

UNIVERSITY FOR DEVELOPMENT STUDIES

**ASSESSING THE INFLUENCE OF PROFESSIONAL DEVELOPMENT PROGRAMS
ON TEACHER RETENTION IN PRIVATE BASIC SCHOOLS IN THE TAMALE
METROPOLIS**

OFORI AMPONSAH

2024



UNIVERSITY FOR DEVELOPMENT STUDIES

FACULTY OF EDUCATION

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METROPOLIS**

BY

OFORI AMPONSAH

M.Ed. Training and Development

(UDS/MTD/0003/23)

UNIVERSITY FOR DEVELOPMENT STUDIES



**THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT
AND POLICY STUDIES IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE AWARD OF MASTER OF PHILOSOPHY IN EDUCATIONAL TRAINING
AND DEVELOPMENT.**

NOVEMBER, 2024

DECLARATIONS

I declare that this thesis is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.

Signature

Date

Ofori Amponsah

(Candidate)

I declare that the preparation and presentation of the thesis was supervised following the guidelines on supervision of thesis laid down by the University for Development Studies.

Signature

Date

Rev Dr. Fr Thomas Asante

(Supervisor)

ABSTRACT

This study examines the influence of professional development (PD) programs on teacher retention in private basic schools in the Tamale Metropolis. The research focuses on four objectives: assessing the current state of professional development offered to teachers, determining whether such training influences teachers to stay and work effectively, evaluating the impact of ongoing professional development on teaching skills and knowledge, and identifying challenges associated with implementing professional development programs.

A sequential explanatory design, combining quantitative and qualitative methodologies, was adopted for this study. The population included 165 individuals, comprising 160 teachers and 5 headteachers, selected through purposive sampling. Data collection involved administering questionnaires to teachers and headteachers to gather quantitative data, followed by conducting in-depth interviews to gain qualitative understandings into participants' experiences and perspectives on the role of professional development in teacher retention. Data analysis utilized Descriptive Statistics, Chi-Square Test of Independence, Correlation and Variability Analysis, and thematic analysis.

The findings reveal a significant positive correlation between professional development programs and teacher retention. Regular, well-structured professional development enhanced teachers' job satisfaction, commitment, and professional growth, which influenced their decision to remain in their roles. Conversely, a lack of professional development opportunities contributed to teacher attrition, as dissatisfied teachers sought employment elsewhere due to limited opportunities for continuous learning.

The study highlights the critical role of professional development in improving teacher retention. It recommends that school administrators and policymakers prioritize implementing relevant and accessible professional development programs to enhance teacher effectiveness, job satisfaction, and retention.



ACKNOWLEDGEMENT

My first gratitude goes to God, the Almighty for His protection and guidance throughout my thesis work.

Special thanks go to my supervisor; Rev Dr. Fr Thomas Asante whose guidance, encouragement and prayers helped me to accomplish this work successfully.

My appreciation goes to Mr Ibrahim Alhassan (Head of Planning, UDS) who has been the main inspiration behind my quest for higher academic achievements.

I thank Miss Dogbey Joyce and Mr. Ankrah Yao Benard for the many errands they did throughout the preparation of this work.

I thank the lecturers of Department of Educational Management and Policy Studies, University for Development Studies, for the knowledge imparted to me, especially the HOD for his patience and guidance which enabled me to complete this thesis. Not forgetting Dr Issah Mohammed and Mr. Williams Agoke.

My final appreciation goes to my Sweet Rose Ofori Amponsah and my children Kobby, Nhyira, Jnr Kobby, Nana Kwasi, Maame Serwah And Stephanie Adepa for holding on to the family virtues while I stayed out to see to the conclusion of this work.



DEDICATION

To God, the Almighty for granting me victory in this journey of life. I also dedicate this work to my parents Mr and Mrs Amos Amponsah (Late). May their souls rest in peace.



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CHAPTER ONE

1.1 Overview

This part of the study presents the background of the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitations, limitations and organization of the study.

1.2 Background to the Study

An increasing body of research highlights that the quality of teachers' instruction is a key determinant of students' learning outcomes (Gaertner & Brunner, 2016; Scherer, Nilsen, & Jansen, 2016; Yang et al., 2014). As such, implementing professional development activities for newly hired educators emerges as a strategic approach to enhancing instructional quality, which in turn supports the achievement of student learning objectives. Continuous Professional Development (CPD) programs in schools play a crucial role in ensuring that educators possess the necessary skills, expertise, and dispositions to meet the demands of modern teaching. CPD initiatives often result in improved staff competency and performance capacity (Kum, Cowden, & Koradia, 2014), emphasizing the importance of ongoing training in adapting to educational innovations and addressing students' evolving needs (Desimone, 2009).

Teacher retention, defined as a school's ability to mitigate teacher turnover or resignation, is integral to sustaining educational quality and stability (Marc, 2021). It involves strategies aimed at reducing turnover risks and ensuring the retention of skilled educators. Teachers play a vital role in helping students achieve academic success; however, teacher turnover remains a persistent challenge for both public and private educational institutions (Hunter, 2016). High turnover



disrupts teaching continuity and hampers school improvement efforts (Kasarjian, 2022). Additionally, it imposes significant costs on education systems due to the need for recruiting and onboarding new instructors (Kearney, 2017). These disruptions often prompt students to transfer to other schools with more stable teaching staff, ultimately affecting the quality of education (Effah & Osei-Owusu, 2014). These challenges underscore the need for effective retention strategies to maintain educational standards and continuity (Ingersoll, 2001).

Teacher professional development is recognized as one of the most effective tools for improving job performance and enhancing organizational stability. Organizations aiming to achieve their objectives in a cost-effective manner must prioritize substantial investments in employee training. According to Shaw (2011), training imparts knowledge, skills, and understanding of organizational goals to employees. In Ghana, the significance of training programs has grown, reflecting the rising expectations for educators to demonstrate high levels of motivation and effectiveness in their roles (Kwarteng, 2011). Sefenu and Nyan (2017) observe that while employees often enter organizations with relevant competencies, these skills may become obsolete due to advancements in technology and changes in the work environment. Consequently, professional development is essential in all organizations, including schools, to boost employee motivation, skills, retention, and productivity. The dynamic nature of the teaching profession necessitates continuous learning and adaptation to maintain educational relevance and effectiveness (Villegas-Reimers, 2003).

Despite extensive research on CPD in schools at global, regional, and local levels, limited studies have explored the impact of continuous professional growth on teacher retention in private schools in the Tamale Metropolis. This gap highlights the need to investigate the role of professional development in addressing teacher turnover and retention challenges in this context. Educational



institutions in Tamale face unique issues related to teacher retention, including inadequate support, limited professional growth opportunities, and poor working conditions (Effah & Osei-Owusu, 2014). Professional development programs can play a significant role in mitigating these challenges by equipping teachers with the skills and knowledge needed for their roles, enhancing job satisfaction, and improving retention rates (Darling-Hammond, 2000; Hattie, 2008).

Research demonstrates that well-designed professional development programs can reduce teacher attrition by fostering a supportive work environment and providing opportunities for continuous learning (Timperley & Alton-Lee, 2008). Effective CPD not only enhances teachers' instructional skills but also improves their morale and job satisfaction, leading to higher retention rates (Desimone, 2009; Garet et al., 2001). In private basic schools within the Tamale Metropolis, where resources may be constrained, targeted CPD programs offer a strategic means of retaining skilled educators while improving the quality of education (Avalos, 2011).

The impact of professional development initiatives on teacher retention is a critical area of study, particularly in private basic schools in Tamale. By investing in CPD, schools can enhance teacher quality, improve student outcomes, and reduce costs associated with high teacher turnover (Jayanthi Rajendran et al., 2023). This research seeks to address the existing gap in the literature by examining how professional development influences teacher retention in private schools in Tamale, contributing to a broader understanding of strategies to sustain and support competent educators across diverse educational settings.



1.3 Statement of the Problem

Professional development (PD) programs play a crucial role in enhancing teaching and learning in Ghana. Studies have shown that PD is essential for continuous teacher improvement and addressing unforeseen challenges in the profession (Abubakari, 2020). Various PD opportunities exist, including workshops, conferences, and in-service training, though some, like coaching and job rotation, are less common (Ohene Sefah et al., 2022). Successful implementation of PD programs can positively impact classroom practices and student participation, as demonstrated by an indigenous play-based pedagogy program for kindergarten teachers (Dzamesi & van Heerden, 2020). However, challenges persist, such as improper planning, content, and timing, as well as difficulties in implementing gained knowledge in classrooms (Abubakari, 2020).

Teacher retention is a critical issue that impacts the quality of education, especially in private basic schools within the Tamale Metropolis. Instructors are key to providing students with high-quality education, fostering academic and social growth, and improving school outcomes (Ingersoll, 2001). However, the retention of qualified teachers remains a persistent challenge, disrupting the continuity of teaching and learning, which is crucial for student success (Darling-Hammond, 2003). One of the contributing factors to teacher attrition is the lack of PD opportunities in private schools. Studies show that many teachers leave the profession due to dissatisfaction with their working conditions, including inadequate PD programs (Boateng, 2019; Ackah-Jnr et al., 2022). The absence of PD opportunities diminishes teacher job satisfaction, leading to high turnover rates, which negatively affects the standard of education (Ackah-Jnr et al., 2022).

Despite the importance of PD, schools in the Tamale Metropolis often fail to offer sufficient and effective PD opportunities. PD programs in these private schools remain underdeveloped, which

contributes to the high rate of teacher attrition (Sefenu & Nyan, 2017). Additionally, a gap exists in understanding how PD specifically influences teacher retention in the context of these private schools. Most of the research on PD programs in Ghana focuses on public institutions or other educational settings, leaving a gap in knowledge about its impact on private basic schools, especially in areas with resource constraints like the Tamale Metropolis. Therefore, exploring how PD programs affect teacher retention in these private schools is crucial for developing tailored strategies that can improve teacher satisfaction, reduce turnover, and ultimately enhance the quality of education in the metropolis.

1.4 Purpose of the Study

The purpose of this study is to investigate the influence of professional development programs on teacher retention in private basic schools within the Tamale Metropolis, namely Elsie Lund School, Winning Life Academy, Sharp Brains Academy, Happy Home International School, and Excellence Academy.

1.5 Objectives

The study aims to achieve the following objectives:

1.5.1 Main Objective

The main objective of this study is to ascertain the influences of ongoing professional development on teacher retention in selected private basic schools in the Tamale Metropolis

1.5.2 Specific Objectives

1. To assess the current state of professional development which have been offered to teachers in private basic schools in the Tamale Metropolis
2. To ascertain if the development training offered to teachers do influence them to stay and work effectively.
3. To assess the extent to which ongoing professional development impacts teachers' skills and knowledge to teach effectively.
4. To identify the challenges associated with implementing professional development programs within the Tamale Metropolis.

1.6 Research Questions

The study seeks to answer the following questions:

1. What is the current state of professional development offered to teachers in private basic schools in the Tamale Metropolis?
2. How do professional development training programs influence teachers' ability to stay and work effectively?
3. To what extent does ongoing professional development impact teachers' skills and knowledge for effective teaching?
4. What are the challenges associated with implementing professional development programs in private basic schools within the Tamale Metropolis?



Hypothesis

H1:

(H₁): The status of professional development programs significantly influences teachers' retention.

(H₀): The status of professional development programs does not significantly influence teachers' retention.

H2:

(H₁): The status of professional development programs significantly influences the enhancement of teachers' skills and knowledge to teach effectively.

(H₀): The status of professional development programs does not significantly influence the enhancement of teachers' skills and knowledge to teach effectively.

H3:

(H₁): The enhancement of teachers' skills and knowledge through professional development significantly influences teachers' retention.

(H₀): The enhancement of teachers' skills and knowledge through professional development does not significantly influence teachers' retention.

1.7 Significance of the Study

This study's importance stems from its potential to improve the quality of education in private basic schools in the Tamale Metropolis by focusing on teacher retention through professional development programs. A substantial turnover rate disturbs the classroom and has a detrimental effect on student performance, making it crucial to retain qualified and motivated teachers. By examining the specific needs and effectiveness of professional development programs, this study aims to provide valuable insights into how these programs can be optimized to support teachers' professional growth, job satisfaction, and commitment to their schools.



Educators and legislators may create focused efforts to lower attrition and create a more dependable and seasoned teaching staff by taking into account the elements that affect teacher retention. This stability enhances the continuity of instruction and fosters a supportive learning environment for students, which is essential for their academic and social development. Additionally, by identifying effective professional development practices, the study can inform the design of programs that not only retain teachers but also continuously improve their teaching skills and knowledge, leading to better educational outcomes.

Moreover, The results of this investigation can be used as a guide for other regions facing similar challenges, contributing to broader efforts to improve teacher retention and education quality nationwide. This study emphasizes how crucial it is to support educators as a way to achieve long-term educational goals, emphasizing that teacher development is not just beneficial for educators but also the entire educational community, including students, parents, and policymakers. The insights gained can lead to the implementation of more effective and sustainable professional development initiatives that address the specific needs of teachers in the Tamale Metropolis and beyond.

1.8 Limitations

In the context of research, a limitation refers to constraints or restrictions that impact the study's scope, depth, or generalizability. Limitations are intrinsic flaws or possible issues in an investigation that the researcher is powerless to manage or resolve (Theofanidis, D., & Fountouki, A. (2018). Despite the strengths of using a census approach in this study, It is necessary to recognize a few limits.



Firstly, the comprehensive nature of a census requires significant time and resources for data collection and analysis. Coordinating the distribution and collection of questionnaires from 165 individuals and conducting in-depth interviews can be logistically challenging, especially within the constraints of an academic calendar. Secondly, the reliance on self-reported data introduces the potential for bias. Teachers and Headteachers may provide socially desirable responses or may not accurately recall details of their professional development experiences, thereby skewing the data. Thirdly, although the study aims to include all Teachers and Headteachers from the selected schools, there may be non-response or incomplete responses from some participants. This could affect the representativeness of the data and potentially limit the generalizability of the findings.

Additionally, the study is confined to five private basic schools in the Tamale Metropolis, which may limit the applicability of the results to other regions or types of schools. The specific context of these schools might not reflect the diversity of experiences in other educational settings. Another limitation is the potential for interviewer bias during the qualitative data collection phase. The personal interaction in interviews may inadvertently influence responses, despite efforts to maintain objectivity. Furthermore, the analysis of qualitative data can be subjective, with the risk of misinterpretation of nuanced responses.

Finally, while the census approach aims for exhaustive coverage, it does not eliminate all sources of error, such as data entry mistakes or miscommunication during data collection. These limitations highlight the need for careful planning, robust training of data collectors, and meticulous data management to mitigate potential issues and certify the reliability and validity of the study's conclusions.

1.9 Delimitations

Delimitations are the boundaries that the researcher establishes to specify the study's focus and scope (Theofanidis & Fountouki, 2018). In this research on the influence of professional development programs on teacher retention in private basic schools in the Tamale Metropolis, several key delimitations are established to ensure clarity and manageability.

Firstly, the study is geographically delimited to the Tamale Metropolis. This emphasis enables a thorough investigation of the regional background, which may differ significantly from other regions. By concentrating on this specific area, the study can provide targeted insights and recommendations that are directly applicable to the educational environment of Tamale.

Secondly, the study is limited to private basic schools, specifically Elsie Lund School, Winning Life Academy, Sharp Brains Academy, Happy Home International School, and Excellence Academy. This choice of schools ensures a homogeneous group that shares similar operational structures and challenges, thus enabling more consistent and comparable data. It also allows for a detailed understanding of issues specific to private basic schools, which may differ from those in public schools.

Thirdly, the study will include all Teachers and Headteachers from the selected schools, totalling 160 Teachers and 5 Headteachers. By focusing on these key stakeholders, the research can gather comprehensive data on teacher retention and professional development initiatives. This delimitation excludes other staff members, such as administrative personnel, whose experiences with professional development and retention might differ and are not the primary focus of this study.



Additionally, the time frame for data collection is another delimitation. The study will collect data within a specific academic year. This period is chosen to capture a snapshot of the current state of professional development and retention practices, acknowledging that longer-term trends and changes might not be fully represented.

Moreover, the study will focus on specific aspects of professional development, including the types of programs offered, participation rates, and perceived effectiveness. It will not delve into unrelated factors that might also influence teacher retention, such as salary scales, work-life balance, or external economic conditions. By narrowing the scope to professional development, the study aims to provide focused and actionable insights.

Lastly, the research methods are delimited to the use of questionnaires and interviews. These tools are selected to gather both quantitative and qualitative data, offering a balanced approach to understanding the issues at hand. Other methods, such as classroom observations or longitudinal studies, are excluded to maintain feasibility and coherence within the study's framework.

1.10 Organization of the Study

This study is organized into five chapters.

The first chapter focused on the introduction of the study, which includes the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitations and limitations of the study.

Chapter Two reviewed relevant literature on the topic. The theoretical foundation of the study is highlighted in this chapter.

Chapter three outlined the methodology used in the study under the following headings: research design, research approach, population, sample and sampling procedure, data collection instrument,

procedures for data collection, analysis, ethical consideration and trustworthiness of the study.

Chapter four consists of the results and discussions of the study.

Chapter five highlights a summary of the study's findings, conclusions and recommendations



CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This part of the study reviews existing literature on the influences of in-service training on teachers' retention. It also looks into the theoretical framework and the empirical studies that link effective professional development programs to improved teacher satisfaction and retention.

