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Research Article

Evaluation of Professional Development Programmes for Art Teachers in Kwahu-South District Senior High Schools in Ghana

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Abstract: The present study aimed to identify and describe the Professional Development Programmes available for Art Teachers in the Kwahu-South District Senior High Schools and to evaluate how authorities in the Kwahu-South District, organize Professional Development Programmes for Art teachers in the Senior High Schools. Qualitative and evaluation research designs were used. The population for the study consisted of 260 teachers at Kwahu-South District Senior High Schools. The population consisted of Heads of these schools, the Art and Culture Coordinator and the Human Resource Manager (HRM) at the Kwahu-South District education office. Out of the 260 population, only 32 were sampled for this study. Interviews, document analysis and focus group discussion were the instruments used in collecting the data. At the end of the study, it was realized that further studies, workshops, conferences and in-service training are the most common form of Professional Development Programmes that are available to teachers. The other Professional Development Programmes such as coaching, symposium, job rotation and seminar were the least and less attended programmes mentioned among the teachers. Therefore, it is recommended that the government and education stakeholders reconsider PD programmes in their action plans.

Keywords: professional development, programme, district, workshop, conference, visual arts and teachers

1. Introduction

Teaching, as a profession, deals with a continuous learning process that is found in daily learning and training. It is through this that teachers gain more experience in their practices. As teachers are taken through this training, they can impact knowledge, which improves students' learning outcomes. Whitcomb et al. (2009) also point out that teaching is an intellectual and demanding exercise and since it does not come so easily, teachers need to be taken through developmental programmes to help them gain this expectation. On the other side, this can only be possible when teachers get the full support and the opportunities to explore new ideas through developmental programmes.

Teaching is a challenging profession and to sustain and overcome these challenges, teachers need to be abreast with new ideas and other instructional strategies to be used anytime such challenges come up through continuous studies.

Many teachers cannot achieve teaching objectives since they have not been taken through the content of these subjects and how they are taught. This is mostly identified in areas where the teacher is new to the content or subject area and has not been exposed to any form of Professional Development programme (World Bank, 2005).

In the publication by the Government of Ghana (2015) on how to strengthen education in Ghana, through the PTPDM policy, it is stated that teachers are the centre of offering better education to learners as they assist the students in their daily learning and then make sure that these students can accomplish their potentials in future. Yet if teachers are not developed and managed professionally by supporting them through Professional Development Programmes, the potential that the nation seeks for its learners may elude them in the end.

The Ministry of Education, Ghana Education Service and National Teaching Council have been on the alert to make sure that every teacher in Ghana receives Professional Development Programmes as a way of getting their license renewed, and other credentials updated as long as they remain in the teaching service (National Teaching Council, 2020). By way of achieving the objectives of this policy, various offices have been set to supervise and award points to these teachers who attend continuous Professional Development Programmes yet the majority of these teachers seem confused about it.

According to one Head of the Visual Arts Department in the Kwahu-South District, the majority of Visual Art Teachers in the Kwahu-South District Senior High Schools lack access to continuous Professional Development Programmes and this is contributing to limited instructional strategies in lessons delivery and also affecting these teachers in accessing current knowledge in teaching the various subjects they teach.

New concepts are taught with a better understanding when students' interests are in mind. In this way, teaching and learning are done based on students as it results in an improved learning outcome (Australian National University, 2007). It could be said that students learning outcome improves when teachers give themselves more to Professional Development Programmes.

Following the above statements, this research, therefore, focuses on visual art teachers in Kwahu-South District Senior High Schools as a case study with the help of Guskey's (1997) proposed model of "Professional Development and Teacher Change" and the Human Resource Management Framework for Public Servants in Ghana as a guide to evaluating the kind of Professional Development Programmes available for Art Teachers in the Kwahu-South District, and how they are accessed by the teachers.

These statements above make it demand and responsibility for Art teachers to continuously develop themselves through Professional Development Programmes to access current knowledge in Art.

1.1 *Objectives of the study*

1. To identify and describe the Professional Development Programmes available for Art Teachers in the Kwahu-South district Senior High Schools.

