learning. This development will lessen the financial burden on government especially in the areas of building new universities and expanding the existing ones. It will also serve as an alternative to the conventional face-to-face campus base system of education. In the same vein, there would be an increase in access to further education because it will help more teachers to pursue further studies than the conventional type since it can operate over long distances as it is not limited by space.

6.4.2 Flexibility in admission and course duration

In the light of it is recommended that the University of Education – Winneba and University of Cape Coast which are the main institutions of higher learning mandated to train teachers should make enrolment into the distance education programme more flexible in order to enrol more female teachers since they will have more difficulty enrolling in the conventional system. For instance the number of years that one should serve before applying for admission could reduce for the female teachers.

It is also suggested that there should some flexibility in the duration of the course before one graduate. Instead of the current three years for those pursuing diploma courses, it could be made possible that those who cannot make it in the stipulated time could be allowed to have an extension of one year.

6.4.3 Remuneration

To help attract and sustain teachers with high professional and academic qualifications in the service, teachers upon going through further education should be put on a salary scale commensurate to their status as pertain in other professional bodies. Arrangements should be made by bodies such as the GES for the participating teachers to benefit from a special bursary as a form of motivation to boost interest of teachers for continually update themselves professionally.

6.4.4 Re-focusing on Educational Goals and Policies

To accomplish the fundamental national goals of education, the nation should focus her attention on adopting a significantly different context for the planning, delivery, support and evaluation of teacher's professional and academic development. With this development, the government and for

that matter the GES should grant special bursaries and scholarships to teachers perusing critical program in science, mathematics and ICT to meet the technological age demands of education.

In addition, the study leave quota system introduced by the GES should be given a second look. It is believed this would prevent some dedicated and committed teachers from leaving the teaching service due to frustrations and denied of study leave.

6.5 Possible Areas of Further Study

The findings of the study can be replicated to ascertain its authenticity. People who are interested in the following topics are encouraged to conduct investigations into them.

- Professional Development of Teachers in Ghana through Distance Education – achievements and challenges.
- Cost Effectiveness of Teachers' Professional Development in Ghana through Distance Education.
- Factors affecting Female Teachers Participation in Distance Education

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APPENDIX

RESEARCH QUESTIONNAIRE

INSTITUTE OF CONTINUING AND DISTANCE EDUCATION

UNIVERSITY OF GHANA, LEGON.

I am a student of the above named Institute and seeking your help in a study on the topic: “**Factors Influencing Teachers Motivation for Continuing Professional Development in the East Akim Municipality**.” “This study is being conducted as research project for my Mphil thesis. Your opinion, suggestions and experience about this topic will provide useful information in addressing some of the issues confronting us as teachers with respect to our professional development. Your willingness to take part is highly appreciated. The confidentiality of your responses is an ethical issue which will be respected in this study.

The information you provide here will be treated confidentially, and only GROUP data will be reported as an outcome of this study. I will appreciate your fair and honest responses to the items provided.

Thank you.

Instruction: Please tick or write where applicable

Section 1: Demographic Characteristics

1. Sex: Male [] Female []
2. Age:
 1. Under 20 [] 2. 20 – 29 [] 3. 30 – 39 []
 4. 40 – 49 [] 5. 50 – 59 []
3. Marital Status:
 1. Single [] 2. Married [] 3. Divorced []
 4. Widow [] Widower []
4. Number of children / dependents:
 - a. 1 – 2 [] b. 2. 3 – 4 [] c. 3. 5 and above []
5. Teaching Experience
 1. 0 – 5 [] 2. 6 – 10 [] 3. 11 – 15 [] 4. 16 – 20 []
6. Highest Educational Level
 1. MSLC [] 2. JSS [] 3. SSSCE/WACE [] 4. G.C.E
 - ‘O’ Level [] 5. G.C.E. ‘A’ Level [] 6. University Degree []
 7. Other (please specify).....
7. Highest Professional Qualification
 1. Certificate A [] 2. Diploma [] 3. Post –Diploma []

4. Bachelor's Degree [] 5. Other (please specify)

8. Rank or Grade in GES.

1. Teacher [] 2. Superintendent II [] 3. Superintendent I []

4. Principal Supt. [] 5. Deputy Dir. [] 6. Other (Please specify).....

9. Which level do you teach?

a. Primary [] b. JHS [] c. SSS []

d. Other (Please specify)

SECTION II: Motivational factors for teacher continuing professional development.

Please indicate on a scale of (1) "strongly agree" to (5) "strongly disagree" how well each of the following questions describe your motivation for work.

Extrinsic Motivational Factors

Statement	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
10. I am on the programme to get a more prestigious job later on					
11. I am on the programme in order to have a better salary					
12. The programme will make me a better teacher					
13. The programme will make me a more knowledgeable person					
14. I am on the programme because It will help me acquire current Skills useful to my work					
15. I pursue the programme because of the welfare of my family					
16. I am on the programme because of the Pressure from my family					
17. I am on the programme to earn promotion faster					

Extrinsic Motivational Factors

Statement	Strongly agree	Agree	Agree	Agree	Strongly Disagree
18. I like teaching because it is a calling					
19. I aspire to reach the highest level of the teaching profession					
20. I pursue professional continuing development programme because of society's view of teaching					
21. I am pursuing the course because I want to influence school policies					
22. I have opportunities for professional Continuing development programmes which are relevant to my work					
23. I am on the programme to enhance my status in society					

SECTION III: Reasons for Opting for Distance Programme

24. Have you ever pursued any course through distance education mode? a. Yes [] b. No []

25. Is distance education mode your preference for developing yourself professionally?

a. Yes [] b. No []

26. If yes, to question 25, which of these factors influence your decision to study through distance Mode?

Tick as many as applicable

- | | |
|--------------------------------------|---------------------------------|
| a. It is convenient [] | j. No problem of relocation [] |
| b. Desire to study independently [] | k. Social responsibilities [] |
| c. Flexible learning schedule [] | |
| d. Combing work and study [] | |
| e. Secure current work position [] | |
| f. No access to study leave with pay | |
| g. No age barrier [] | |
| h. Family responsibilities [] | |
| i. Cheaper than regular [] | |

34. Do you find the duration of the course to be adequate? a. Yes [] b. No []

35. Are your tutors supportive? a. Yes [] b. No []

36. If yes to Question 35, in what ways

37. In your opinion what do you think GES should do to improve teacher’s professional and academic development to enhance teaching and learning in the educational sector?

.....
.....

38. Please could you state three factors that you think hinder teachers’ participation and continuing education?

a.

b.

c.

SECTION VII: Challenges face by distance learners

39. State three major challenges you face as a distance learner

a.

b.

c.

40. How do you manage these challenges?

41. What suggestions would you offer to solve the problems identified in Question 40?

.....
.....

42. Please suggest three ways of improving distance education programme in Ghana.

a.

b.
.....

c.

Thank you for taking pains in answering the questions.