2.1 Professional Development Programmes in Ghana

Professional development programmes (PDPs) are critical for enhancing the capacity and competencies of professionals across various sectors. In Ghana, such programmes play a pivotal role in improving the performance and efficiency of professionals, particularly in education, healthcare, and public administration. In Ghana, teacher professional development has been a cornerstone of educational reforms.

The Continuous Professional Development (CPD) framework introduced by the Ghana Education Service (GES) mandates regular training sessions for teachers to improve pedagogical skills and subject knowledge (GES, 2018). Studies indicate that CPD programmes focusing on active learning and collaborative methods lead to better classroom practices (Owusu et al., 2020). However, challenges such as inadequate funding, lack of monitoring, and teacher absenteeism hinder the effectiveness of these programmes (Amankwah et al., 2021).

Despite the importance of PDPs, various challenges limit their effectiveness in Ghana. These include inadequate funding, lack of access for professionals in remote areas, and a mismatch between training content and job requirements (Amankwah et al., 2021). To address these issues,



experts advocate for increased government investment, public-private partnerships, and technology integration in PDPs to expand their reach and impact (Adjei et al., 2019).

Professional development programmes in Ghana are indispensable for enhancing workforce capacity and achieving national development goals. While progress has been made, especially in education and healthcare, addressing systemic challenges through sustainable funding, policy reforms, and inclusive training frameworks is essential for maximizing the benefits of PDPs.

2.2 Professional Development

As the cornerstone for raising the caliber of instruction and learning, professional development for educators is crucial to the efficacy and progress of education. Professional development refers to a variety of pursuits, such as formal schooling, training courses, workshops, seminars, as well as chances for collaborative learning that are intended to increase teachers' expertise. The significance of professional development lies in its potential to address the evolving demands of education, including changes in curriculum, technology, and student needs (Desimone, 2009). Professional development that is effective places a strong emphasis on content knowledge, active learning, coherence with teachers' goals, duration, and collective participation. It enables teachers to stay updated with the latest educational research, methodologies, and innovations, thereby enhancing their instructional capabilities and improving student outcomes (Garet et al., 2001).

In the context of private basic schools in the Tamale Metropolis, the current state of professional development can be examined through various dimensions, such as the types of programs offered, their frequency, and their alignment with teachers' needs. Studies reveal that sustaining the caliber of instruction and cultivating a climate of perpetual enhancement requires constant professional growth (Darling-Hammond et al., 2017). Nonetheless, the conception and execution of





professional development initiatives frequently determine their efficacy. Programs designed specifically to meet the needs of instructors, provide opportunities for hands-on practice, and include follow-up support are more likely to be effective. In many cases, professional development in private basic schools may be sporadic and insufficiently aligned with teachers' practical needs, leading to gaps in knowledge and practice (Opfer & Pedder, 2011).

Professional development also has a major impact on teacher retention. Teachers who perceive that they are encouraged to pursue professional development opportunities are more likely to stay in their jobs and feel driven to deliver quality work. The correlation between teacher retention and professional development can be understood through the lens of job satisfaction and organizational commitment. Teachers who participate in meaningful professional development are likely to be more satisfied with their jobs, which lowers the likelihood that they will leave teaching (Borman & Dowling, 2008). This is particularly relevant in private basic schools, where the retention of qualified and experienced teachers is critical for maintaining educational standards. Research indicates that educators who engage in continuous professional growth are inclined to cultivate a feeling of inclusion and dedication to their educational institution, hence amplifying their retention intentions (Ingersoll, 2001).

Moreover, professional development impacts teachers' efficacy by improving their knowledge and abilities in the classroom. Effective professional development programs are those that not only improve teachers' subject matter knowledge but also equip them with pedagogical techniques that are suitable for use in the classroom. Through the encouragement of instructors to objectively assess their techniques and make the necessary modifications to enhance student learning results, these programs promote a reflective practice (Avalos, 2011). For instance, professional development that focuses on collaborative learning and peer coaching has been discovered to be

especially successful in raising student achievement and instructional efficacy. Teachers who engage in collaborative professional development activities report higher levels of confidence and competence in their teaching practices (Vescio et al., 2008).

2.3 Teacher Retention in Basic Schools

Since the stability and caliber of the teaching staff have an immediate impact on student accomplishment and educational efficiency, teacher retention is a major concern in the field of education. The capacity of schools to prevent their professors from quitting their jobs or transferring to other institutions is known as retention. A high rate of turnover can interfere with the continuity of teaching, strain school resources, and negatively affect student learning. Therefore, understanding the factors that influence teacher retention is crucial for developing strategies to maintain a stable and effective teaching workforce (Guarino et al., 2006).

In basic schools, particularly in private institutions, numerous factors affect teacher retention, such as working conditions, salary and benefits, administrative support, and professional development opportunities. Working conditions, such as class size, availability of teaching resources, and the overall school environment, play a significant role in teachers' decisions to stay or leave. Teachers who work in supportive environments with adequate resources and manageable workloads are more inclined to stick with their jobs (Boyd et al., 2011). In contrast, those who face challenging working conditions, are more likely to think about quitting if they experience issues like big class sizes, inadequate resources, and poor administrative assistance.



Salary and benefits are also critical factors in teacher retention. Competitive salaries and comprehensive benefits packages can attract and retain high-quality teachers. Private basic schools, which may have limited financial resources compared to public schools, often struggle to offer competitive compensation, leading to higher turnover rates. However, financial incentives alone are not sufficient to ensure retention. Teachers also seek professional fulfilment and career growth opportunities, which are often provided through effective professional development programs (Ingersoll & Merrill, 2012).

Administrative support is another key determinant of teacher retention. School leadership that is responsive, communicative, and supportive can significantly influence teachers' job satisfaction and their decision to stay. Effective administrators create a positive school culture, provide constructive feedback, and involve teachers in decision-making processes. This sense of empowerment and recognition can enhance teachers' commitment to their schools and reduce turnover (Tschannen-Moran & Gareis, 2015). Conversely, a lack of administrative support and poor leadership practices can contribute to teacher dissatisfaction and attrition.

Professional development opportunities are crucial for retaining teachers by addressing their needs for continuous learning and career advancement. As discussed earlier, professional development that is relevant, practical, and aligned with teachers' goals can enhance their instructional skills, job satisfaction, and commitment to their schools. Teachers who perceive that they have opportunities for growth and development are more likely to stay in the profession. Therefore, schools that invest in comprehensive and effective professional development programs are more likely to retain their teachers (Podolsky et al., 2016).



In the context of private basic schools in the Tamale Metropolis, retaining qualified teachers is essential for maintaining educational quality and achieving positive student outcomes. The specific challenges faced by these schools, such as limited financial resources and lack of access to professional development opportunities, must be addressed to improve teacher retention. Strategies to enhance retention should include improving working conditions, offering competitive compensation, providing strong administrative support, and investing in continuous professional development.

2.4 Professional Development in Basic Schools

Professional development in basic schools is a critical aspect of educational improvement, serving as the foundation for enhancing teacher effectiveness and student learning outcomes. A broad range of activities, such as formal education, workshops, conferences, chances for collaborative learning, and ongoing training programs, are included in professional development, which is intended to enhance teachers' knowledge, abilities, and instructional methods. One cannot stress the significance of professional development in basic schools since it has a direct impact on the caliber of instruction and learning. Teacher retention, and overall school performance (Desimone, 2009). Effective professional development programs are those that are sustained, intensive, and closely aligned with school goals and teachers' needs. They should foster a culture of continuous learning and professional growth, enabling teachers to adapt to changing educational demands and implement innovative instructional strategies (Darling-Hammond et al., 2017).

Professional development is essential in basic schools to guarantee that teachers have the abilities and information needed to meet the various demands of their students. According to research, attention to content knowledge, active learning, coherence with instructors' professional goals,



adequate time frame, and group engagement are characteristics of good professional development. These components aid in establishing a welcoming atmosphere where educators can cooperate, exchange innovative ideas, and partake in reflective practice (Garet et al., 2001). For instance, professional development programs that emphasize content-specific pedagogy, such as mathematics or science instruction, have been shown to significantly improve teachers' instructional practices and student achievement (Yoon et al., 2007). Additionally, professional development that incorporates active learning techniques, such as peer coaching, mentoring, and hands-on activities, enhances teachers' engagement and application of new knowledge and skills in the classroom (Borko, 2004).

How professional development is implemented in elementary schools differs greatly, depending on several factors including the needs of the teaching staff, the leadership of the school, and the available assets. To promote a culture of professional development, school administrators must offer opportunities for continuous learning, supporting teacher collaboration, and allocating resources for training and development. Proficient educational administrators recognize the significance of matching professional growth with the school's vision and goals, ensuring that teachers receive relevant and meaningful training that directly impacts their instructional practices and student outcomes (Robinson et al., 2008). Additionally, because they feel appreciated and encouraged in their professional development, teachers at schools that place a high priority on professional development tend to be more satisfied and retain more of their staff (Ingersoll & Strong, 2011).

One of the difficulties in putting professional development into practice in elementary schools is ensuring that the training is relevant and applicable to teachers' everyday practice. Programs for professional development that are overly theoretical or divorced from the realities of the classroom



may not yield the kind of substantial improvements in student learning or teaching methods. Therefore, it is essential to design professional development activities that are practical, context-specific, and aligned with teachers' needs and experiences (Guskey, 2002). For example, professional development that involves collaborative lesson planning, classroom observations, and feedback sessions can help teachers integrate new strategies into their teaching and reflect on their effectiveness. Additionally, providing ongoing support and follow-up, such as coaching or professional learning communities, can help sustain the impact of professional development and foster a culture of continuous improvement (Vescio et al., 2008).

In basic schools, professional development should also address the specific challenges and opportunities presented by diverse student populations. Teachers need to be equipped with strategies for differentiating instruction, managing classroom behaviour, and supporting students with special needs or language barriers. Professional development that focuses on inclusive education, culturally responsive teaching, and social-emotional learning can help teachers create more equitable and supportive learning environments for all students (Gay, 2010). Furthermore, Professional development is becoming more and more crucial for the use of technology in education, as digital tools and resources become more integral to teaching and learning. Training teachers to effectively integrate technology into their instruction can enhance student engagement, facilitate personalized learning, and improve educational outcomes (Ertmer & Ottenbreit-Leftwich, 2010).

The impact of professional development on student learning is a key measure of its effectiveness. Research has repeatedly demonstrated that considerable gains in student accomplishment can result from high-quality professional development, particularly when it is aligned with curricular standards and focused on specific content areas. For example, a study by Kennedy (1998)



discovered that subject-specific pedagogy-focused professional development programs improved students' performance in science and math. Similarly, a meta-analysis by Timperley et al. (2007) concluded that improvements in teaching strategies and student results were linked to professional development that included active learning and continuous support. These findings underscore the importance of designing and implementing professional development programs that are evidence-based and aligned with educational standards and goals.

2.5 Teachers' Perceptions or Feelings about Professional Development Programs in Schools

Professional development (PD) programs are pivotal in fostering continuous growth and improvement among teachers. They aim to enhance educators' skills, knowledge, and practices to better meet the diverse needs of students. However, the effectiveness and success of these programs are significantly influenced by teachers' perceptions and feelings towards them. Understanding these perceptions is crucial for designing PD programs that are both impactful and well-received by teachers. This assessment of the literature examines the state of the field's investigation into teachers' perceptions of PD programs, highlighting factors that contribute to positive and negative views, the impact of these perceptions on program effectiveness, and implications for future PD initiatives.

Teachers' perceptions of PD programs are shaped by several key factors, including relevance, practical applicability, delivery methods, and support structures. One of the most critical determinants of positive perceptions is the perceived relevance of PD content to teachers' specific classroom contexts and instructional challenges (Desimone, 2009). Studies have consistently shown that teachers value PD programs that address their immediate needs and provide practical strategies they can implement in their classrooms (Guskey, 2002). When PD is closely aligned

with teachers' daily practices and school goals, It is more likely to be significant and helpful to them (Darling-Hammond, Hyler, & Gardner, 2017).

Conversely, teachers often express frustration with PD programs that they perceive as irrelevant or too theoretical. In a study by Opfer and Pedder (2011), teachers reported dissatisfaction with one-size-fits-all PD sessions that did not take into account their individual needs or the specific challenges they faced. This sentiment is echoed in the findings of Garet et al. (2001), who found that PD programs that lack customization and fail to connect theory with practice tend to be less effective and less favourably viewed by teachers.

Another critical factor influencing teachers' perceptions of PD is the mode of delivery. Traditional PD formats, such as workshops and lectures, have been criticized for their passive nature and limited opportunities for interaction and collaboration (Borko, 2004). Teachers tend to favour PD models that involve active learning, such as collaborative learning communities, coaching, and mentoring (Desimone & Stuckey, 2014). Teachers' sense of ownership and participation in the professional development process is increased by these interactive forms, which enable them to have meaningful conversations, exchange events, and learn from one another. (Lave & Wenger, 1991).

How long and how intense professional development programs are also very important in influencing teachers' opinions. According to research, PD that is intense and prolonged is more inclined to cause major alterations in teaching practices and positive perceptions among teachers (Yoon et al., 2007). Short-term, sporadic PD sessions are often seen as insufficient for fostering deep learning and meaningful change (Garet et al., 2001). Teachers appreciate PD programs that





provide ongoing support and opportunities for continuous learning, rather than isolated, one-off events (Darling-Hammond et al., 2017).

Support structures, including administrative support and peer collaboration, are essential for positive perceptions of PD. Instructor engagement is higher with and benefit from PD programs when they feel supported by their school leaders and colleagues (Fullan, 2007). Administrative support can take various forms, such as providing time for PD activities, offering incentives for participation, and fostering a culture of professional growth within the school (Desimone, 2009). Peer collaboration, facilitated through professional learning communities and collaborative planning time, also enhances teachers' engagement with PD by promoting a sense of shared purpose and collective responsibility for student learning (Vescio, Ross, & Adams, 2008).

Despite the potential benefits of well-designed PD programs, several barriers can negatively impact teachers' perceptions and experiences. Time constraints are a big problem because teachers' busy schedules frequently leave them with little time for professional development activities (Darling-Hammond et al., 2017). This issue is particularly acute for teachers in under-resourced schools, where additional responsibilities and high student-teacher ratios can make it difficult to find time for professional learning (OECD, 2019).

Furthermore, the variability in the quality of PD programs and facilitators can affect teachers' perceptions. Teachers are more likely to have positive experiences with PD when it is facilitated by knowledgeable and experienced trainers who can effectively engage participants and address their questions and concerns (Guskey, 2002). Conversely, poorly delivered PD sessions, characterized by ineffective facilitation and a lack of practical focus, can lead to negative perceptions and reduced engagement (Opfer & Pedder, 2011).



In recent years, there has been a growing emphasis on personalized and technology-enhanced PD to address some of these challenges. Online PD platforms and virtual learning communities offer flexible and accessible options for professional learning, allowing teachers to participate at their own pace and according to their schedules (Dede et al., 2009). These platforms can provide a wide range of resources and support interactive, collaborative learning experiences. However, the Online PD's efficacy is dependent on the caliber of the content and the degree to which it facilitates meaningful interaction and engagement (Fischer et al., 2018).

In the context of Ghana, teachers' perceptions of PD programs reflect both the opportunities and challenges present in the local educational landscape. According to Amankwaa (2015), teachers in Ghanaian basic schools generally recognize the importance of PD for improving their teaching practices and student outcomes. However, they also report challenges such as limited access to high-quality PD opportunities, inadequate funding as well as a lack of continuous assistance. These findings highlight the need for context-specific PD programs that address the unique needs and constraints of teachers in different settings (Amankwaa, 2015). Amankwaa (2015) found that while teachers in Ghanaian basic schools recognize the value of professional development (PD) in improving their teaching methods, they often face challenges that affect their perceptions and overall engagement with PD programs. These challenges include insufficient access to high-quality PD opportunities, limited resources, and a lack of ongoing support, which collectively hinder the effectiveness of PD initiatives in the region. The study emphasizes the necessity for PD programs that are customized to the unique requirements and limitations of teachers in different contexts, ensuring that they are both relevant and practical.

One of the recurring themes in the literature on teachers' perceptions of PD programs is the importance of relevance and practicality. Teachers tend to view PD more favourably when it



directly addresses the challenges they face in their classrooms and provides actionable strategies that can be immediately implemented. For example, Darling-Hammond et al. (2017) highlight that effective PD programs are those that are closely aligned with teachers' work and integrated into their daily practice. This alignment ensures that PD is not seen as an additional burden but as a valuable component of teachers' professional lives.

In contrast, PD programs that are perceived as irrelevant or too theoretical can lead to negative perceptions and reduced engagement. Opfer and Pedder (2011) report that teachers often feel frustrated with PD sessions that do not consider their individual needs or the specific challenges they encounter. This frustration is compounded when PD programs fail to connect theory with practice, leaving teachers without practical tools to apply in their classrooms. Garet et al. (2001) also note that one-size-fits-all approaches to PD are less effective and less likely to be viewed positively by teachers.

The mode of delivery is another crucial factor influencing teachers' perceptions of PD. Traditional PD formats, such as workshops and lectures, have been criticized for their passive nature and limited opportunities for interaction and collaboration. Teachers generally prefer PD models that involve active learning, such as collaborative learning communities, coaching, and mentoring. Desimone and Stuckey (2014) suggest that these interactive formats allow teachers to have thoughtful conversations, exchange stories, and gain knowledge from one another, thereby enhancing their sense of ownership and investment in the PD process.