2. To evaluate how authorities in the Kwahu-South District, organize Professional Development Programmes for Art teachers in Senior High Schools.

1.2 *Research questions*

1. What are the Professional Development Programmes available for Art Teachers in the Kwahu-South District Senior High Schools?

2. How do authorities in the Kwahu-South District organize Professional Development Programmes for Visual Art teachers in Senior High Schools?

1.3 *Importance of the study*

1. The study will help the Ghana Education Service (GES) to appreciate the kind of Professional Programmes to organize; to aid art teachers in their career development.

2. The study will further help visual art teachers in Ghana/KSD to know the different Professional Development Programs available to them and how often they can access them as the majority of them are not aware of such programmes.

3. It will further provide relevant information to most stakeholders of education in Ghana through the suggestions that can be used to develop teachers professionally.

2. Art teachers in the Senior High Schools

Queensland College of Teachers (2016) defines a 'teacher' as anyone who teaches or instructs others on educational subjects and also evaluates learners learning outcomes. Art Teachers also keep records of their students to inform their progress in learning. Art Teachers normally do this to help develop learners towards positive development and contribution to their society shortly.

Art Teachers must be able to know what the world needs and as a matter of fact, provide what society expects from them in the society. Art Teachers are characterized by kindness, compassion, love, optimism and a well-meaning individual.

Art Teachers also help educate learners to assume leadership roles that can help them in the future. The main aim of every good teacher is found in their students' preparation so that these students can take up leadership roles in society by guiding them to lead the next generation with the ideas they achieved from teachers when they were students. This should be the priority of every true art teacher; to see their students leading and practising their ideologies to the benefit of society.

The publication by the Government of Ghana stated that teachers have a central role in offering better education to learners and this can only be possible when teachers are developed professionally.

Waldron (2016) also stated that good teachers will tell you they are students, not teachers because they see themselves as learners; with the main aim of finding other means of delivering their lessons to the understanding of learners. Waldron's statement can be true and measurable only when these teachers devote themselves to programs that can help them develop their skills for better learning outcomes.

In a debate opened by the Education Reform in 2007 (Ghana) on a comprehensive teacher education policy, the following were recommended for policymakers according to the report. These are the recommended policies by the 2007 Education Reform Committee; advancement of teachers' capabilities and skills through human resource management and career development.

According to allafrica.com, the policy about developing the value of teachers has not been fully implemented in the way stakeholders wanted it to be for some years now. But on the other side, this policy seeks to add more value to teachers and it can only result properly when teachers in Ghana are taken through developmental programmes. This will ensure proper learning outcomes on the part of the students as teachers do their best to utilize what was studied during developmental programmes.

2.1 *Professional teacher development*

For teachers and students to be abreast with new content in the educational trends of a nation, well-structured developmental activities need to be given to teachers to improve society. This will make classroom teachers march toward the modernity of educational strategies nowadays. Due to this professional teachers need to be developed to meet the expectations of society.

According to Hassel (1999), Professional Development is defined as the act of adding value to the competencies and expertise of the teacher to anew them with more current instructions that can help in effective classroom delivery. Also, Guskey (2000) states that a lot of research has found that there has never been improvement in the teacher's knowledge as well as effective education without the implementation of Professional Development Programmes for the teachers. Therefore, stakeholders should resort to developmental programmes to train teachers more professionally.

This means quality education and successful learning takes place when teachers are developed professionally and this kind of development should be consistent. In this way, teachers can discuss classroom learning problems through ideas shared during the professional development program; core to ensuring quality and effective education in Ghana.

Although teachers are the main recipients of teacher development programs, it turns to benefit learners in the end as these teachers later impact whatever knowledge or idea received during the development program to their students. These students later, apply what they have been taught in their social lives which brings a change in the

culture of society. Therefore, Professional Development Programmes should seek to deal with more issues relating to students learning since they are the recipients of such programmes in the end (Guskey, 1994). Teacher Professional Development (TPD) (also known as "in-service" or "teacher education") is the training given to teachers to stimulate their development in a given area of study. Developing teachers professionally also means increasing the quality of the curriculum and what it entails to meet what was learnt by the teacher during developmental programmes.