Moreover, the duration and intensity of PD programs significantly impact teachers' perceptions. According to research, PD that is persistent and severe is more inclined to result in significant changes in teaching practices and positive perceptions among teachers (Yoon et al., 2007). Short-



term, sporadic PD sessions are often seen as insufficient for fostering deep learning and meaningful change. Teachers appreciate PD programs that provide ongoing support and opportunities for continuous learning, rather than isolated, one-off events (Darling-Hammond et al., 2017).

Support structures, including administrative support and peer collaboration, are essential for positive perceptions of PD. Fullan (2007) argues that educators are more inclined to engage with and benefit from PD programs when they feel supported by their school leaders and colleagues. Administrative support can take various forms, such as providing time for PD activities, offering incentives for participation, and encouraging the institution to have a professional development culture. Peer collaboration, facilitated through professional learning communities and collaborative planning time, also enhances teachers' engagement with PD by promoting a sense of shared purpose and collective responsibility for student learning (Vescio, Ross, & Adams, 2008).

Though well-designed professional development programs may have advantages, there are several obstacles that can compromise teachers' experiences and views. Time constraints are a significant challenge, as teachers often have limited time to participate in PD exercises because of their hectic schedules (Darling-Hammond et al., 2017). This issue is particularly acute for teachers in under-resourced schools, where additional responsibilities and high student-teacher ratios might make it challenging to find time for further education (OECD, 2019).

Furthermore, the variability in the quality of PD programs and facilitators can affect teachers' perceptions. Teachers are more likely to have positive experiences with PD when it is facilitated by knowledgeable and experienced trainers who can effectively engage participants and address their questions and concerns (Guskey, 2002). Conversely, poorly delivered PD sessions,



characterized by ineffective facilitation and a lack of practical focus, can lead to negative perceptions and reduced engagement (Opfer & Pedder, 2011).

To address some of these issues, individualized and technologically enhanced physical therapy has gained popularity in recent years. Teachers can take part in professional development at their speed and on their schedules with the help of online PD platforms and virtual learning communities, which provide flexible and accessible possibilities (Dede et al., 2009). These platforms can provide a wide range of resources and support interactive, collaborative learning experiences. However, Online PD's efficacy is dependent on the caliber of the content and the degree to which it facilitates meaningful interaction and engagement (Fischer et al., 2018).

The integration of coaching and mentoring into PD programs is another promising approach. Research indicates that coaching, which involves personalized, job-embedded support from experienced educators, can significantly enhance the impact of PD by providing ongoing feedback and guidance (Kraft, Blazar, & Hogan, 2018). Mentoring programs that pair novice teachers with experienced mentors can also support professional growth and development, particularly in the early years of teaching (Ingersoll & Strong, 2011).

2.6 Influence of Professional Development on Teacher Retention

The impact of continuing education on teacher retention is a critical area of study, given the significant impact that teacher stability has on educational outcomes and school effectiveness. The ability of schools to prevent their teachers from quitting their jobs or moving to other schools is known as teacher retention, and it is impacted by several intricately intertwined issues, such as opportunities for professional growth, administrative support, pay, and working conditions

(Borman & Dowling, 2008). In this changing, professional development is essential because it helps teachers feel more fulfilled in their work and more devoted to the school environment. It also improves their knowledge and abilities. Thus, efficient professional development can be a very useful instrument for lowering teacher attrition and guaranteeing a steady, experienced, and motivated teaching workforce (Desimone et al., 2002).

One of the primary ways that professional development influences teacher retention is by increasing job satisfaction. Access to top-notch chances for professional development increases the likelihood that teachers will feel competent and confident in their instructional practices. This, in turn, enhances their job satisfaction and reduces the likelihood of burnout—a major factor in teacher attrition (Ingersoll & Strong, 2011). Professional growth that is pertinent to teachers' needs and aligned with their professional goals can help them stay engaged and motivated, providing a feeling of direction and purpose in their work. As an illustration, professional development that focuses on effective classroom management strategies, innovative teaching methods, or integrating technology in the classroom can provide educators with the resources they require to be successful and happy in their positions (Guskey, 2002).

Moreover, professional development fosters a sense of community and collaboration among teachers, which is crucial for retention. Instructors who take part in cooperative professional development initiatives like professional learning networks, peer mentorship, and team teaching, often develop strong professional networks and support systems. These collaborative relationships can mitigate feelings of isolation and stress, increasing the likelihood that educators will stay in the field (Vescio et al., 2008). Teachers are inclined to feel appreciated and encouraged when they collaborate to solve problems, discuss best practices, and provide support for one another. This increases their dedication to their schools and lowers attrition rates (Little, 2002).



Another significant way that professional development impacts teacher retention is through its role in career advancement and professional growth. Teachers who perceive that they possess chances for ongoing education and career progression, are more inclined to stick with their current position. Professional development that includes pathways for career progression, such as leadership training, advanced certifications, and opportunities to take on new roles and responsibilities, can be particularly effective in retaining teachers (Hirsh, 2001). These opportunities not only provide teachers with a sense of achievement and recognition but also help them see a clear and rewarding career trajectory within the teaching profession. By investing in teachers' long-term professional growth, schools can build a more committed and stable teaching workforce (Kraft & Papay, 2014).

The impact of professional development on the retention of teachers is also evident in its impact on teachers' ability to address diverse student needs. Teachers who feel equipped to handle the demands of diverse classes are more inclined to be satisfied with their jobs and stick with them. Teachers can become more effective and experience less anxiety and anger from feeling unprepared if they get professional development that emphasizes individualized learning, culturally appropriate instruction, and strategies for supporting kids with special needs (Gay, 2010). Teachers are more inclined to find their work relevant and gratifying when they possess the skills and information necessary to instruct all pupils, which influences their decision to remain in the field (Darling-Hammond et al., 2017).

However not every kind of professional growth is equally effective in influencing teacher retention. Programs for professional development that are relevant and of high quality are critical factors. Professional development that is perceived as irrelevant, poorly organized, or disconnected from teachers' everyday experiences can be counterproductive and even contribute to dissatisfaction and turnover. Effective professional development should be ongoing, job-

embedded, and directly applicable to teachers' work in the classroom (Opfer & Pedder, 2011). It should also be customized to the unique requirements and environments of educators, providing practical strategies and tools that they can implement immediately. Schools with a robust, steady teaching force and a high retention rate are those that make significant investments in high-quality, pertinent professional development.

Furthermore, administrative support plays a crucial role in maximizing the impact of professional development on teacher retention. School leaders who prioritize professional development and create a supportive environment for teacher learning are more likely to see positive outcomes in terms of retention. In addition to offering chances for professional growth, competent administrators foster environments that facilitate instructors' application of acquired knowledge. This includes providing time for collaboration, encouraging reflective practice, and offering feedback and support. Teachers are more inclined to remain dedicated to their school and career when they perceive that school authority values and supports their professional development (Tschannen-Moran & Gareis, 2015).



In the context of private basic schools, particularly in regions such as the Tamale Metropolis, In terms of teacher retention, professional development can play a particularly significant influence. Private schools often face unique challenges, such as limited resources and competition with public schools for qualified teachers. In these settings, professional development can serve as a key differentiator, attracting and keeping skilled educators by providing chances for advancement and development that would not be found elsewhere. Investing in professional development can help private schools build a reputation for excellence and support, making them more attractive to both current and prospective teachers (Boyd et al., 2011).



2.7 The Impact of Professional Development on Teaching Effectiveness

In educational research, the influence of professional development on the efficiency of teaching is a crucial topic of attention, highlighting the significance of ongoing teacher learning in enhancing instructional strategies and student outcomes. Effective teaching is a multifaceted concept that involves not just instructional abilities but also subject matter expertise, classroom management, and the ability to engage and motivate students. Development of the professional realm acts as a mechanism for enhancing these various aspects of teaching, thereby fostering an environment conducive to student learning and achievement (Desimone, 2009). Programs for professional development that are of the highest calibre are meant to be lengthy, intense, and content-focused, incorporating active learning and collaboration among educators. Such programs are shown to significantly improve teachers' instructional practices and, consequently, their effectiveness in the classroom (Garet et al., 2001).

Research identifies several crucial aspects of professional development that are especially useful for improving instructional strategies. A concentration on particular subject matter expertise, chances for active learning, consistency with the knowledge and experiences of the instructors already in place, enough time for practice and reflection, and group involvement from educators in the same school or grade level are a few of these (Desimone, 2009). For instance, professional development programs that provide in-depth training in subject-specific pedagogy, such as mathematics or science instruction, have been shown to enhance teachers' content understanding and their capacity to deliver complex material understandably and engagingly (Yoon et al., 2007). Teachers who receive this kind of focused professional development can gain a deeper

comprehension of the subjects they teach, which enhances instruction and improves learning outcomes for students.

An additional essential component of efficient professional development is active learning. This approach involves engaging teachers in hands-on activities, collaborative planning, and peer observations, rather than passively receiving information through lectures or presentations (Borko, 2004). By participating in active learning experiences, teachers can experiment with new instructional strategies, receive feedback, and refine their practices in real-time. For example, professional development that includes lesson study, where teachers collaboratively plan, observe, and analyze lessons, has been shown to promote reflective practice and improve instructional quality (Lewis et al., 2009). Such collaborative professional development fosters a community of practice where teachers share insights, discuss challenges, and collectively work towards improving their teaching effectiveness.

The consistency of professional growth with the past experiences and expertise of teachers is also essential for its effectiveness. Professional development that builds on teachers' existing skills and addresses their specific needs is more likely to be relevant and impactful (Guskey, 2002). Programs that are aligned with school goals and curricular standards ensure that educators can immediately implement what they have learned in the classroom. By bridging the disparity between theory and practice, this connection helps instructors receive professional development that is more relevant and useful. Moreover, Continuous professional development, as opposed to one-time workshops, allows teachers to implement new strategies, reflect on their effectiveness, and make necessary adjustments. Long-term professional development provides ongoing support and reinforcement, which is critical for sustained changes in teaching practices (Darling-Hammond et al., 2017).





Developing classroom management abilities through professional development is a crucial component of good teaching. Effective teaching fundamentally involves classroom management, as it creates a positive and orderly learning environment where students can focus and thrive. Programs for professional development that provide techniques for controlling the behaviour of students, creating inclusive classrooms, and fostering positive teacher-student relationships can significantly enhance teachers' ability to maintain a productive classroom environment (Emmer & Stough, 2001). For instance, training in positive behaviour interventions and supports (PBIS) provides teachers with tools to promote positive behaviour and address disruptive conduct, leading to a more conducive learning atmosphere (Bradshaw et al., 2008).

Technology integration is another area where professional development can greatly impact teaching effectiveness. As digital tools and resources become increasingly integral to education, to improve instruction and involve pupils, teachers must be adept at using technology. Professional development with an emphasis on curriculum integration of technology, using digital assessment tools, and implementing blended learning models can empower teachers to leverage technology effectively (Ertmer & Ottenbreit-Leftwich, 2010). For example, training in the use of interactive whiteboards, educational software, and online collaboration platforms can help teachers Make engaging and interactive classes that accommodate a range of learning preferences. Effective technology integration not only enhances student engagement but also facilitates personalized learning, allowing teachers to meet the unique needs of each student.

The effect of continuing education on teaching effectiveness is also evident in the context of diverse and inclusive classrooms. Teachers who receive training in culturally responsive teaching, differentiation, and special education are better equipped to address the diverse needs of their students (Gay, 2010). Professional development that emphasizes equity and inclusion helps



teachers develop strategies to support all learners, including those from marginalized backgrounds and students with special needs. Improvements in academic and social outcomes result from this type of training, which fosters a more inclusive classroom atmosphere where all students feel respected and encouraged. For instance, professional development in differentiated instruction enables teachers to tailor their teaching methods to accommodate different learning styles and abilities, ensuring that all students have access to meaningful and challenging learning experiences (Tomlinson, 2001).

The final yardstick by which professional development performance is evaluated is how it affects student learning results. Several studies have demonstrated that excellent professional development raises pupil performance significantly, especially when it is curriculum-aligned and concentrates on certain subject areas. For example, a meta-analysis by Kennedy (1998) discovered that subject-specific pedagogy-focused professional development programs improved students' performance in science and math. Similarly, research by Timperley et al. (2007) showed that improvements in teaching methods and pupil results were linked to professional development that included continuing assistance and active learning. These results highlight how crucial it is to create and execute evidence-based professional development programs that complement learning objectives.

2.8 Relationship between Professional Development and Its influence on Teachers'

Retention and their Skills and Knowledge to Teach Effectively.

This study examines the correlation between professional development (PD) and teacher retention, skills, and knowledge to teach effectively has been extensively studied. Studies reveal that



proficient professional development initiatives can substantially augment teacher retention and elevate their pedagogical expertise and understanding.

Professional development is crucial for maintaining teacher motivation and commitment to the profession. A study by Castleberry (2010) emphasized that instructors who took part in all-inclusive professional development programs had better work fulfilment and were less inclined to quit teaching. Using information from surveys and teacher and administrative interviews, the study found that professional development aligned with classroom pedagogy could address teachers' needs and enhance retention rates. The alignment of PD with classroom practices ensures that teachers can directly apply what they learn, thereby improving their teaching efficacy and satisfaction (Castleberry, 2010).

Coldwell et al. (2021) conducted a mixed methods study that underscored the importance of ongoing professional development for mid-career teachers. The research found that mid-career teachers often have unmet learning needs, which, if addressed, could lead to greater retention and career satisfaction. By offering targeted PD opportunities, schools can help these teachers stay engaged and committed to the profession. This study also noted that well-designed PD programs could address the specific needs of mid-career teachers, thereby enhancing their teaching skills and contributing to their professional growth (Coldwell et al., 2021).

Another critical aspect of professional development is its role in enhancing teachers' instructional skills and knowledge. Darling-Hammond et al. (2017) emphasized that high-quality PD is characterized by being content-focused, incorporating active learning, supporting collaboration, and providing sustained duration. These features ensure that teachers gain a deeper understanding of the subject matter and effective teaching strategies, which are essential for improving student

outcomes. Teachers are more likely to stick with their jobs if they feel highly successful and knowledgeable in their roles (Darling-Hammond et al., 2017).

Research by Ingersoll and Strong (2011) supports these findings, demonstrating that PD programs that include mentoring and induction for new teachers significantly reduce attrition rates. These programs increase the chances that new teachers will stay in the field by giving them the support and direction they need to overcome the difficulties of their early teaching careers. The study highlights that new teachers who receive adequate support through PD are better equipped to handle classroom challenges and are more committed to their careers (Ingersoll & Strong, 2011).

Moreover, the implementation of professional learning communities (PLCs) has been shown to foster a culture of continuous improvement and collaboration among teachers. Vescio, Ross, and Adams (2008) found that PLCs provide a platform for teachers to share best practices, discuss instructional strategies, and support each other's professional growth. This collaborative environment not only enhances teachers' skills and knowledge but also strengthens their commitment to the profession by fostering a feeling of belonging and a common goal (Vescio et al., 2008).

2.9 Professional Development Programs Necessary to Reduce Teacher Turnover

Reducing teacher turnover through professional development programs has become a focal point of educational research and policy due to its significant implications for school stability, student achievement, and financial efficiency. Comprehensive, long-lasting programs that are specially designed to address the various requirements of instructors are the hallmarks of effective professional development. The continual learning, professional development, and support





environments that these programs promote are critical to keeping teachers in the teaching profession. The following literature review delves into the various types of professional development programs that have been shown to reduce teacher turnover, examining their key features and the mechanisms through which they enhance teacher retention.

Establishing comprehensive initiation and mentorship programs for new teachers is one of the most important professional development initiatives meant to lower teacher turnover. As new teachers take on teaching responsibilities, induction programs offer them systematic assistance that addresses common issues including lesson planning, classroom management, and adjusting to school culture. Effective induction programs often include comprehensive orientation sessions, ongoing professional development workshops, and opportunities for new teachers to observe and collaborate with experienced colleagues (Ingersoll & Strong, 2011). Mentoring, a crucial component of induction, pairs novice teachers with veteran mentors who provide guidance, feedback, and emotional support. Empirical studies have repeatedly shown that educators who engage in systematic induction and mentorship programs have a higher likelihood of remaining in the field because these programs foster the development of teachers' competence, confidence, and sense of community within their schools (Smith & Ingersoll, 2004).

Another essential professional development program for reducing teacher turnover is the creation of professional learning communities (PLCs). PLCs are cooperative groups of educators who get together on an ongoing basis to share best practices, examine student work, and talk about instructional tactics. This cooperative strategy promotes a feeling of collegiality and collective responsibility for student learning, which can enhance job satisfaction and reduce feelings of isolation (Vescio et al., 2008). PLCs foster a climate of inquiry and continuous enhancement, which motivates educators to share knowledge and assist one another's career development.



Schools that effectively implement PLCs tend to have lower turnover rates, as these communities provide a supportive network that reinforces teachers' commitment to their schools and their profession.

Personalized professional development that fits instructors' unique needs and aspirations is another strategy that has proven effective in reducing teacher turnover. Personalized professional development programs recognize that teachers have diverse interests, strengths, and areas for growth. By offering opportunities for teachers to pursue advanced certifications, specializations, or leadership roles, schools can create pathways for career progression and professional fulfilment (Kraft & Papay, 2014). For example, programs that offer training in specialized areas such as special education, technology integration, or English as a Second Language (ESL) can help teachers develop expertise in areas that are in high demand. Providing these targeted professional development opportunities can increase teachers' job satisfaction and motivation, making them more likely to hold onto their jobs.