Educators and policymakers should make professional development programs a necessity in the teacher's life if there must be an improvement in the world of knowledge; teacher professional development programs are the only tools that policymakers and other stakeholders envision as a means for change or improvement in educational systems that are disseminated and conveyed to teachers. Teachers need to always check different ways of accessing developmental programmes in order not to become singular-minded in their practice as teachers, but rather search for other similar and quality developmental programmes that can make them open to new ideas in the field of education. Hence, teachers should not resort to only one point in developing themselves if they are willing to welcome current strategies and instructions in education.

2.2 *Forms of Professional Development Programmes*

According to Education Review Office, teachers go through many developmental programmes to increase their understanding and experience in teaching and learning. Some of these include informal and formal professional learning.

Informal professional learning can include reading novels to seek for ideas through interviews, sharing experiences with colleagues, analyzing research works, and listening to discussions of relevance to the teacher and their profession. This type of learning activity does not take place under any structured or ordered pattern, but it can take place anywhere and anytime; depending on the teacher's readiness to learn from what is happening and its relevance to education and classroom learning. Informal developmental learning can also take place as beginning teachers study the actions and attitudes of other experienced or colleague teachers on how they manage their profession as teachers. Informal learning also occurs when expert teachers serve as an advisor to other teachers in terms of difficulties or situations where there is a need to implement new learning strategies.

On the other hand, Kennedy (2005) explained formal professional learning as learning or training that is guided, structured and supervised by experienced experts in a specific area of study. This form of learning takes place in a guided area and it is often regulated by specified rules, periods and durations for every form of activity that takes place. These forms of learning can be done on group bases with an expert serving as the advisor. Normally, one expert in a specified area is assigned to groups of teachers that need development in such areas as educational-related topics are brought forward for discussion and analysis.

Some of the formal learning programmes can take the form of a day or more developmental courses, training sessions, conferences, post-graduate study, and departmental Professional Development Programmes. This form of training is normally organized under a structured and regulated environment. In this case, participants are given topics for discussion as well as the period and duration within which the program is going to last.

Teachers can also further their studies after teaching for some number of years (Postgraduate study) to refresh their knowledge and acquire a high level of understanding in a selected area of study. This is also done as the teachers are taken through educational researched papers, articles, and other educational issues that need to be addressed. Birman et al. (2000) state that teachers go through certain academic activities by professionals and experienced teachers who are higher than them academically.

The following are other forms of Professional Development Programmes that teachers can go through to broaden their knowledge and expertise in the teaching field.

2.3 *Collegial learning*

This form of professional development deals with colleague teachers learning and sharing ideas. During this moment, teachers come together to discuss and read about ways to improve their teaching and other practices required of them. McTighe and Emberger (2006) reveal that the efficiency of collegial learning makes room for a peer-reviewing process as they study with other groups and focus on better teacher professional practice. Feiman-Nemser (2001) on the

other hand described collegial learning as a way team of teachers decide on educational topics with a common agenda; to improve learning outcomes or in reviewing the progress of teaching and learning in other subject areas. These reviews can be done on curriculum implementation, complex topics and their relevance to education, instructional strategies and students' development. This form of learning is recommended for teachers with much experience in education as most of the issues that are discussed are mostly based on observations and classroom behaviours.

2.4 *Peer-assisted learning*

This involves knowledgeable teachers who play the role of a mentor as a way of developing other teachers.

Mentors in this process then develop the skills and knowledge of the learners by studying and thinking about their practices and responding to the insightful questions and concerns of educational interest. Some of these skills that the teacher can acquire are, how to ask questions in the classroom, how to answer students' questions, and also how to make suggestions that could improve the nature of students learning and growth in our national development (Joyce & Showers, 2002).