In addition to individualized professional development, programs that address the specific challenges faced by teachers in high-need or under-resourced schools are crucial for reducing turnover. Teachers in these settings often contend with larger class sizes, limited resources, and higher levels of student needs, which can contribute to burnout and attrition. Professional development courses that concentrate on techniques for handling these difficulties, such as differentiated instruction, classroom management, and trauma-informed teaching practices, can give educators the resources they require to fulfil their duties with effectiveness (Podolsky et al., 2016). Additionally, programs that include components of cultural competency and community engagement can help teachers build stronger relationships with their students and communities, further enhancing their commitment to their schools.



Mentoring and induction programs are particularly vital for novice instructors, who have a greater chance of quitting their jobs in their first few years. These programs provide critical support during the initial stages of a teacher's career, helping them navigate the complexities of the classroom and develop effective teaching practices. Through comprehensive mentoring through these programs, new teachers are paired with seasoned mentors who offer direction, criticism, and emotional support. Studies show that educators who take part in comprehensive mentorship and induction programs have a higher retention rate, as these programs help them build confidence and competence in their teaching abilities (Ingersoll & Strong, 2011). Good induction programs also give new teachers the chance to shadow experienced educators, engage in professional learning environments, and receive continuous, needs-specific professional development (Smith & Ingersoll, 2004).

The creation of Professional Learning Communities (PLCs) is a noteworthy professional development initiative to decrease teacher attrition. PLCs are cooperative groups of educators who get together regularly to talk about teaching methods, analyze student data, and share strategies for improving student outcomes. This cooperative method encourages a feeling of collegiality and group accountability for students' learning, which can improve teachers' fulfilment with their work and lessen their feelings of loneliness (Vescio et al., 2008). PLCs also foster a culture of inquiry and continuous enhancement, which motivates educators to share knowledge and assist one another's career development. Schools that successfully implement PLCs often see lower turnover rates, as these communities provide a supportive network that reinforces teachers' commitment to their school and their profession.

Customized professional development initiatives that meet the specific requirements of educators and career aspirations are also crucial for reducing turnover. Personalized professional



development recognizes that teachers have diverse interests, strengths, and areas for growth. By offering opportunities for teachers to pursue advanced certifications, specializations, or leadership roles, schools can create pathways for career progression and professional fulfilment (Kraft & Papay, 2014). For instance, providing professional development in specialized domains like technological integration, special education, and English as a second language can help teachers develop expertise and stay engaged in their profession. Additionally, schools that support teachers in obtaining National Board Certification or other advanced credentials often see higher retention rates, since these chances for professional development can boost dedication and job happiness.

Professional development programs that focus on teachers' well-being and work-life balance are also essential for reducing turnover. Teaching is a demanding profession that often leads to high levels of stress and burnout. Programs that include training on stress management, mindfulness, and self-care strategies can assist educators in preserving a positive work-life balance and lowering their risk of burnout (Jennings & Greenberg, 2009). Schools that prioritize teachers' mental and emotional well-being through professional development initiatives are likely to see lower turnover rates, as teachers feel more supported and valued. Additionally, providing professional development on time management and organizational skills can help teachers manage their workload more effectively, further reducing stress and increasing job satisfaction.

2.10 Challenges Schools face in Providing effective Professional Development Programs to teachers

Providing effective professional development (PD) programs for teachers is a multifaceted challenge that schools face, involving numerous barriers that hinder the successful implementation and impact of such programs. One significant issue is the misalignment between the PD content and the actual needs of teachers. Often, PD programs are designed without a thorough needs



assessment, leading to a one-size-fits-all approach that fails to address the specific needs and contexts of individual teachers and their students. This mismatch can result in disengagement and a lack of practical application of new skills in the classroom. Desimone and Garet (2015) emphasize that PD should be aligned with teachers' instructional practices and the curriculum to be truly effective. It is doubtful that professional development (PD) will significantly alter instructors' teaching strategies or pupil results if the material does not immediately speak to their needs.

Moreover, the lack of sustained support and follow-up after initial PD sessions is a pervasive problem. Effective PD is not a one-time event but requires ongoing support, coaching, and opportunities for teachers to reflect on and refine their practices. Without this sustained engagement, the initial benefits of PD can quickly dissipate, leaving teachers without the necessary reinforcement to implement new strategies successfully. Darling-Hammond, Hyler, and Gardner (2017) argue that continuous professional development, which includes follow-up activities such as peer observations, coaching, and collaborative planning, is essential for the effective transfer of new knowledge and skills into classroom practice. The absence of such sustained efforts can lead to a lack of continuity and coherence in professional learning, thereby reducing its overall impact.

Financial and logistical constraints also pose significant challenges to the provision of effective PD. Schools often struggle to allocate sufficient funds for PD, which can result in limited access to high-quality resources and expertise. Budgetary limitations can force schools to opt for less effective, short-term PD solutions rather than investing in more comprehensive, long-term professional learning opportunities. Wei, Darling-Hammond, and Adamson (2010) highlight that effective PD requires significant investment in terms of time, money, and resources. This includes hiring qualified trainers, purchasing necessary materials, and compensating teachers for their time

spent in PD activities. Additionally, logistical issues such as scheduling can complicate the delivery of PD. Finding common time slots that accommodate all teachers' schedules is often difficult, leading to fragmented or poorly attended training sessions. Bayar (2014) notes that the timing of PD sessions is critical; if PD is scheduled at inconvenient times, it can result in low participation and engagement, thereby diminishing its effectiveness.

The quality of PD facilitators is another critical factor that influences the success of PD programs. Effective PD requires skilled facilitators who not only possess deep content knowledge but also understand adult learning principles and can create an interactive and engaging learning environment. However, finding such facilitators can be challenging, particularly in schools with limited access to external expertise. Guskey and Yoon (2009) point out that the effectiveness of PD is significantly influenced by the quality of the trainers. Facilitators who lack the necessary skills and experience may struggle to engage teachers meaningfully or to provide relevant and practical insights. This can lead to PD sessions that are monotonous and fail to inspire meaningful changes in teaching practices.



Resistance to change among teachers is another significant barrier to effective PD. Teachers, like all professionals, can be resistant to changing established practices, especially if new methods require significant adjustments to their teaching style or increased workloads. This resistance is often exacerbated by a lack of involvement in the PD planning process. When teachers feel that PD initiatives are imposed upon them without their input, they are less likely to embrace the changes proposed. Avalos (2011) suggests that for PD to be effective, it should be participatory and involve teachers in the decision-making process. This helps to build ownership and buy-in, making teachers more likely to engage with and apply new learning.



Furthermore, the pressure of accountability measures and high-stakes testing can create an environment where teachers are focused more on meeting specific performance metrics than on engaging in meaningful PD that fosters long-term professional growth. Datnow, Park, and Wohlstetter (2007) argue that the emphasis on accountability can sometimes lead to a narrow focus on short-term gains at the expense of deeper, more sustained professional learning. This environment can discourage teachers from experimenting with new approaches or engaging deeply with PD opportunities, as they may fear that deviations from the norm could negatively impact their performance evaluations.

Another significant challenge is the lack of collaboration and peer learning opportunities within PD programs. Teachers benefit significantly from sharing their experiences and strategies with colleagues, yet many PD programs are designed as top-down interventions with limited opportunities for teacher collaboration and professional learning communities. Vescio, Ross, and Adams (2008) discovered that professional learning communities, in which educators meet regularly to debate their methods and the education of their students, are highly effective in promoting continuous professional growth. However, the establishment and maintenance of such communities require time, support, and a shift in a school culture that values collaborative learning.

Finally, the evaluation of PD effectiveness presents a significant challenge. Schools often lack strong methods for evaluating how professional development affects instructional strategies and student performance. Without systematic evaluation, it is difficult to determine which aspects of PD are working and which need improvement. Guskey (2000) emphasizes the importance of evaluating PD not just based on teacher satisfaction but on tangible modifications to instructional strategies and student performance. The lack of rigorous evaluation can lead to the perpetuation of ineffective PD practices and the underutilization of successful strategies. Opfer and Pedder (2011)

argue that effective evaluation should be an integral part of the PD process, providing ongoing feedback that informs the continuous improvement of professional learning initiatives.

2.11 Theoretical Framework

The theory that underpins this study is the Human Capital Approach. According to Bassi & McMurrer (2016), the human capital theory has proven to be effective and consistently serves as the leading theory for understanding the value of human capital investments from both the perspective of the individual and the school. Human capital was defined by Suhairi et al. (2020) as the knowledge, abilities, and skills of people who have economic worth to a company. According to Webb et al. (2018), human capital refers to the knowledge, skills, abilities, and characteristics that people possess and which enable the development of their own and other people's personal, social, and economic well-being. According to Abualoush et al. (2018), it is knowledge that is necessary for and gained by employees to enhance the employees' capacity to carry out tasks with monetary value.

The Human Capital Approach theory, as posited by Bassi & McMurrer (2016), emphasizes the value of investing in people, considering them as valuable assets whose skills, knowledge, and competencies can significantly contribute to the organization's success. This theory can be effectively used to achieve the study's objectives by providing a framework for understanding and enhancing teacher retention through professional development. By viewing teachers as human capital, the theory suggests that continuous investment in their professional growth can yield substantial returns in terms of improved teaching quality and increased job satisfaction.

The study's main objective is to ascertain the influences of ongoing professional development on teacher retention in private basic schools in the Tamale Metropolis. The Human Capital Approach





argues in favour of this by emphasizing how professional development courses improve teachers' abilities and expertise, increasing their effectiveness and job satisfaction. This, in turn, reduces their likelihood of leaving the profession, thus achieving higher retention rates. The idea also emphasizes how crucial it is to provide teachers with specialized professional development that is in line with their unique needs and the local context, ensuring that the training is relevant and impactful.

The study's particular goals, which include evaluating the state of professional development today and figuring out how it affects teachers' decisions to stay, can be addressed using the Human Capital Approach by evaluating the existing investment in teacher training and identifying areas for improvement. This theory also guides the assessment of how professional development influences teachers' skills and knowledge, providing a basis for recommending programs that can enhance teaching effectiveness and reduce turnover. By applying the Human Capital Approach, the study can offer practical recommendations for designing and implementing professional development initiatives that not only retain teachers but also elevate the overall quality of education in the Tamale Metropolis. This comprehensive investment in human capital ensures that schools can attract and retain high-quality teachers, ultimately leading to better educational outcomes for students.

2.12 Review of Concepts and Key Issues

The conceptual review for assessing the influence of professional development programs on teacher retention in private basic schools in the Tamale Metropolis delves into various dimensions that underline the significance of such initiatives. Teacher retention is a critical issue in educational institutions worldwide, as it impacts not only the continuity of educational programs but also the



overall quality of education. Professional development programs are seen as key mechanisms to enhance teacher retention by improving job satisfaction, teaching efficacy, and career advancement opportunities.

A variety of activities are included in professional development to enhance teachers' abilities, knowledge, and effectiveness. According to Desimone and Garet (2015), the focus on content, the nature of the learning process, coherence, duration, and group engagement are all characteristics of good professional development. These elements ensure that teachers can apply new knowledge and skills directly to their instructional practices, leading to improved student outcomes and increased teacher satisfaction. Consequently, when teachers perceive professional development as relevant and beneficial, they are more likely to remain in their positions, reducing turnover rates.

The role of professional development in enhancing job satisfaction is well-documented. Ingersoll and Strong (2011) highlight that ongoing professional development opportunities contribute to a supportive work environment, where teachers feel valued and equipped to meet the challenges of their profession. This sense of support and professional growth is crucial in retaining teachers, particularly in private basic schools where resources and support may be limited compared to public institutions. By investing in professional development, private schools can foster a positive organizational culture that encourages teacher retention.

Another aspect to consider is the effect of continuing education on the effectiveness of teaching. Bandura (1997) According to social cognitive theory, people's perceptions of their talents influence their actions and persistence. Programs for professional development that raise teachers' self-efficacy can result in more efficient methods of instruction and greater job satisfaction. Ross and Bruce (2007) discovered that educators who had greater levels of self-efficacy are more likely



to use creative teaching techniques and persevere in the face of difficulties, which can reduce burnout and turnover intentions. Thus, professional development that boosts self-efficacy can play a significant role in retaining teachers.

Career advancement opportunities also influence teacher retention. According to Darling-Hammond et al. (2017), professional development programs that offer pathways for career progression, such as leadership training and advanced certification, can motivate teachers to stay in the profession. These opportunities provide teachers with a sense of direction and purpose, making them more likely to commit to their schools long-term. In private basic schools, where career advancement may not be as structured as in public systems, professional development can fill this gap and serve as a retention tool.

Moreover, the context of professional development is crucial. Borko (2004) emphasizes that professional development should be context-specific, addressing the unique needs and challenges of the school and its teachers. For private basic schools, this means designing programs that are tailored to their specific circumstances, such as limited resources or unique student demographics. Contextualized professional development ensures that the training is relevant and immediately applicable, increasing its effectiveness and the likelihood of positive outcomes in terms of teacher retention.

The sustainability of professional development initiatives is another important factor. Wei et al. (2009) contend that professional development needs to be continued to have a lasting effect. Over time and supported by the school leadership. Short-term workshops or one-off training sessions are less likely to produce significant changes in teaching practices or teacher retention. Instead, ongoing support, follow-up activities, and a culture of continuous improvement are necessary to

embed professional development into the fabric of the school, thereby enhancing its impact on teacher retention.

2. 13 Theoretical Review

The impact of programs for professional development on teacher retention is a well-researched area in educational theory, with numerous studies highlighting the critical role that ongoing professional learning plays in maintaining a stable teaching workforce. The theoretical frameworks underpinning this research often draw from human capital theory, social exchange theory, and organizational commitment theory, each offering insights into how professional development can impact teacher retention, particularly in private basic schools in the Tamale Metropolis. These schools, often operating under different constraints and expectations compared to public schools, require tailored approaches to professional development that can address their unique challenges and enhance teacher retention.

According to the human capital hypothesis, spending on education and professional development increases workers' productivity and skills, which improves job performance and increases job satisfaction (Becker, 1964). In the context of teaching, professional development programs are seen as critical investments in teachers' human capital. By providing ongoing opportunities for skill enhancement and knowledge acquisition, these initiatives support educators in enhancing their methods of instruction, adjusting to new curriculum requirements, and meeting the varied needs of their pupils. In private basic schools in the Tamale Metropolis, where resources may be more limited and the demands on teachers higher, effective professional development can be particularly impactful. When teachers perceive that their schools are investing in their professional



growth, they are more likely to feel encouraged and valued, which may strengthen their loyalty to their school and reduce turnover rates (Guskey, 2002).

Social exchange theory further elucidates the connection between teacher retention and professional development by emphasizing the reciprocal nature of the employer-employee relationship (Blau, 1964). According to this theory, when teachers receive support and opportunities for professional growth, they are likely to reciprocate with increased loyalty and dedication to their schools. Properly designed and executed professional development initiatives can foster a sense of shared responsibility, where teachers feel indebted to their schools for the investment in their development. This sense of reciprocity can enhance teachers' job satisfaction and reduce their intention to leave the profession. In private basic schools in the Tamale Metropolis, fostering such positive social exchanges through professional development can be a crucial strategy for retaining teachers in a competitive educational market.

Organizational commitment theory provides another lens through which to assess the influence of professional development on teacher retention. This idea contends that a significant factor influencing an employee's propensity to stay with a business is their level of dedication to it (Meyer & Allen, 1991). Professional development programs contribute to building organizational commitment by aligning teachers' professional goals with the school's mission and values. There is a greater chance of emotional commitment among instructors who engage in professional development that aligns with their goals, both personally and professionally. This emotional attachment and identification with the school can significantly reduce turnover intentions. In the context of private basic schools in the Tamale Metropolis, where teachers might face additional pressures and expectations, fostering a strong sense of organizational commitment through professional development can be particularly effective in ensuring long-term retention.





Effective professional development programs for teacher retention share several key characteristics, which are supported by empirical research and theoretical frameworks. Firstly, they are ongoing and sustained, rather than one-off events. Teachers' performance and job satisfaction are increased when they get ongoing professional development that keeps them abreast of the most recent findings in education, pedagogical approaches, and curricular modifications (Desimone, 2009). In private basic schools, where resources for professional development might be scarcer, ensuring that professional development is continuous and integrated into the school's culture can help mitigate feelings of isolation and inadequacy among teachers.

Secondly, effective professional development is collaborative and fosters a sense of community among teachers. Programs that encourage collaboration, such as professional learning communities (PLCs), give educators the chance to converse, exchange experiences, discuss challenges, and develop collective solutions. This collaborative approach not only enhances teaching practices but also builds a supportive network that can reduce feelings of burnout and stress, common factors leading to teacher attrition (Vescio, Ross, & Adams, 2008). For private basic schools in the Tamale Metropolis, promoting collaboration through professional development can help create a cohesive and supportive teaching environment, making teachers more likely to stay.

Thirdly, professional development programs need to be relevant and aligned with teachers' needs and the school's goals. When professional development is perceived as directly applicable to teachers' classroom challenges and professional goals, it is more likely to be effective and valued (Darling-Hammond, Hyler, & Gardner, 2017). In the specific context of private basic schools in the Tamale Metropolis, understanding the unique educational landscape and tailoring professional

development to address local challenges—such as language barriers, cultural diversity, and resource constraints—can enhance its impact on teacher retention.

2.14 Empirical Review

Professionals and academics are debating whether or not training and development initiatives influence employees' and companies' goals. While some academics contend that providing training opportunities leads to higher employee turnover, others assert that training is a useful tool for retaining employees Jehanzed et al. (2013) in Malaysia. The majority of authors concur that employee training is a challenging human resources procedure that has a significant impact on an organization's success. In addition, businesses are fighting to succeed in the global market by differentiating themselves based on the skills, knowledge, and passion of their employees. Training is a structured approach to learning and growth that increases an individual's, a group's, and an organization's effectiveness (Blanchard & Thacker, 2023).

The employee training and development program offers numerous advantages to employees. They pick up the technical and soft skills needed for their careers. Since the unemployment rate is at its lowest point in 30 years, it is not advantageous for employees to start a new job if there are fewer prospects for advancement (Beqiri & Mazreku, 2020).

Most recently graduated college students are given preference when applying to companies that offer their staff rigorous training programs. However, this approach carries a cost—organizations run the risk of losing their newly trained staff within a few years (Hameed & Irfan, 2019). Professionals working in the information technology sector understand that expertise comes from knowledge, and they must continue to develop their skills (Burke & Maceli, 2020). Young





professionals who aspire to start their businesses recognize that they lack resources and expertise, so they try to work for organizations that offer training programs to get their staff ready for the future (Hameed & Irfan, 2019).

Because they realize their company is investing in their future careers, employees who receive training make a business more dependable (Jha, 2016). Employee loyalty to the company is a significant intrinsic incentive that cannot be quantified. When an employee believes their efforts and skills are contributing to the company's bottom line, they feel at ease and want to stay with the company (Manzoor et al., 2021).

When workers are happy in their positions, they feel that their work matters to the company and serves a purpose. The top workers typically don't quit their jobs to receive financial perks (Zhenjing et al., 2022). Whilst pay and benefits are key factors in hiring and retaining staff, workers are constantly looking for chances to grow both personally and professionally learn new skills and take on new responsibilities. Thus, meeting these needs helps people feel confident, good about themselves, and enjoy their work (Zhenjing et al., 2022).

Osei-Owusu (2022) investigated the impact of professional development programs on teachers' knowledge and the academic performance of senior high school students in Ghana. The study revealed that professional development initiatives significantly enhance teachers' subject matter expertise and pedagogical skills. Teachers who participated in well-structured programs demonstrated improved instructional delivery, which positively influenced students' academic performance. However, the study emphasized the need for regular and sustained professional development activities to ensure continuous teacher improvement and student success. Abakah, Widin, and Ameyaw (2022) explored continuing professional development (CPD) practices



among basic school teachers in Ghana's Central Region. The findings indicated that teachers frequently participated in CPD activities, including workshops, seminars, and in-service training programs. These initiatives were crucial for updating teachers' knowledge and aligning their skills with contemporary educational trends. Nevertheless, the study identified key challenges, such as inadequate funding, logistical constraints, and limited opportunities for teachers to actively contribute to the design of CPD programs. Addressing these challenges was deemed essential for maximizing the benefits of CPD.

Mahama, Mohammed, and Gunu (2022) examined how professional development programs in the Nanumba North District of Ghana aligned with the working needs of teachers. The study revealed a mismatch between the content of professional development programs and the practical challenges faced by teachers. While teachers acknowledged the importance of CPD for career growth, they expressed dissatisfaction with the one-size-fits-all approach often employed in these programs. The study recommended tailoring professional development initiatives to address the specific needs of teachers and aligning these programs with broader educational policies and practices. Despite growing research on the role of professional development in enhancing teachers' knowledge and improving student outcomes, significant gaps remain unaddressed in the literature. Studies by Osei-Owusu (2022), Abakah, Widin, and Ameyaw (2022), and Mahama, Mohammed, and Gunu (2022) underscore the positive impacts of professional development initiatives on teachers' subject expertise, pedagogical skills, and instructional delivery. However, these studies fail to fully explore critical aspects related to the long-term effects of such programs, the contextual challenges faced by educators, and the overall sustainability of professional development efforts.

2.15 Summary of Chapter

This study's chapter on professional development programs and their impact on teacher retention reviews the literature in this area. It synthesizes existing research, highlighting key theories and models that explain why professional development is critical for retaining teachers. The chapter delves into various factors influencing teacher attrition, including personal, school, and external correlates. It underscores the importance of school organizational characteristics, such as administrative support and professional development opportunities, in reducing teacher turnover. Additionally, it reviews empirical studies that link effective professional development programs to improved teacher satisfaction and retention, advocating for policies that support continuous teacher growth and development to enhance the retention rate.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter addresses the following topics: the research paradigm, the research design, the research approach, the population and sample, the research instrument, the data sources, the data collection procedure, the data analysis, ethical aspects, validity and reliability, trustworthiness of the study and conclusion.

3.2 The Research Paradigm

A paradigm outlines the frameworks and procedures that define a scientific field at a given moment in time. Paradigms are culturally and contextually influenced, shaping what is investigated, the kinds of questions asked, how those questions are structured, and how research findings are evaluated (Putri et al., 2020). Rehman and Alharthi (2016) explain that a paradigm represents a researcher's worldview regarding knowledge and the most effective ways to acquire it. For this study, the pragmatism paradigm is adopted, offering a middle ground between the objectivity of positivism and the subjectivity of interpretivism. Pragmatism focuses on practical solutions to research problems by integrating multiple approaches and perspectives to address the complexity of real-world issues.

Unlike interpretivism, which emphasizes context-specific realities and individual experiences, pragmatism emphasizes the use of mixed methods to derive actionable insights. It values both subjective and objective knowledge, recognizing that understanding is constructed through diverse lenses and approaches. This paradigm is particularly well-suited for research aimed at solving practical problems and evaluating the utility of interventions within specific contexts.





The adoption of the pragmatism paradigm aligns with this study's goal of evaluating the impact of professional development programs on teacher retention in private basic schools in the Tamale Metropolis. By combining qualitative and quantitative methods, this study seeks to capture teachers' lived experiences, perceptions, and contextual realities while also analyzing measurable patterns and outcomes. This approach ensures a comprehensive understanding of how professional development influences retention and provides actionable recommendations for stakeholders.

3.3 Research Approach

The adoption of a mixed-methods approach in this study is driven by the need to thoroughly understand the intricate relationship between professional development (PD) programs and teacher retention in private basic schools within the Tamale Metropolis. This approach leverages the complementary strengths of both quantitative and qualitative methods, enabling a more comprehensive and nuanced investigation that aligns with the complexity of the research problem.

Quantitative methods play a critical role in identifying patterns and relationships within a broader population. They allow the study to measure the effectiveness of PD programs and their impact on teacher retention, providing statistical rigor and generalizability. These methods offer insights into trends and the scope of the effects of PD initiatives.

On the other hand, qualitative methods delve into the lived experiences, perceptions, and contextual factors that shape teacher retention. Through interviews and narrative data, the study uncovers rich, detailed insights into the challenges, motivations, and dynamics that cannot be fully captured by quantitative approaches alone.



The mixed-methods approach further enhances the validity and reliability of the findings by enabling data triangulation. Quantitative results are enriched and contextualized with qualitative insights, bridging the gap between statistical analysis and real-world experiences. Additionally, this approach allows the study to address unexpected findings or gaps identified during the quantitative phase by exploring them further through qualitative inquiry.

3.4 The Research Design

The research design adopted for this study was a sequential explanatory design, a mixed-methods approach that involved collecting and analyzing quantitative data first, followed by qualitative data to explain or elaborate on the quantitative findings (Bergin, 2018). Quantitative data was initially gathered through questionnaires administered to teachers, which enabled the identification of broad trends and patterns regarding the current state, influence, and impact of professional development (PD) programs. Subsequently, qualitative data was collected through interviews with headteachers, providing deeper contextual insights that helped to explain the quantitative results. This approach ensured that statistical findings were enriched with practical, real-world perspectives, leading to robust and actionable conclusions.

The sequential explanatory design offered several advantages. It enabled the research problem to be explored comprehensively by combining quantitative breadth with qualitative depth. By prioritizing the quantitative phase, the qualitative phase focused on significant areas, allowing for a more detailed examination of key findings (Bergin, 2018). Additionally, the integration of both methods enhanced the validity and credibility of the study by triangulating data from multiple sources and perspectives (Bergin, 2018). Another advantage of this design was its ability to

identify unexpected patterns or gaps during the quantitative phase, which were further investigated during the qualitative phase (Creswell 2014). This process strengthened the study's overall rigor and provided an understanding of how PD programs influenced teacher retention in private basic schools in the Tamale Metropolis.

3.5 Population

A population is a collection of pieces or cases—individuals, things, or events—that meet certain standards and are used to extrapolate study findings. This group is also known as the universe or the target population (Willie, 2023). In this study, the population comprises all teachers and Headteachers in five selected private basic schools in the Tamale Metropolis, namely Elsie Lund School, Winning Life Academy, Sharp Brains Academy, Happy Home International School, and Excellence Academy. These schools have been chosen because they represent a diverse cross-section of private basic educational institutions within the metropolis, giving a thorough rundown of the professional development and retention landscape in the area.

The total population for the study includes 160 teachers and 5 Headteachers, bringing the overall population to 165 individuals. This selection ensured that the study captured a wide range of perspectives from both teaching staff and administrative leaders, allowing for a thorough examination of how professional development programs influence teacher retention. Headteachers should be included in particular since they are essential to the execution and upkeep of professional development programs and can offer insightful information about institutional policies and practices about teacher retention. By focusing





on these five schools, the study sought to gather detailed and specific data that can be used to identify patterns and draw conclusions relevant to similar educational contexts.

A census approach was adopted for this study, wherein data was collected from the entire population under investigation rather than from a sample. This approach was chosen to ensure comprehensive coverage and to fully represent the variety of viewpoints and experiences within the selected schools. By involving every teacher and Headteacher, the study sought to gather exhaustive and detailed data, which enhances the reliability and validity of the findings.

Because of the study's controllable population size, the census method is especially appropriate. By including all 165 individuals, the study avoided the potential biases and sampling errors that might arise from selecting a subset of participants. This method also allows for more nuanced insights and a richer understanding of how professional development programs influence teacher retention across different contexts and roles within the schools.

Moreover, Headteachers play a pivotal role in the implementation and oversight of professional development initiatives, and their inclusion provided critical insights into the institutional strategies and challenges related to teacher retention. By capturing data from the entire population, the study was able to make more accurate and generalizable conclusions, which can inform policy and practice not only in the selected schools but also in similar educational settings within the Tamale Metropolis and potentially beyond.



3.6 Sampling Technique

Purposive sampling, a non-probability sampling technique, was used in this study. The researcher chooses respondents based on particular traits and standards that are pertinent to the study's goals. (Etikan, Musa, & Alkassim, 2016). This technique was chosen because it allows the researcher to intentionally select individuals who have particular knowledge or experience with professional development programs and teacher retention in private basic schools in the Tamale Metropolis.

Purposive sampling is advantageous in this context for several reasons. Firstly, it ensures that the sample or population includes participants who are directly involved with and affected by the professional development programs, thereby providing rich, relevant, and insightful data (Palinkas et al., 2015). This is especially crucial for the research because it aims to comprehend the specific impacts of these programs on teacher retention.

Secondly, purposive sampling is efficient when the researcher has a clear understanding of the population and the specific traits that are important to the study (Etikan et al., 2016). By focusing on a targeted group, the study can yield more thorough and situation-specific results, which can be crucial for formulating effective recommendations for policy and practice.

Moreover, this sampling method is flexible and adaptable to various research contexts, making it suitable for qualitative and mixed-methods research (Patton, 2014). Given the study's aim to explore and understand nuanced aspects of professional development and teacher retention,

purposive sampling facilitates in-depth exploration of these themes through interviews and surveys with strategically selected participants

Table 1: Sample Size Determination

School Name	Number of Teachers	Number of Headteachers	Total Population
Elsie Lund School	40	1	41
Winning Life Academy	35	1	36
Sharp Brains Academy	30	1	31
Happy Home International School	32	1	33
Excellence Academy	23	1	24
Total	160	5	165

The table provides a breakdown of the population comprising teachers and headteachers across five private basic schools in the Tamale Metropolis. Elsie Lund School has the highest number of individuals, with 40 teachers and one headteacher, totaling 41 staff members. Winning Life Academy follows closely with 36 staff, including 35 teachers and one headteacher. Sharp Brains Academy and Happy Home International School have comparable totals, with 31 and 33 staff members, respectively. Excellence Academy has the smallest population, with 23 teachers and one headteacher, making a total of 24. Overall, the study includes 160 teachers and five headteachers, summing up to 165 participants. This distribution ensures representation across diverse private schools in the metropolis, reflecting varied organizational sizes.

3.7 Data Collection Instrument

The study employed both surveys and interviews as data collection instruments to gather comprehensive information on the influence of professional development programs on teacher retention in private basic schools in the Tamale Metropolis. The use of these two instruments is strategic to capture both quantitative and qualitative data, providing a holistic view of the





research problem. The first three specific objectives focus on understanding the current state, influence, and how professional development initiatives directly affect instructors. Thus, a questionnaire was designed for teachers to gather quantitative data on these aspects. Teachers are the primary beneficiaries of these programs and their feedback provides first-hand information on the availability, relevance, and effectiveness of the professional development initiatives. The questionnaire was designed to collect quantitative data through closed-ended questions and Likert scale items, which allows for statistical analysis of the respondents' perceptions and experiences. This instrument is advantageous for gathering data from a large number of participants efficiently, ensuring the generalizability of the findings to a wider population within the Tamale Metropolis. The questionnaire addresses several topics related to professional development programs, including their frequency, applicability, influence on instructional strategies, and impact on instructors' decisions to remain in their current roles.

In addition to questionnaires, semi-structured interviews were conducted to collect qualitative data. The fourth objective, which seeks to suggest necessary professional development programs to reduce teacher turnover, requires a deeper exploration of the challenges and potential solutions from an administrative perspective. Therefore, an interview guide was developed for the Headteachers. Headteachers play a crucial role in implementing and overseeing professional development programs and can provide comprehensive insights into the institutional support and strategic planning needed to enhance these initiatives. The interviews provided deeper insights into the teachers' personal experiences and perspectives, which cannot be fully captured through questionnaires. The semi-structured format allows for flexibility in exploring new topics that could have arisen during the conversation, ensuring that the data collected is rich and nuanced. Based on themes found in the literature research and



early analysis of questionnaire data, interview questions were created. These themes include the skills or areas to be prioritized in professional development, challenges faced during training, and suggestions for improving retention through better professional development practices. The combination of the questionnaires and interviews enabled the researcher to triangulate the data, enhancing the validity and reliability of the study's findings.

3.8 Data Collection Procedure

The data collection procedure occurs in two major phases: first, distributing a structured questionnaire to teachers to gather quantitative data on professional development programs. This was followed by semi-structured interviews with Headteachers to collect qualitative data. The integration of both datasets provides comprehensive insights into the programs' impact on teacher retention in the Tamale Metropolis. Initially, The researcher asked for approval from the Tamale Metropolitan Education Office and the heads of selected private basic schools to conduct the study. Once permission was granted, the researcher proceeded with the data collection process, which was divided into two main phases: administration of questionnaires and conducting interviews.

For the questionnaire phase, the researcher first pre-tested the questionnaire with a small group of teachers to test for clarity, relevance, and reliability. Feedback from the pre-test was used to refine the questionnaire before it was distributed to the larger sample. The final version of the questionnaire was distributed to the selected teachers in person. To encourage high response rates, the researcher provided clear instructions on how to complete the questionnaire and assure participants of the confidentiality of their responses. Follow-up reminders were sent to ensure that a substantial number of questionnaires were returned.



After the collection of the questionnaire data, the researcher moved on to the interview phase. A purposive sampling technique was used to select interview participants, ensuring that a diverse range of perspectives was captured. The Selected Headteachers were contacted to schedule interview appointments at times and locations convenient for them. The interviews were conducted in a semi-structured format, allowing the researcher to probe deeper into specific areas of interest that emerged from the questionnaire responses. Each interview was recorded (with the participant's consent) and transcribed verbatim for analysis. The combination of the questionnaire and interview data provided a robust dataset for the study.

3.9 Presentation of Data and Analysis

The presentation and analysis of data were carried out systematically to ensure clarity and coherence in reporting the findings. SPSS (Statistical Package for the Social Sciences) was one of the statistical software programs used to examine the quantitative data obtained from the surveys. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to summarize the data and provide an overview of the respondents' demographic characteristics and their perceptions of professional development programs.

The inferential statistics employed in addressing the research questions include correlation analysis and regression analysis. Correlation analysis was utilized to explore the relationships between professional development program status, teachers' retention, and the effects on teachers' skills and knowledge to teach effectively. This analysis provided Pearson correlation coefficients to indicate the strength and direction of these relationships.

Regression analysis was employed to further examine how professional development program status influences teachers' retention and their skills and knowledge. This analysis calculated beta

coefficients, R^2 values, F-statistics, and p-values to evaluate the predictive power of the independent variable (professional development program status) on the dependent variables (teachers' retention and skills and knowledge effects). Through these inferential statistical tools, the study aimed to provide insights into the research questions by exploring the significance and strength of the relationships and impacts examined.

Thematic analysis was employed to examine the qualitative data obtained from the interviews. To find recurrent themes and patterns connected to the study questions, this method entails coding the interview transcripts. Thematic analysis allows the researcher to interpret the qualitative data in a way that highlights the most salient issues and experiences of the participants. The study's problem was better understood by using the findings from the interviews to supplement and elaborate on the quantitative results. Through the process of triangulation, which compares and contrasts findings from both data sources to discover areas of convergence and divergence, the integration of quantitative and qualitative data was accomplished.