2.5 *Teacher-researcher/practitioner*

This is where teachers come together to research new ideas and try to practice what they have learnt in the process. It normally deals with expertise coming together to research new ideas and the best ways to execute some yet-to-be-implemented curriculum or educational principles that are already in the system. During this programme, the findings or results are tried first to check their feasibility before recommendations are made for use by teachers in schools.

2.6 *Teacher-as-student*

In this form of professional development, teachers involve themselves in academic activities by receiving knowledge from professionals and experts with higher qualifications in the field of education. This is normally done to develop more learning outcomes as teachers are taken through some educational principles that can help them better their skills and knowledge in teaching.

2.7 *Independent learning*

This kind of professional development takes place when teachers do their independent learning by reading books and other materials that are of benefit to educational issues in the classroom and teachers' development. At this point, the teacher is not restricted by any rules or regulations as to what to read but the main aim is to find ideas that can help them in their profession as teachers. This can take place at any part of the teachers' daily activities as long as the issue can be linked to education and teaching. The dangerous part is when care is not taken, useless ideas might be copied by some teachers; especially when the teacher is less experienced in the area of study, hence affecting students' learning outcomes.

2.8 *Other categories of enprofessional developmt*

OECD (2009) also stated the following as types of Professional Development Programmes teachers mostly find themselves in the structured and unstructured or informal types of professional development. Under the structure, OECD (2009) mentioned the following;

a. Courses/workshops: when teachers come together to review topics and subject matters on educative issues.

b. Education conferences or seminars: at this type of professional development, experts and experienced teachers are allowed to present problems in the educational system as well as find the best way to analyze them through discussions and other means.

c. Qualification programme: this is when teachers are taken through the other higher programmes for some number of years with structured and closed supervision. Academic certificates are normally awarded at the end of this kind of programme. This can take place at accredited Universities or colleges of education.

d. Observation visits to other schools: this involves the teachers moving from one school to the other with the

idea of learning how other colleague teachers handle different subjects in schools and also sharing ideas in related subjects. The teacher serves as an observer while taking notes of the happenings in the schools and their environs.

e. Participation in a network of teachers: this is where different teachers come together in one place with the aim of reviewing and reflecting on teaching methodologies and the best ways to improve them to achieve a positive learning outcome and teacher change.

f. Individual or collaborative research: this form of professional development helps the teachers to research common teaching problems of interest and then find a meeting point, to present their results or findings.

g. Mentoring or peer observation and coaching: This deals with teachers serving and observing other experienced teachers in a given area of study within a limited period; to gain knowledge and share ideas.

All the above are some relevant Professional Development Programmes available for teachers but only a few are known among art teachers and this is the gap the researcher seeks to fill in this work.

3. Research design and methodology

The qualitative research design was selected for this study. Qualitative research is intended to examine how a group of people respond to issues or topics. It normally infers on their behavioural change and assessments of pertinent issues within their communities or their habitat. It uses a close study of a group of people (usually a small size) who will be serving as respondents from whom data would be collected for the research (Qualitative Research Consultants Association, 2016).

The use of this design allows the researcher to observe and record every sign or response from the respondents; whether verbal or non-verbal communication. Body language, tone of voice, and other relevant actions that could help the researcher gather data from the respondents (through interviews or discussions) were taken into consideration.

Evaluation research was selected as the method for this study because the researcher seeks to establish value judgment based on evidence about the achievement of goals on Professional Development Programmes for Visual Arts Teachers in the Kwahu-South District.

3.1 *Population for the study*

The population for the study includes all the 260 teachers in Senior High Schools in Kwahu-South district. These schools include: School A, School B, School C and School D. The eight (8) Heads of these schools as well as the Art and Culture Coordinator and Human Resource Manager (HRM) at the Kwahu-South District education office were also part of the population for this research.

3.2 *Sample size*

The samples were grouped into six (6): five (5) art teachers from School A as Group One (1), five (5) from School B as Group Two (2), five (5) also from School C as Group Three (3) and other seven (7) from School D as Group Four (4); this group happens to have the greater number of teachers since they offer most of the Visual Arts elective subjects as compared to the other groups. The following also represent Groups Five and Six: eight (8) Heads from these four Senior High Schools (two coming from each of the four schools, including the Assistant heads in charge of academics) being Group Five (5) with the Art and Culture Coordinator and the Human Resource Manager of the Kwahu-South District education office representing Group Six (6). This was done to enable the researcher easy access to data as well as offer the best way to present findings that were collected from these groups at different locations.