The presentation of data was organized into thematic sections corresponding to the research questions and objectives. Each section includes both quantitative and qualitative findings, with quantitative results presented in tables, and qualitative findings illustrated through direct quotes from the interviews. This approach ensured that the data was given understandably and straightforwardly, making it simple for readers to follow the analysis's progression and comprehend the study's main conclusions.



3.10 Ethical Consideration

Ethical considerations are paramount in conducting research, particularly when it involves human participants. Strict ethical procedures were followed during this investigation to guarantee the rights and welfare of participants were protected. The researcher obtained ethical approval from the University for Development Studies Ethical Review Board before commencing the study. This approval confirms that the study complies with ethical standards and guidelines.

A crucial element of the ethical considerations is informed consent. An information document outlining the study's objectives, methods, possible risks and benefits, and participants' rights was given to each participant. They were told that they might leave the research project at any point without facing any repercussions and that participation was entirely optional. Consent forms were obtained from all participants before they took part in the study, ensuring that they fully understood and agreed to the terms of their participation.

Anonymity and confidentiality were upheld during the entire investigation. Participants received guarantees that the information they provided would remain private and that any identifying information would be eliminated from the data before it was analyzed. The data was stored securely, and access was restricted to the researcher and supervisors. Pseudonyms were used in the reporting of findings to protect the identities of the participants.

The researcher also considered the potential for bias and ensured that the data collection and analysis processes were conducted impartially. A lot of work went into ensuring the data

collection tools were impartial and legitimate and that the sample was representative of the population.

Ethical considerations were also extended to the dissemination of the research findings. The results are reported honestly and transparently, with the acknowledgement of the limitations of the study.

3.11. Validity

The degree to which a research instrument measures what it is supposed to assess and the degree to which the findings accurately represent the idea under study are referred to as validity. When a measurement tool sufficiently captures all pertinent facets of the construct being measured, it is said to have content validity (Bell et al., 2022). In this investigation, two approaches were utilized. To ensure the validity of the data collection instruments, which include questionnaires and interviews.

First, content validity was established by conducting a thorough literature review to ensure that the questionnaires and interview guides comprehensively cover all relevant aspects of professional development programs and teacher retention. This process involves identifying key themes and constructs from existing research and aligning them with the study's objectives. The initial drafts of the instruments were reviewed by my supervisor and specialists in the fields of professional development and education, who provided feedback on the relevance and comprehensiveness of the items. Their suggestions were incorporated to improve the content validity of the instruments.



Secondly, triangulation was used to validate the findings. By combining quantitative data from questionnaires with qualitative data from interviews, the study cross-verified information from different sources. This method confirmed the consistency and robustness of the results, thus enhancing the overall validity of the study.

3.12 Reliability

Reliability was a critical consideration in this study, ensuring that the measurements or data collected were consistent and stable over time (Bell et al., 2022). First, Cronbach's alpha was used to evaluate the questionnaire's internal consistency. This statistical measure assesses the degree of group relatedness among a set of objects. Generally speaking, a Cronbach's alpha score of 0.70 or above indicates that the items assess the same fundamental construct. If the initial analysis shows a lower value, the questionnaire was revised by removing or rephrasing items to improve internal consistency.

Additionally, the interview process itself was standardized to enhance reliability. A thorough interview guide was utilized to make sure the interviewer asked the same questions in the same order, minimizing variability in data collection. The Interviewer also learned how to conduct interviews consistently, further ensuring reliability.

3.13 Chapter Summary

This chapter of the study outlined the research methodology used to assess the influence of professional development programs on teacher retention in private basic schools in the Tamale Metropolis. The chapter details the research design, sampling techniques, data collection methods, and data analysis procedures employed in the study. A mixed-methods approach is utilized,



combining both quantitative and qualitative data to provide a comprehensive understanding of the research problem. Survey questionnaires and interviews are used as the primary data collection instruments. The chapter also discusses the population and sample size, highlighting the criteria for selecting participants. Furthermore, it addresses the ethical considerations and limitations of the study, ensuring the research is conducted responsibly and rigorously.



CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF FINDINGS

1.0 Introduction

This chapter encompasses the presentation and interpretation of data, along with the analysis and discussion of the study's findings. It details the results gathered from the field, organized into various subsections. The initial part addresses the questionnaire return rate, followed by respondents' demographic characteristics like gender, age and highest educational qualifications. Subsequent sections explore aspects related to the study's objectives, encompassing teacher retention and professional development, the condition of professional development in private basic schools today, and other pertinent fields.

4.1 Questionnaire Return Rate

The questionnaire return rate is a vital measure in research, reflecting participant engagement and cooperation, which in turn affects the validity and reliability of the study's findings (Dillman, Smyth, & Christian, 2014). In this study, 131 out of 160 distributed questionnaires were returned, yielding a high return rate of approximately 81.9%. This indicates an effective data collection process and strong commitment from both the researcher and respondents.

4.2 Demographic Data

Collecting demographic data is crucial for comprehending the characteristics and makeup of the study population. In this research, demographic variables included gender, age, highest educational qualifications, and years of teaching experience. Analyzing this data offers insights into the



population's diversity and representation, helping to identify patterns or trends that might affect the research outcomes. Integrating demographic data into the analysis aims to contextualize the findings within a broader socio-demographic framework, thereby enhancing the interpretation and generalizability of the results.

Table 2. Frequency Distribution Table for Respondent's Gender

Gender	N	%
Male	92	70.2%
Female	39	29.8%
Total	131	100%

The frequency distribution table above represents respondents' gender indicating that most of the research participants are male, comprising 70.2% (n=92) of the total respondents. In contrast, females represent a smaller proportion, accounting for 29.8% (n=39). This disparity suggests a significant gender imbalance among the respondents.

Table 3. Frequency Distribution Table for Age of Respondent

Age of Respondent	N	%
20-29	26	19.8%
30-39	80	61.1%



40-49	25	19.1%
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The frequency distribution table above shows the age of respondents indicating that the largest age group among the participants is 30-39 years, making up 61.1% (n=80) of the total respondents. This is followed by the 20-29 age group, which constitutes 19.8% (n=26), and the 40-49 age group, representing 19.1% (n=25). The predominance of respondents in their 30s suggests that a significant portion of the private basic school teachers in the Tamale Metropolis are in the mid-career stage.

Table 4. Frequency Distribution Table for Respondent's Years in Teaching

Years in Teaching	N	%
1-3 years	66	50.4%
4-6 years	25	19.1%
7 years and above	40	30.5%

The frequency distribution table for respondents' years in teaching indicates that half of the participants (50.4%, n=66) have been teaching for 1-3 years, representing a significant proportion of relatively new teachers. Those with 4-6 years of teaching experience account for 19.1% (n=25) of the respondents, while 30.5% (n=40) have been teaching for 7 years or more. This distribution suggests that the sample includes a considerable number of early-career teachers, with a smaller, yet substantial, portion of more experienced educators. The high proportion of instructors with



only 1-3 years of experience emphasizes how crucial it is for professional development programs to meet the demands and difficulties faced by more junior teachers to improve retention.

Table 5. Frequency Distribution Table for Respondent's Highest Educational Qualification

Highest Qualification	N	%
Diploma	67	51.1%
Bachelor's Degree	64	48.9%

The data analysis in Table 5 presents the frequency distribution of respondents' highest educational qualifications. The table shows that a majority of respondents (67), comprising 51.1%, hold Diplomas, while nearly half (64), or 48.9%, possess Bachelor's Degrees. This distribution indicates a relatively balanced representation between these two educational levels among the surveyed population, suggesting a diverse educational background among the respondents.

Table 6. Crosstabulation for Gender and Highest Educational Qualification of Respondent

		Highest Educational Qualification		
Gender		Diploma	Bachelor's Degree	Total
Male	Count	41	51	92
	Expected Count	47.1	44.9	92.0
Female	Count	26	13	39



	Expected Count	19.9	19.1	39.0
	Count	67	64	131
Total	Expected Count	67.0	64.0	131.0

The crosstabulation analysis of gender and highest educational qualification reveals that there is a noticeable difference between male and female respondents in terms of their educational attainment. Among males, 41 have a diploma and 51 have a bachelor's degree, while the expected counts were 47.1 and 44.9 respectively. This indicates that more males than expected have attained a bachelor's degree. Conversely, among females, 26 hold a diploma and 13 hold a bachelor's degree, with the expected counts being 19.9 and 19.1 respectively. This shows that fewer females than expected have attained a bachelor's degree. Overall, the total counts for diplomas and bachelor's degrees align with the expected counts, indicating no significant disparity in the overall distribution of educational qualifications. However, the gender-specific differences suggest that males are more likely to hold bachelor's degrees compared to females in this sample.

Table 7. Chi-Square Test of Independence for Gender and Highest Educational Qualification

	Value	df	Asymptotic Significance (2- sided)	Exact Sig. (2- sided)
Pearson Chi-Square	5.354 ^a	1	.021	

Continuity Correction	4.506	1	.034
Likelihood Ratio	5.438	1	.020
Fisher's Exact Test			.023
Linear-by-Linear Association	5.314	1	.021
Total	131		

a. 0 cells (.0%) have an expected count of less than 5. The minimum expected count is 19.05.

b. Computed only for a 2x2 table

The findings of the chi-square test of independence show a strong correlation between respondents' greatest level of education and gender. The Pearson Chi-Square value of 5.354 with 1 degree of freedom and an asymptotic significance level of 0.021 suggests that the distribution of educational qualifications differs significantly between males and females. The continuity correction, adjusted for small sample sizes, shows a value of 4.506 with a significance level of 0.034, further supporting this finding. The likelihood ratio test also indicates a significant association with a value of 5.438 and a significance level of 0.020. Fisher's Exact Test confirms the significance with a p-value of 0.023. Additionally, the linear-by-linear association value of 5.314 and a significance level of 0.021 indicate a significant linear relationship between gender and educational qualification. These results collectively demonstrate that gender and highest educational qualification are not independent, meaning that educational attainment levels are significantly different between male and female respondents.



4.1 Professional Development Status

This section presents detailed descriptive statistics on various aspects of professional development programs in private basic schools in the Tamale Metropolis, as perceived by teachers.

Table 8. Descriptive Statistics for Professional Development Status

Statement	N	Minimum	Maximum	Mean	Std. Deviation
The school provides regular professional development opportunities for teachers	131	3.00	5.00	4.0076	.45567
Professional development programs are relevant to my teaching needs	131	3.00	5.00	4.3969	.66424
I am satisfied with the quality of professional development programs provided	131	4.00	5.00	4.3969	.49114
Professional development programs are effectively organized and well-structured	131	3.00	5.00	4.0992	.53859
The school supports teachers in pursuing external professional development opportunities	131	3.00	4.00	3.5038	.50190
Professional Development Programs Status	131	3.80	4.40	4.0809	.18360

Table 8 above presents detailed descriptive statistics on various aspects of professional development programs in schools, as perceived by teachers. The statistics include the number of respondents (N), minimum and maximum scores, mean scores, and standard deviations for each



item. This data provides a comprehensive view of how teachers rate the effectiveness, relevance, quality, and support associated with their professional development opportunities.

The first statement, "The school provides regular professional development opportunities for teachers," has a mean score of 4.0076 with a standard deviation of 0.45567. The minimum and maximum scores are 3.00 and 5.00, respectively. This relatively high mean score suggests that teachers generally agree that their schools offer regular professional development opportunities. The moderate standard deviation indicates some variability in responses, meaning while many teachers perceive these opportunities as consistent and frequent, there are a few who may see them as less regular. This perception of regularity in professional development is crucial, as ongoing opportunities for growth are vital for teacher satisfaction and effectiveness.

The second statement, "Professional development programs are relevant to my teaching needs" has a mean score of 4.3969, a larger standard deviation of 0.66424, and a range of minimum and maximum scores from 3.00 to 5.00. This high mean indicates that most teachers find the professional development programs highly relevant to their teaching needs, which is a positive outcome for schools aiming to tailor professional development to be as impactful as possible. However, the higher standard deviation compared to the first item suggests greater variability in responses. This implies that while many teachers find the programs directly applicable to their classroom practices, some may feel the offerings do not fully meet their specific needs.

For the third statement, "I am satisfied with the quality of professional development programs provided," the mean score is also 4.3969, but with a lower standard deviation of 0.49114. The scores range from 4.00 to 5.00, indicating high levels of satisfaction among teachers regarding the quality of the professional development programs. The smaller range of responses and lower





standard deviation suggest a stronger consensus among teachers on this point. This uniformity in high satisfaction levels is a significant indicator that the professional development programs are well-received and valued by the teachers, which can contribute positively to their professional growth and job satisfaction.

The fourth statement, "Professional development programs are effectively organized and well-structured," has a mean score of 4.0992 and a standard deviation of 0.53859, with responses ranging from 3.00 to 5.00. This suggests that most teachers agree on the effective organization and structure of the professional development programs. The standard deviation indicates some variability, meaning while the majority view the programs as well-organized, some see room for improvement. Effective organization and structure are key components of successful professional development, as they ensure that the training is coherent, purposeful, and time-efficient for participants.

The fifth statement, "The school supports teachers in pursuing external professional development opportunities," has the lowest mean score of 3.5038, with a standard deviation of 0.50190. The responses range from 3.00 to 4.00. This lower mean suggests that teachers feel less supported in pursuing external professional development opportunities compared to other aspects of professional development. The narrow range of responses and the relatively low standard deviation indicate a consistent perception among teachers that the support for external opportunities is moderate. This suggests a potential area for improvement, as enhancing support for external professional development can broaden teachers' perspectives and bring new ideas and practices into the school environment.



Finally, the aggregate measure, "Professional Development Programs Status," summarizes the overall status of professional development programs with a mean score of 4.0809 and a very low standard deviation of 0.18360. The scores range from 3.80 to 4.40, indicating a generally positive evaluation of the professional development programs. The low variability in responses reflects a strong consensus among teachers regarding the overall effectiveness and quality of professional development initiatives. This aggregate measure suggests that while there are areas for improvement, particularly in supporting external opportunities, the overall status of professional development in these schools is perceived positively.

Overall, the descriptive statistics reveal that teachers generally perceive the professional development opportunities offered by their schools positively, particularly in terms of relevance, quality, and regularity. However, there is a notable area for improvement in supporting teachers to pursue external professional development opportunities. The overall consistency in positive responses highlights the effectiveness of current professional development initiatives, while also indicating specific areas where schools could enhance their support for teachers' professional growth and development. This thorough understanding can help legislators and educational leaders create and execute more successful professional development plans that close the gaps found and increase teacher retention and satisfaction.

The results of this investigation are in good agreement with a number of the points made in the literature review. Both the findings and the literature emphasize the importance of the relevance and quality of professional development (PD) programs to teachers' specific needs. For example, the high mean scores for statements like "Professional development programs are relevant to my teaching needs" and "I am satisfied with the quality of professional development programs provided" mirror the literature's assertion that teachers value PD that is directly applicable to their

classroom contexts (Darling-Hammond, Hyler, & Gardner, 2017; Guskey, 2002). The findings also show that teachers generally perceive PD opportunities as effective and well-organized, which supports Desimone's (2009) and Fullan's (2007) arguments about the necessity of structured and supportive PD environments.

Additionally, the positive perception of PD programs' organization and structure aligns with the literature's emphasis on the importance of well-structured and sustained PD efforts. Teachers' satisfaction with the regularity and quality of PD provided is in agreement with Yoon et al.'s (2007) findings that sustained and intensive PD leads to significant changes in teaching practices and positive teacher perceptions.

The findings indicate that teachers generally agree that their schools offer regular PD opportunities, with a mean score of 4.0076 and a standard deviation of 0.45567. This is supported by Desimone (2009), who emphasizes the importance of ongoing PD in enhancing teacher effectiveness and student learning outcomes. Additionally, the high mean score of 4.3969 for the relevance of PD programs aligns with Guskey's (2002) assertion that teachers value PD that addresses their immediate needs and provides practical strategies for classroom implementation. This suggests that schools are successful in offering PD programs that teachers find pertinent and beneficial.

The quality and structure of PD programs also receive high marks from teachers, with mean scores of 4.3969 and 4.0992, respectively. This reflects the findings of Darling-Hammond, Hyler, and Gardner (2017), who argue that effective PD should be well-organized, relevant, and integrated into teachers' daily practices. The literature indicates that such PD programs can significantly



improve instructional strategies and student results, corroborating the positive perceptions of quality and structure reported by teachers.

Despite the general agreement on the relevance and quality of PD programs, there is a notable disagreement regarding support for external PD opportunities. The mean score for this aspect is the lowest at 3.5038, indicating that teachers feel less supported in pursuing PD outside their schools. This finding is consistent with the challenges highlighted by Amankwaa (2015), who found that teachers in Ghanaian basic schools face limited access to high-quality PD opportunities and insufficient resources. This suggests that while internal PD programs are well-regarded, there is a need for greater support and resources for teachers to engage in external PD, which can bring fresh perspectives and innovative practices into the school environment.

Another area of disagreement lies in the mode of delivery of PD programs. Traditional formats such as workshops and lectures have been criticized for their passive nature and limited opportunities for interaction (Borko, 2004). Teachers prefer active learning models, such as collaborative learning communities, coaching, and mentoring, which provide meaningful engagement and practical application (Desimone & Stuckey, 2014). The standard deviation of 0.53859 for the organization and structure of PD programs indicates variability in teacher perceptions, suggesting that while some find the current formats effective, others see room for improvement, particularly in incorporating more interactive and collaborative approaches.