The groups of Art teachers from the various Senior High Schools include a homogenous sample: teachers who teach the various Visual Arts elective subjects in the Senior High Schools in the Kwahu-South district. The elective subjects that these teachers teach include Picture making, Ceramics, Graphic Design, and General Knowledge in Art, Basketry and Sculpture.

The other group, that is the Heads of these Senior High Schools, the Art and Culture Coordinator (ACC) and the Human Resource Manager (HRM) of the Kwahu-South district education office also represents a heterogeneous group that gave information about how, when and who organizes Professional Development Programmes for these

Art teachers in the Kwahu-South district. These groups are also seen by the researcher as the group with in-depth knowledge, experience and information on Professional Development programme organization and other information on developmental programmes that the Art teachers in the district might not be in the position to give to the researcher. The sample size has been summarized in Table 1 below.

Table 1. A summary of the sample size

Group	Number of Teachers
1. School A	5
1. School A	5
3. School C	5
4. School D	7
5. Heads of schools	8
6. District Officers	2
TOTAL	**32**

3.3 *Sampling technique*

The purposive sampling technique was used to select the Thirty-two (32) samples for the study.

Purposive sampling is also known as judgmental, selective or subjective sampling. This sampling technique was selected because the selection is mainly done by the researcher's judgment and interest in a particular group. Here, it is the researcher who determines into which area of a specific group the sample must move.

This sampling technique was used as it gives the researcher room to choose small samples that have in-depth knowledge about the problem under investigation and must be able to answer certain questions about the research.

3.4 *Research instruments*

The research instruments for the data collection include an interview, document analysis and focus group discussion.

3.5 *Interviews*

The interviews were conducted in a systematic (after seeking the consent of respondents officially) way by talking and listening to the respondents to retrieve information from them through the use of interview guides. This helped in collecting accurate and consistent data from different respondents on similar questions.

The interview only took place (face-to-face) among the sampled teachers and their headmasters in the selected Senior High Schools. This was done to get the respondents involved as they express their views on other related topics to which the researcher seeks to find solutions. It gives respondents the chance to discuss important issues with the interviewer through any view outside what the interviewer seeks to collect from the interviewee is not considered.

The interview gives researchers the chance to collect first-hand data from respondents since it is sometimes done with the interviewers present at the location of the interviewee.

3.6 *Document analysis*

Document analysis is a systematic procedure for reviewing documents available to the researcher. Documents that are related to the topic were reviewed and analyzed with the help of the set of research objectives as a guide. These documents include articles, notes from diaries, information from the internet, suggestions from discussions on the radio or television, and any other place the researcher can review documents concerning the problem under study. Other documents were also retrieved from the headmasters, teachers and human resource personnel. Bowen (2008) states that documents can be analyzed in different ways by taking notes of adverts on television and radio, records from the attendance register, reports and minutes from meetings and books that are of relevance to the topic to be researched.

The data collected from the documents were examined and analyzed by the researcher in order to collect empirical and the right information that can be understood for the research (Corbin & Strauss, 2008).

3.7 *Focus group*

Freitas et al. (1998) further claimed that focus group discussion is a type of in-depth interview that is done for groups of people to solicit information and their opinion about certain issues within a specified community or an area of life.

With this instrument, the researcher served as a moderator and facilitator, by asking the group questions and at the same time receiving feedback from the group. This was done in a face-to-face approach. The comments and feedback from the group were recorded with pen and paper as audio recordings were also done in instances where writing was a bit slow. The group discussions took place with the various school teachers.

The samples for this research include professional and non-professional teachers who handle Visual Arts elective subjects in the Senior High Schools in Kwahu-South District. Also, the heads of these schools as well as the Art and Culture coordinator and the Human Resource Manager in the Kwahu-South District Education Office were chosen as part of the group.

4. Presentation of findings

4.1 *Professional development programs available for visual art teachers in Group One*

Through interviews and discussions with the five teachers in School A (representing Group One), it came to light that all five teachers in the school know about Professional Development Programmes and their relevance to art teachers in the district.

The five (5) teachers under Group One, responded by mentioning and explaining some of the Professional Development Programmes as far as objective one of this research is concerned. One teacher in Group One mentioned: In-service Training (any developmental programme organized for teachers as a way of training them in a particular area of study whiles they are still in the service) and External Training (when teachers are given the chance to further their education after teaching for some time). The other four teachers under Group One also mentioned: Workshops (an intensive programme organized for teachers based on a particular skill and knowledge development in an area of study. It usually deals with learning in small groups). They also mentioned Further Studies, which, according to the explanations given by these four teachers, are not different from what the first teacher termed as External Training. From these responses by the teachers, the researcher realized teachers have knowledge of the Professional Development Programmes but do not know much of the other programmes available to them seeing they were able to mention only three: In-Service Training, External Training/Further Studies and Workshops.

From Table 2, the workshop received the highest response with 5 counts. It was followed by external training and further studies which received 4 counts as responses from Group One. The rest of the programmes received 1 or no count from the teachers, signifying that workshops, further studies and external training are the programmes that are available to them.

Table 2. The number of teachers in Group One (1) who responded to Professional Development Programmes available to them.

Programmes	Responses
In-service	1
External training	4
Workshop	5
Further studies	4
Scheme of service training	0
Internship	0
Coaching and mentoring	0
Study tour	0
Job rotation	0
Conference	1
E-learning	0
Symposiums	0
Seminar	1
TOTAL	**16**

4.2 *Professional development programs available for visual art teachers in Group Two*

Responses from five (5) art teachers in School B (representing Group Two) also suggested their understanding and awareness of the Professional Development Programme for art teachers. As shown in Table 3, some of the programmes they mentioned were not different from what was mentioned by teachers in Group One. The only different programmes these teachers in School B mentioned are Symposiums (programmes organized for art teachers where people with expertise are invited to discuss issues of interest in a particular subject area) and Seminars (this involves developmental programmes for teachers where expertise and researchers present their knowledge and findings on the trend of current ideas and how a particular topic or subject is taught). Out of the five teachers that were involved in the discussion, only one teacher seemed not to understand the whole concept of the Professional Development Programme because he was new and not a professional teacher as well; and was in a way asking questions that were not in line with the objective one. For example, he explained that "*Professional Development Programmes are programmes organized for professional teachers in the teaching field.*" After other responses from the group with the correct response, this teacher understood the concept and then answered most of the questions that were directed to the group.

Professional Development Programmes are available to them.

Among this group, the workshop also received the highest count with all five respondents showing their awareness and participation in such a programme. The rest of the programmes received fewer counts from the teachers. This shows that the workshop is the best-known programme available for the teachers in the Group Two.

Table 3. The number of teachers in Group Two (2) who responded to Professional Development Programmes available to them.

Programmes	Responses
In-service	3
External training	0
Workshop	5
Further studies	1
Scheme of service training	0
Internship	0
Coaching and mentoring	0
Study tour	0
Job rotation	0
Conference	2
E-learning	0
Symposiums	1
Seminar	0
TOTAL	**12**

4.3 *Professional development programs available for visual art teachers in Group Three*

Table 4. The number of teachers in Group Three (3) who responded to Professional Development Programmes available to them.

Programmes	Responses
In-service	2
External training	0
Workshop	5
Further studies	3
Scheme of service training	0
Internship	0
Coaching and mentoring	0
Study tour	0
Job rotation	0
Conference	3
E-learning	0
Symposiums	0
Seminar	2
TOTAL	**15**

Five (5) teachers in Group Three representing School C also mentioned some of the Professional Development Programmes they could identify as In-Service Training (INSET), Workshops, Personal Upgrading programmes and Conferences. Although this group gave different Professional Development Programmes of which they are aware, they made it known that they mostly participate in workshops and sometimes In-Service Training.