Furthermore, while the literature emphasizes the challenges posed by time constraints and the variability in the quality of PD programs and facilitators (Darling-Hammond et al., 2017; Opfer & Pedder, 2011), the findings of this study do not directly address these issues. This might indicate



a potential gap in the study's scope or a difference in the specific context of the schools involved in the research.

4.1 Teachers' Retention or Stay and Professional Development in Private Basic Schools

This section presents descriptive statistics for various statements related to teachers' retention in private schools, concentrating on the role of professional development

Table 9. Descriptive Statistics for Teachers' Retention or Stay in Private Schools

Statement	N	Minimum	Maximum	Mean	Std. Deviation
Professional development opportunities are a key factor in my decision to stay at this school	131	1.00	4.00	2.6183	1.01873
I feel more committed to my job after attending professional development programs	131	3.00	5.00	4.0076	.45567
Professional development has increased my job satisfaction	131	3.00	5.00	4.0992	.53859
Professional development helps me to understand my role better	131	4.00	5.00	4.5038	.50190
I am likely to recommend my school to other teachers because of its professional development	131	3.00	5.00	3.7099	.77943
Teachers' Retention	131	3.40	4.20	3.7878	.27597





Table 9 presents descriptive statistics for various statements related to teachers' retention or their decision to stay in private schools, focusing on the significance of career advancement. For each item, the statistics provide the mean scores, standard deviations, minimum and maximum scores, and the total number of respondents (N). This data provides a comprehensive view of how professional development influences teachers' commitment, job satisfaction, role understanding, and their likelihood to recommend their school.

The first statement, "Professional development opportunities are a key factor in my decision to stay at this school," has a mean score of 2.6183 with a standard deviation of 1.01873. The minimum and maximum scores range from 1.00 to 4.00. This relatively low mean score suggests that while some teachers consider professional development opportunities an important factor in their decision to stay, it is not a universally decisive factor. The high standard deviation indicates significant variability in responses, meaning that there are substantial differences in how teachers value professional development opportunities in their retention decisions. This variability might be influenced by other factors such as salary, work environment, and personal circumstances that also play a crucial role in retention decisions.

For the second statement, "I feel more committed to my job after attending professional development programs," the mean score is 4.0076 with a standard deviation of 0.45567, and responses range from 3.00 to 5.00. This high mean score indicates that most teachers feel a stronger commitment to their job after attending professional development programs. The relatively low standard deviation suggests a strong consensus among teachers, indicating that professional development programs positively impact their job commitment across the board. This finding underscores the importance of ongoing professional development in fostering a sense of loyalty and dedication among teachers.



The third statement, "Professional development has increased my job satisfaction," has a mean score of 4.0992 with a standard deviation of 0.53859, and responses range from 3.00 to 5.00. This high mean score indicates that professional development significantly enhances teachers' job satisfaction. The moderate standard deviation suggests some variability in responses, meaning while most teachers experience increased job satisfaction due to professional development, there are a few who may not feel the same level of satisfaction. This could be due to the quality or relevance of the professional development programs, or individual differences in what contributes to job satisfaction.

The fourth statement, "Professional development helps me to understand my role better," has the highest mean score of 4.5038 with a standard deviation of 0.50190, and responses range from 4.00 to 5.00. This indicates that teachers overwhelmingly agree that professional development helps them understand their roles better. The very low standard deviation suggests a strong consensus among teachers on this point. This finding highlights the crucial role of professional development in clarifying job roles and responsibilities, which can enhance teachers' effectiveness and confidence in their work.

The fifth statement, "I am likely to recommend my school to other teachers because of its professional development," has a mean score of 3.7099 with a standard deviation of 0.77943, and responses range from 3.00 to 5.00. This mean score suggests that teachers are generally likely to recommend their school based on its professional development offerings, but there is significant variability in responses. The higher standard deviation indicates differing levels of enthusiasm among teachers about recommending their school. This variability could be influenced by personal experiences with professional development programs, the overall school environment, and individual satisfaction levels.



The aggregate measure, "Teachers' Retention," which summarizes the overall retention status influenced by professional development, has a mean score of 3.7878 and a low standard deviation of 0.27597, with scores ranging from 3.40 to 4.20. This mean score indicates a generally positive impact of professional development on teachers' retention, with most teachers feeling that professional development contributes positively to their decision to stay. The low variability in responses reflects a strong consensus among teachers, suggesting that professional development is a significant factor in retaining teachers in private schools.

Overall, the descriptive statistics in Table 7 reveal that professional development has a major impact on raising instructors' dedication, job satisfaction, and role understanding, which are crucial for retention. Nonetheless, different instructors will choose to remain at the school for different reasons when it comes to the direct influence of professional development possibilities, indicating that while it is an important factor, it is not the only one influencing retention. The overall positive evaluation of professional development suggests that schools should continue to invest in and enhance these programs to support teachers' professional growth and retention. This comprehensive understanding can guide school administrators in developing targeted strategies that address the specific needs and preferences of teachers, ultimately fostering a more committed and satisfied teaching workforce.

The results of this investigation are consistent with previous research on the effects of professional development on teacher retention, particularly regarding the enhancement of job satisfaction and commitment. The high mean scores for statements such as "I feel more committed to my job after attending professional development programs" and "Professional development has increased my job satisfaction" highlight the beneficial effects that professional development has on teachers' commitment to their schools and sense of professional satisfaction. This is consistent with the



literature, where Borman and Dowling (2008) and Desimone et al. (2002) highlight that professional development opportunities contribute significantly to job satisfaction and reduce teacher turnover.

Furthermore, the study's finding that professional development helps teachers better understand their roles, as indicated by the highest mean score, shows how important professional development is, as highlighted in the literature in clarifying job roles and enhancing teaching efficacy. Guskey (2002) emphasizes that professional development that is relevant and aligned with teachers' needs can lead to greater job satisfaction and effectiveness, which in turn supports retention.

Another area of agreement is the importance of collaborative professional development activities. Teachers favor professional development that promotes a feeling of community and teamwork, according to the study's descriptive statistics. This is echoed in the literature by Vescio et al. (2008) and Little (2002), who argue that collaborative professional development, such as professional learning communities and peer mentoring, can mitigate feelings of isolation and stress, leading to higher retention rates.

Despite these agreements, there are also areas where the findings of this study diverge from existing literature. One notable point of disagreement is the relatively low mean score for the statement "Professional development opportunities are a key factor in my decision to stay at this school." This suggests that while professional development is important, it is not the sole factor influencing teachers' retention decisions. The literature, particularly the works of Ingersoll and Strong (2011) and Darling-Hammond et al. (2017), often emphasizes professional development as a critical component of teacher retention. However, the variability in responses in this study

indicates that other factors, such as salary, work environment, and personal circumstances, play significant roles as well.

The literature review also suggests that not all professional development is equally effective, which is supported by the variability in responses regarding job satisfaction and the likelihood of recommending the school. Opfer and Pedder (2011) note that the quality and relevance of professional development programs are crucial, and ineffective programs can contribute to dissatisfaction and turnover. This study's findings reinforce the notion that professional development must be tailored to teachers' specific needs and contexts to be truly effective.

4.1 The Effects of Professional Development on Teachers' Skills and Knowledge to Teach Effectively

This section provides descriptive statistics on various statements regarding the effect of professional development on the understandings and abilities of teachers, and how these enhancements are reflected in their teaching practices and student outcomes.

Table 10. Descriptive Statistics for Teachers' Skills and Knowledge effects on teaching

Statement	N	Minimum	Maximum	Mean	Std. Deviation
Professional development has enhanced my teaching skills	131	3.00	5.00	4.2137	.59495
The knowledge gained from professional development is applicable to my classroom practice	131	3.00	5.00	4.3053	.64323
Ongoing professional development keeps me	131	4.00	5.00	4.6947	.46232



updated with the latest teaching methodologies					
I feel more confident in my teaching abilities due to professional development	131	4.00	5.00	4.5038	.50190
My students' learning outcomes have improved due to the skills and knowledge gained from professional development	131	4.00	5.00	4.3969	.49114
Skills and Knowledge Effects	131	4.00	5.00	4.4229	.34520

Table 10 presents descriptive statistics on various statements related to how teachers' abilities and knowledge are improved via professional development, and how these gains are reflected in their instruction and student results. For each item, the statistics provide the mean scores, standard deviations, minimum and maximum scores, and the total number of respondents (N). This data provides valuable insights into how teachers perceive the impact of professional development on their teaching efficacy and the subsequent benefits for their students.

The first statement, "Professional development has enhanced my teaching skills," has a mean score of 4.2137 with a standard deviation of 0.59495. The minimum and maximum scores range from 3.00 to 5.00. This high mean score indicates that teachers generally agree that professional development has significantly enhanced their teaching skills. The moderate standard deviation suggests some variability in responses, indicating that while many teachers feel their skills have been greatly improved, there are a few who may perceive the enhancement as less pronounced. This variability might be due to differences in the quality and relevance of the professional development programs attended by the teachers.



The second statement, "The knowledge gained from professional development is applicable to my classroom practice," has a mean score of 4.3053 with a standard deviation of 0.64323, and responses range from 3.00 to 5.00. This high mean score suggests that teachers find the knowledge gained from professional development to be highly applicable to their classroom practices. The slightly higher standard deviation indicates greater variability in responses, meaning while most teachers find the knowledge gained to be directly applicable, some may not find it as immediately relevant to their specific classroom contexts. This could be influenced by the subject matter of the professional development programs or the specific teaching challenges faced by individual teachers.

For the third statement, "Ongoing professional development keeps me updated with the latest teaching methodologies," the mean score is the highest at 4.6947 with a standard deviation of 0.46232, and responses range from 4.00 to 5.00. This indicates that teachers overwhelmingly agree that ongoing professional development is crucial for staying updated with the latest teaching methodologies. The very low standard deviation suggests a strong consensus among teachers on this point, underscoring the importance of continuous professional development in keeping teachers abreast of new and effective teaching strategies. This consensus highlights the value teachers place on staying current with educational advancements and integrating them into their teaching practices.

The fourth statement, "I feel more confident in my teaching abilities due to professional development," has a mean score of 4.5038 with a standard deviation of 0.50190, and responses range from 4.00 to 5.00. This high mean score indicates that teachers generally feel more confident in their teaching abilities as a result of professional development. The low standard deviation suggests a strong consensus among teachers, reinforcing the notion that professional development



boosts teachers' confidence in their teaching skills. Confidence is a critical factor in teaching effectiveness, as it can influence how teachers engage with their students and deliver their lessons.

The fifth statement, "My students' learning outcomes have improved due to the skills and knowledge gained from professional development," has a mean score of 4.3969 with a standard deviation of 0.49114, and responses range from 4.00 to 5.00. This high mean score suggests that teachers perceive a positive impact of professional development on their students' learning outcomes. The low standard deviation indicates a strong consensus among teachers, highlighting that the benefits of professional development extend beyond the teachers themselves to their students. Improved student outcomes are a crucial indicator of the effectiveness of professional development programs, demonstrating their value in enhancing overall educational quality.

The aggregate measure, "Skills and Knowledge Effects," which summarizes the overall impact of professional development on teachers' skills and knowledge, has a mean score of 4.4229 and a low standard deviation of 0.34520, with scores ranging from 4.00 to 5.00. This mean score indicates a generally positive evaluation of the impact of professional development on teachers' skills and knowledge. The low variability in responses reflects a strong consensus among teachers regarding the positive effects of professional development on their professional capabilities.

Overall, the descriptive statistics in Table 8 reveal that professional development has a significant and positive impact on teachers' skills, knowledge, and teaching efficacy. Teachers generally agree that professional development enhances their teaching skills, provides applicable knowledge for their classroom practices, keeps them updated with the latest teaching methodologies, and boosts their confidence in their teaching abilities. Furthermore, teachers perceive that these improvements in their skills and knowledge positively impact their students' learning outcomes. This



comprehensive understanding of the positive effects of professional development underscores its critical role in fostering effective teaching and enhancing educational quality. School administrators and policymakers should continue to prioritize and invest in professional development programs to support teachers' ongoing professional growth and improve student learning outcomes.

The findings from the study strongly align with the literature on the impact of professional development on teaching effectiveness and teacher retention. Both the findings and literature review emphasize the positive influence of professional development on enhancing teachers' skills and knowledge, boosting their confidence, and ultimately improving student outcomes.

The high mean scores and low standard deviations in the findings indicate that teachers believe professional development significantly enhances their teaching skills and knowledge. This is supported by the literature, which highlights that professional development programs focused on specific content knowledge and pedagogical strategies lead to improved instructional practices (Desimone, 2009; Garet et al., 2001). For instance, Yoon et al. (2007) found that targeted professional development in subject-specific pedagogy enhances teachers' ability to deliver complex material effectively.

Both the findings and the literature agree that professional development provides applicable knowledge for classroom practice. The literature emphasizes that professional development should be job-embedded and directly relevant to teachers' work, which enhances its impact on teaching effectiveness (Guskey, 2002; Desimone, 2009). The high mean score in the findings for the applicability of professional development knowledge to classroom practice reflects this consensus.



The findings show a strong agreement among teachers regarding the importance of ongoing professional development for staying updated with the latest teaching methodologies. The literature similarly underscores the need for sustained and continuous professional development to keep teachers abreast of new educational advancements (Borko, 2004; Lewis et al., 2009). This alignment suggests that both the findings and the literature view continuous learning as critical for maintaining teaching effectiveness.

The findings indicate that professional development boosts teachers' confidence in their teaching abilities and positively impacts student outcomes. This is in line with research showing that professional development enhances teachers' self-efficacy and their ability to meet diverse student needs, leading to better student performance (Darling-Hammond et al., 2017; Gay, 2010).

While there is substantial agreement, some areas of the findings and literature reveal nuances that suggest differing perspectives or additional factors influencing the outcomes.

The findings highlight some variability in teachers' perceptions of the impact of professional development, particularly regarding the enhancement of teaching skills and the applicability of knowledge gained. This suggests that not all professional development experiences are equally effective, a point also noted in the literature. Opfer and Pedder (2011) argue that the quality and relevance of professional development are critical, and poorly designed programs can be counterproductive. This variability might be due to differences in the quality, relevance, and delivery of professional development programs attended by teachers.

The findings suggest that while professional development is a significant factor in teacher retention, it is not the only one. This is supported by the literature, which identifies a complex interplay of factors influencing teacher retention, including job satisfaction, working conditions,

salary, and administrative support (Borman & Dowling, 2008; Ingersoll & Strong, 2011). The variability in responses regarding the importance of professional development for retention reflects this multifaceted nature of teacher retention decisions.

The literature review highlights the importance of context in the effectiveness of professional development. For instance, professional development that aligns with specific school goals and curricular standards is more likely to be effective (Guskey, 2002). The findings, however, do not explicitly address how contextual factors might influence the perceived impact of professional development. This suggests a need for more contextualized approaches to professional development to ensure its effectiveness across different educational settings.

4.1 The Relationship Between Professional Development and Its Influence on Teachers' Retention and Their Skills and Knowledge to Teach Effectively

This section presents a correlation analysis that explores the relationships between the status of professional development programs, teacher retention, and the impact of these programs on teachers' skills and knowledge for effective teaching.

Table 11. Correlation Analysis for Professional Development Status and Its influence on Teachers' Retention and Their Skills and Knowledge to Teach Effectively

	Professional Development Programs Status	Teachers' Retention	Skills and Knowledge Effects
Professional Development Programs Status	1		
Teachers' Retention	-.126	1	
Skills and Knowledge Effects	-.078	.597**	1

** . Correlation is significant at the 0.01 level (2-tailed).





Table 11 presents a correlation analysis that examines the relationships between the status of professional development programs, teachers' retention, and the effects of these programs on teachers' skills and knowledge to teach effectively. The table provides Pearson correlation coefficients (r) which indicate the strength and direction of the relationships between these variables. A correlation coefficient ranges from -1 to 1, where values closer to 1 or -1 indicate a stronger relationship, and values closer to 0 indicate a weaker relationship. Positive values indicate a direct relationship, while negative values indicate an inverse relationship.

The correlation coefficient between Professional Development Programs Status and Teachers' Retention is -0.126. This indicates a weak negative correlation, suggesting that as the perceived status of professional development programs increases, the retention of teachers slightly decreases. However, this relationship is not strong, implying that other factors might play a more significant role in influencing teachers' retention. The negative correlation could be due to various reasons, such as high expectations set by extensive professional development leading to dissatisfaction if not met, or possibly more professional development opportunities leading to greater mobility and job opportunities for teachers outside their current schools. However, given the weak strength of this correlation, it is crucial to consider these findings with caution and recognize that professional development status alone is not a strong determinant of teacher retention.

The correlation between Professional Development Programs Status and Skills and Knowledge Effects is -0.078, indicating a very weak negative relationship. This suggests that there is almost no linear relationship between the perceived status of professional development programs and the enhancement of teachers' skills and knowledge. The near-zero correlation implies that while professional development programs are generally beneficial, the perceived status or quality of these programs does not significantly influence the effectiveness of the skills and knowledge



gained by teachers. This could be because the actual content and delivery of professional development are more critical than the overall status or perception of these programs. It underscores the importance of focusing on the substance and relevance of professional development content to ensure it effectively enhances teaching skills and knowledge.