Table 4 showed that the workshop is the most available programme among the group, followed by further studies and conferences. The rest of the programmes did not receive any responses from the group.

4.4 *Professional development programs available for visual art teachers in Group Four*

Group Four had seven (7) teachers representing School D. This group did not mention any developmental programme different from what the other teachers in Group One (1), Two (2) and Three (3) mentioned. What they mentioned include Workshops, Seminar, Further Studies, Symposiums and In-Service Training. Seven (7) teachers agreed that the most organized programmes are Workshops and In-Service Training.

Table 5. The number of teachers in Group Four (4) who responded to Professional Development Programmes available to them.

Programmes	Responses
In-service	3
External training	0
Workshop	6
Further studies	3
Scheme of service training	0
Internship	0
Coaching and mentoring	0
Study tour	0
Job rotation	0
Conference	3
E-learning	0
Symposiums	2
Seminar	1
TOTAL	**18**

From Table 5 above, workshop emerged as the more available programme for the teachers in this group with 6 out of the total of 7 responses from the teachers. This was followed by further studies and Conferences which also received 3 out of 7 responses.

5. Discussion

From the data presented, it was realized that most of the teachers in the Kwahu-South District Senior High Schools know of the existence of the Professional Development Programmes for art teachers though it is hardly attended by them. These include Workshops, Seminars, Further Studies, Symposiums, In-Service Training and External Training (the individual teacher furthering their education).

Since the teachers hardly attend Professional Development Programmes, it was realized that they find it difficult to integrate current methods and strategies of teaching in their classroom activities. It is during Professional Development Programmes that teachers refresh themselves but as these teachers in the district are not able to access most of these programmes often, it is going to affect their classroom delivery which will result in poor academic performances for their students.

Although the art teachers in the various groups were able to identify some of the Professional Development Programmes, Workshop, Further Studies, In-service and Conferences are the available ones attended by them out of the 13 programmes mentioned in the Human Resource Management Policy Framework for public servants in the Republic of Ghana.

According to this Framework for the Republic of Ghana public servants, the following are the available programmes for teachers. Teachers are to go through any of these programmes at least once a year to abreast their knowledge in teaching yet only a few are known by them and even these few ones are hardly attended by the teachers. The programmes have been explained below to give a clear view of the nature of such programmes and the need for teachers to attend them.

The Training, Development and Learning Programmes that the policy states include:

a. Induction and orientation;
b. Scheme of service training;
c. Internship and attachment;
d. Coaching and mentoring;
e. Study tour;
f. Job rotation;
g. Conferences, seminars, retreats and workshops; and
h. e-learning (formal or informal)

5.1 *Induction and orientation*

This is where public servants on the first appointment are required to go through introductory training that would enable them to do satisfactory work in their new profession; helping art teachers who enter the teaching field to be aware and to play the professional roles that the education service is offering. This is also to help the new teachers in the department/school to become familiar with the work and other members of the staff (Business Dictionary, 2017). It also gives art teachers the chance to be orientated about their duties at the beginning of their appointment upon the assumption of duty. During this period, the beginning teachers have the opportunity to be introduced to the staff and then help introduce these beginning teachers into their roles. For example, the art teacher can be taken through the marking of the register, setting of examination questions, class control, and students' behavioural management among others.

The period, location, time and programme content of the induction for beginning teachers are usually suggested by the directors/heads of the organization, and schools and coordinated by the human resource manager in the district/ school.

5.2 *Scheme of service training*

The Human Resource Management Policy Framework also explains that teachers are required to go through training to acquire the necessary academic, professional and occupational knowledge, skills, and capabilities that are important to the performance of their jobs.

Scheme of Service Training is mostly organized for art teachers to be trained in a particular area or to be trained for

a specific task that can help students' understanding. This is with the help of trained and experienced resource personnel who are capable of training and developing instructional skills for the art teachers to build their capacity in the teaching profession. The Scheme of Service Training, also known as Further Studies, aims at enabling art teachers to perform effectively and efficiently and also prepares these teachers to take up higher responsibilities.

According to the Public Service Training, Development and Learning Policy, the Scheme of Service Training can take any of the following forms of training:
- Degree, diploma or certificate courses,
- On-the-job training,
- Continuous professional development courses,
- Competency and proficiency development programmes.

5.3 *Attachment and internship*

It is a type of Professional Development programme that allows art teachers to be attached to other departments or sections to be mentored, coached and impartation of skills for a short period. During this period, the intern or trainee is not allowed to work in delicate areas of the organization because of the temporary nature of their work. The trainees then get back to their working area and apply the knowledge and skills acquired through the attachment and internship period.

In many cases, letters to introduce those teachers are sent from the requesting head of the school through the head of HRM and then accepted by the recipient organization. Notwithstanding, this attachment and internship programme, should be related to the intern's major subject area so that they can make suitable suggestions and contributions to their schools any moment the attachment programme ends.

5.4 *Mentoring and coaching*

It is the act in which teachers go through some personal and work-oriented studies from more experienced and expert teachers. These experts take the teachers through different activities in the form of mentoring and coaching exercises to update their knowledge in their various subject areas. During this process, the less skilled and the beginning teachers or student teachers (mentees), are allowed to interact with their mentors and also ask them questions as a means of satisfying their curiosity. This helps the teachers to develop their abilities in some identified levels of education, to contribute to the accomplishment of the goals of the organization/school in which they find themselves.

According to the HRM policy, the coaching programme should clearly define performance outcomes teachers must achieve or demonstrate after going through the programme over a short period.

5.5 *Staff and job rotation*

According to the policy, this is another Professional Development programme available for art teachers. During this programme, teachers are taken through a series of planned job rotations. Thus, introducing new employees to workers and giving them information about when work starts, what to do at every particular time, and giving them some instructions about the work they are doing. At this point, the staff are also taken through the expectations of the school in order not to go contrary to what is expected of them as teachers (Business Dictionary, 2017). This programme, according to the policy, also helps to choose members of staff to work in the various areas by recognizing their potential first. This is normally targeted at junior staff to senior staff level; including beginning teachers to equip the public servant (art teacher) with the organization's operational effectiveness and development from time to time.

Job rotation helps organizations to train and develop the proficiencies and skills of the art teachers as they are given the chance to know what goes on in different departments. It also serves as a form of motivation for workers as they see themselves as recognized and exposed to various areas of the school. According to the policy, job rotation takes place with a guided strategy which is sometimes used as a punitive measure for the art teacher as well as to check performance levels when it comes to working schedules.

5.6 *e-learning*

This helps teachers to get access to learning materials that can be retrieved through electronic means only. Other information on teaching strategies as well as the different learning behaviours can be learnt through self-tutorials on the internet where reviews and analysis of documents are made by the teachers themselves. Facilities for this kind of development are mostly provided by school authorities or the Ministry of Education to help art teachers get access to current ideas that can help them in their lesson delivery.

6. Conclusion and recommendation

Effective Professional Development Programmes make the teachers knowledgeable and very versatile in the subject they teach. The consequences are quality education and successful learning takes place when teachers are developed professionally and this kind of development should be consistent. Those teachers can resolve classroom learning problems through ideas shared during the professional development program.

It is also necessary for teachers and stakeholders of education to recognize the different types of Professional Development Programmes available to them.

The following have been recommended to help improve Professional Development Programmes and how they are organized for teachers:

1. Stakeholders and other diplomats in the Ministry of Education and the Ghana Education Service should integrate Professional Development Programmes into the school's action plan or academic calendar to help teachers have time to refresh themselves with current knowledge and pedagogy.

2. Service providers for Professional Development Programmes must be regulated by the National Teaching council so that teachers attend the right courses and programmes that could help enrich the teacher's knowledge in lesson delivery.

3. There should be professional development programme evaluators who will assess service providers and also evaluate teachers who attend Professional Development Programmes so that informed decisions can be made on future programmes.

Conflict of interest

The authors declare no competing financial interest.

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