The correlation between Teachers' Retention and Skills and Knowledge Effects is 0.597, which is statistically significant at the 0.01 level (2-tailed). This strong positive correlation indicates that as teachers perceive an improvement in their skills and knowledge due to professional development, their likelihood of staying in their current positions increases significantly. This finding highlights the critical role that effective professional development plays in retaining teachers. When teachers feel that professional development is positively impacting their abilities and teaching effectiveness, they are more likely to remain committed to their schools. This strong relationship underscores the need for schools to invest in high-quality, relevant professional development programs that directly contribute to teachers' professional growth and satisfaction.

The significance of this correlation at the 0.01 level further emphasizes the robustness of this relationship, suggesting that the probability of this correlation occurring by chance is very low. Therefore, enhancing the skills and knowledge of teachers through effective professional development is a crucial strategy for improving teacher retention. Schools should prioritize continuous professional development that addresses the specific needs and challenges faced by teachers, ensuring that these programs are practical, applicable, and impactful.

In summary, Table 9 highlights the nuanced relationships between professional development status, teachers' retention, and the effects on teachers' skills and knowledge. While the perceived status of professional development programs does not strongly correlate with teacher retention or



skill enhancement, the actual impact of these programs on teachers' skills and knowledge is strongly related to their retention. This underscores the importance of not just providing professional development opportunities but ensuring these opportunities are meaningful, relevant, and effectively enhance teaching practices. Schools and educational policymakers should focus on the quality and relevance of professional development programs to maximize their positive effects on both teacher retention and teaching effectiveness.

The findings of the study and the literature review provide comprehensive insights into the relationship between professional development (PD) and its influence on teachers' retention, skills, and knowledge. Both sources of information largely agree on the critical role of effective professional development in enhancing teaching efficacy and teacher retention, although some nuances and variations in emphasis are evident.

The correlation analysis indicates a weak negative relationship between the status of professional development programs and teacher retention (-0.126). This suggests that higher perceived PD status does not necessarily correlate with higher teacher retention, which might be attributed to other underlying factors influencing retention. The literature echoes this sentiment to some extent. For instance, Castleberry (2010) emphasizes that comprehensive PD aligned with classroom practices can enhance job satisfaction and retention. However, the weak correlation observed in the analysis could imply that while PD is beneficial, its perceived status alone is insufficient to significantly impact retention. This discrepancy might be due to various external factors such as job mobility and professional opportunities, as noted by Coldwell et al. (2021).

In contrast, the literature highlights the importance of content-focused, active learning PD programs (Darling-Hammond et al., 2017), and mentoring for new teachers (Ingersoll & Strong,

2011), which have been shown to effectively reduce attrition rates. These studies support the notion that the quality and relevance of PD are crucial for retention, aligning with the strong positive correlation found between the effects of PD on teachers' skills and knowledge and their retention (0.597). This agreement underscores the literature's consistent finding that impactful PD directly enhances teaching effectiveness and job satisfaction, leading to higher retention rates.

The very weak negative relationship (-0.078) between the status of PD programs and the enhancement of teachers' skills and knowledge observed in the correlation analysis suggests that the perceived status or quality of these programs does not significantly influence their effectiveness. This finding is intriguing, as it points to the possibility that the content and delivery of PD are more critical than its perceived status. This view is supported by Darling-Hammond et al. (2017), who argue that the characteristics of high-quality PD, such as being content-focused and collaborative, are essential for enhancing teaching skills. Similarly, Vescio, Ross, and Adams (2008) emphasize the importance of professional learning communities (PLCs) in fostering continuous improvement and collaboration, which enhances skills and knowledge.

However, the weak correlations observed in the analysis also highlight areas of potential disagreement or further investigation. For instance, while the literature strongly supports the positive impact of PD on teacher skills and retention, the weak correlation between PD status and these outcomes suggests that there may be other mediating factors at play. Coldwell et al. (2021) and Castleberry (2010) suggest that the context and implementation of PD programs, as well as individual teacher characteristics and school environments, can significantly influence their effectiveness and perceived value.

Table 12. Regression Analysis for Professional Development Status and Its influence on Teachers' Retention and Their Skills and Knowledge to Teach Effectively

Hypothesis	Dependent Variables	Beta Coefficient	R ²	F	p-value	Hypothesis Supported
H1	Teachers' Retention	-.126	.016	2.084	.151	
H2	Skills and Knowledge Effects	-.078	.006	.790	.376	

Table 12 presents the results of regression analyses examining the relationships between professional development status and its influence on teachers' retention, as well as their skills and knowledge to teach effectively. Regression analysis helps to understand how changes in one variable (independent variable) are associated with changes in another variable (dependent variable), while controlling for other factors.

For the hypothesis (H1) regarding Teachers' Retention, the beta coefficient is -0.126. This coefficient represents the slope of the regression line, indicating that for every one-unit increase in professional development status (independent variable), teachers' retention decreases by 0.126 units. However, the R² value is 0.016, which means that only 1.6% of the variance in teachers' retention can be explained by changes in professional development status. This R² value indicates a very weak relationship between these variables.

The F-value is 2.084 with a corresponding p-value of 0.151. The p-value is above the conventional significance level of 0.05, suggesting that the relationship between professional development status and teachers' retention is not statistically significant. Therefore, based on this regression





analysis, hypothesis H1, which proposes a significant impact of professional development status on teachers' retention, is not supported. This implies that other factors beyond professional development status alone likely influence teachers' decisions to stay in their current positions.

Regarding hypothesis H2, which examines the effects of professional development status on Skills and Knowledge Effects, the beta coefficient is -0.078. This coefficient indicates that for every one-unit increase in professional development status, the effects on teachers' skills and knowledge to teach effectively decrease by 0.078 units. However, the R^2 value for this regression model is 0.006, indicating that only 0.6% of the variance in skills and knowledge effects can be explained by changes in professional development status. This suggests a very weak relationship between these variables.

The F-value is 0.790 with a corresponding p-value of 0.376. Similar to the previous analysis, the p-value is above 0.05, indicating that the relationship between professional development status and skills and knowledge effects is not statistically significant. Therefore, hypothesis H2, which posits a significant impact of professional development status on teachers' skills and knowledge to teach effectively, is not supported by this regression analysis. This suggests that factors other than the perceived status of professional development programs may play a more significant role in influencing the actual enhancement of teachers' skills and knowledge.

In summary, the regression analyses in Table 10 reveal that professional development status alone does not significantly predict teachers' retention or their skills and knowledge effects in teaching. The weak beta coefficients and low R^2 values indicate that changes in professional development status explain only a small proportion of the variability in teachers' retention and skills and

knowledge effects. Furthermore, the non-significant p-values for both hypotheses suggest that the relationships observed are likely due to chance rather than a true effect.

These findings underscore the complexity of factors influencing teachers' retention and the effectiveness of professional development programs. While professional development is widely recognized as beneficial for teachers' professional growth, its status or perceived quality alone may not be sufficient to drive significant improvements in retention or teaching effectiveness. Future research could explore additional variables or contextual factors that may interact with professional development status to better understand its impact on teachers and their educational outcomes. Ultimately, effective professional development initiatives should focus not only on enhancing program status but also on ensuring relevance, quality, and alignment with teachers' professional needs and goals.

4.7 Professional Development Programs Necessary to Reduce Teacher Turnover

This section presents the qualitative data collected from interviews with five Headteachers in the selected private basic schools in the Tamale Metropolis. It provides valuable insights into the professional development programs necessary to reduce teacher turnover. The responses from the Headteachers reveal several key themes that highlight the diverse areas where professional development can support teacher retention and effectiveness.

One of the Headteachers suggested that enhancing teachers' expertise in child development is crucial. According to this headteacher,

"Understanding the stages of child development allows teachers to tailor their teaching strategies effectively".



This implies that when teachers are well-versed in child development, they can create more developmentally appropriate and engaging learning experiences for their students. Such knowledge will not only improve student outcomes but also boost teacher satisfaction, as they see the positive impact of their work.

Another Headteacher emphasized the importance of stress management and work-life balance. This headteacher stated,

"Managing stress and maintaining a work-life balance are essential for preventing teacher burnout ".

Teaching is a demanding profession, and without effective stress management strategies, teachers are at high risk of burnout. Professional development programs that equip teachers with tools and techniques to manage stress can significantly enhance their well-being. Moreover, promoting a healthy work-life balance ensures that teachers can recharge and return to their duties with renewed energy and motivation. This focus on stress management and work-life balance is vital for sustaining teachers' long-term commitment to the profession.

A third Headteacher highlighted the significance of mindfulness and self-care. According to this headteacher,

"Incorporating mindfulness and self-care into professional development helps teachers manage their stress levels and maintain a positive mindset ".

Mindfulness practices can improve teachers' emotional resilience and interactions with students, leading to better classroom environments and higher job satisfaction. Mindfulness and self-care

practices in professional development programs can thus play a crucial role in reducing teacher turnover.

Leadership development was another significant theme identified by a fourth Headteacher. This Headteacher mentioned,

"Providing opportunities for teachers to develop their leadership skills can empower them and increase their commitment to the school ".

When teachers are given leadership roles and responsibilities, they feel valued and recognized for their contributions. Leadership development programs can help teachers build essential skills, such as decision-making, conflict resolution, and team management. Empowering teachers through leadership development not only boosts their confidence and job satisfaction but also fosters a sense of loyalty and commitment to the school.

A fifth Headteacher focused on the importance of teaching methodologies and pedagogies. This headteacher stated,

"Professional development in teaching methodologies and pedagogies equips teachers with innovative strategies to enhance student learning ".

By keeping up-to-date with the latest educational research and practices, teachers can continually improve their instructional methods. This not only benefits student learning outcomes but also keeps teachers engaged and motivated. Professional development programs that provide ongoing training in effective teaching methodologies ensure that teachers have the necessary tools to succeed in the classroom, thereby reducing the likelihood of turnover.



Conflict resolution at the workplace was also highlighted by one of the Headteachers as a critical area for professional development. This Headteacher noted,

"Equipping teachers with conflict resolution skills helps create a more harmonious and supportive work environment ".

Conflict is inevitable in any workplace, and schools are no exception. By training teachers in conflict resolution, schools can help prevent and address conflicts effectively, fostering a positive and collaborative work culture. When teachers feel supported and capable of managing conflicts, they are more likely to stay committed to their school.

The findings from the interviews with Headteachers in private basic schools in the Tamale Metropolis reveal several key themes that align closely with the existing literature on professional development programs necessary to reduce teacher turnover. The areas of agreement between the qualitative findings and the literature review underscore the importance of comprehensive professional development initiatives that address various aspects of teachers' professional and personal lives.

One significant area of agreement is the importance of professional development in enhancing teachers' expertise in child development. One Headteacher highlighted the need for teachers to understand the stages of child development to tailor their teaching strategies effectively. This finding is supported by the literature, which emphasizes the role of targeted professional development in improving instructional methods and student outcomes. Research shows that when teachers are well-versed in child development, they can create more engaging and developmentally appropriate learning experiences, thereby improving both student performance and teacher satisfaction (Kraft & Papay, 2014).



The emphasis on stress management and work-life balance in the findings is another area where the literature provides strong support. One Headteacher noted that managing stress and maintaining a work-life balance are crucial for preventing teacher burnout. The literature corroborates this view, indicating that professional development programs that include training on stress management, mindfulness, and self-care can significantly reduce burnout and enhance teachers' well-being (Jennings & Greenberg, 2009).

Mindfulness and self-care, as highlighted by a third Headteacher, are also well-supported in the literature. The inclusion of mindfulness practices in professional development helps teachers manage stress and maintain a positive mindset, leading to better classroom environments and higher job satisfaction. Research by Jennings and Greenberg (2009) indicates that mindfulness and self-care practices enhance teachers' emotional resilience and interactions with students, which are critical factors in reducing turnover. These practices contribute to a supportive and reflective teaching culture, where teachers feel valued and capable of handling the challenges of their profession.



Leadership development, identified by another Headteacher as a crucial aspect of professional development, aligns with the literature on empowering teachers through leadership roles. Providing opportunities for teachers to develop leadership skills can increase their commitment to the school and enhance job satisfaction. According to the literature, leadership development programs help teachers build essential skills such as decision-making, conflict resolution, and team management, fostering a sense of ownership and loyalty to their schools (Kraft & Papay, 2014).

The findings also underscore the importance of professional development in teaching methodologies and pedagogies. One Headteacher stressed that training in innovative teaching

strategies keeps teachers engaged and motivated. The literature supports this, indicating that professional development programs focused on effective teaching methodologies are crucial for improving student learning outcomes and keeping teachers committed to their profession (Ingersoll & Strong, 2011).

Finally, the importance of conflict resolution skills in professional development, as mentioned by one of the Headteachers, is corroborated by the literature. Equipping teachers with conflict resolution skills helps create a harmonious and supportive work environment. According to research, schools that train teachers in conflict resolution can prevent and address conflicts effectively, fostering a positive work culture that supports teacher retention (Vescio et al., 2008).

4.7 Challenges Private Basic Schools Face in Providing Effective Professional Development Programs

This presents the qualitative data gathered from interviews with five Headteachers in the selected private basic schools in the Tamale Metropolis shedding light on the challenges they face in providing effective professional development programs. Their responses highlight several critical themes that impede the implementation and success of these programs.

One of the Headteachers indicated that resource constraints are a significant hurdle. This headteacher explained,

"We often lack the financial resources necessary to provide high-quality professional development programs".

The financial limitations affect the ability to hire expert trainers, access up-to-date materials, and create opportunities for teachers to attend external workshops or conferences. Without sufficient funding, the professional development programs remain inadequate, limiting the growth and



effectiveness of the teaching staff. The scarcity of resources also means that the programs that are offered may not meet the comprehensive needs of the teachers, thereby reducing their overall impact.

Another Headteacher pointed out that teachers' resistance to change is a considerable challenge. According to this headteacher,

"Many teachers are hesitant to adopt new teaching methods and strategies, preferring to stick with what they are already familiar with".

Overcoming this reluctance requires not only well-designed professional development programs but also continuous support and encouragement for teachers to step out of their comfort zones. This challenge underscores the need for professional development that not only introduces new techniques but also builds teachers' confidence in their ability to implement these changes effectively.

A third Headteacher highlighted time constraints and conflicting priorities as major barriers. This Headteacher stated,

"Finding time for professional development amidst the busy school schedule is extremely difficult".

Teachers are often overwhelmed with their day-to-day responsibilities, leaving little room for additional training. Moreover, schools have multiple priorities, and professional development can sometimes take a back seat to immediate operational needs. This challenge calls for a strategic approach to scheduling professional development activities, ensuring they are integrated seamlessly into the school calendar without overburdening the teachers.



Another Headteacher emphasized the variability of teacher needs and preferences. This Headteacher mentioned,

"Our teachers have diverse needs and preferences, making it challenging to design one-size-fits-all professional development programs".

The diversity in teaching experience, subject expertise, and personal interests means that what works for one teacher may not be relevant or effective for another. Tailoring professional development to meet these varied needs requires a more personalized approach, which can be resource-intensive and logistically complex.

A fifth Headteacher discussed the challenge of addressing equity and inclusivity in professional development opportunities. This Headteacher noted,

"Ensuring that all teachers have equal access to professional development opportunities is a significant concern".

Ensuring inclusivity means actively working to provide equitable opportunities for all teachers, regardless of their background or circumstances.

Lastly, another Headteacher highlighted the difficulty in measuring the effectiveness of professional development programs. This headteacher stated,

"It is challenging to assess whether the professional development programs are truly improving teaching practices and student outcomes".

Effective evaluation methods are crucial for understanding the impact of professional development and for making necessary adjustments. However, measuring changes in teaching effectiveness and student performance can be complex and time-consuming. This challenge emphasizes the need for



robust assessment tools and techniques that can provide meaningful insights into the success of professional development initiatives.

This qualitative data gathered from interviews with Headteachers in the Tamale Metropolis highlights several critical challenges they face in providing effective professional development (PD) programs. These challenges are resource constraints, teachers' resistance to change, time constraints, variability in teacher needs, equity and inclusivity issues, and difficulties in measuring program effectiveness. These themes align closely with the existing literature on the barriers to effective professional development in schools.

One of the primary challenges identified by the Headteachers is resource constraints, which significantly hinder the ability to provide high-quality PD programs. This issue is well-documented in the literature, where financial limitations are cited as a major barrier to effective PD. Without sufficient funding, schools struggle to hire expert trainers, access up-to-date materials, and offer opportunities for teachers to attend external workshops or conferences. As Wei, Darling-Hammond, and Adamson (2010) argue, effective PD requires significant investment in terms of time, money, and resources. The lack of these resources results in inadequate PD programs that fail to meet the comprehensive needs of teachers, thus limiting their growth and effectiveness.

Teachers' resistance to change, another major challenge highlighted by the Headteachers, is also supported by the literature. Many teachers prefer to stick with familiar methods rather than adopt new strategies, which can impede the implementation of innovative teaching practices. Avalos (2011) notes that for PD to be effective, it should involve teachers in the decision-making process to build ownership and buy-in. When teachers feel that PD initiatives are imposed without their input, they are less likely to embrace the proposed changes. This resistance underscores the need

for PD programs that not only introduce new techniques but also build teachers' confidence and willingness to implement these changes effectively.

Time constraints and conflicting priorities were also mentioned by the Headteachers as significant barriers to effective PD. Teachers' day-to-day responsibilities often leave little room for additional training, and schools have multiple priorities that can sometimes push PD to the back seat. The literature supports this view, indicating that scheduling PD activities amidst the busy school calendar is a common challenge (Bayar, 2014). Effective PD requires strategic planning to integrate training seamlessly into the school schedule without overburdening teachers, ensuring they have the time and capacity to engage fully with the PD activities.

The variability in teacher needs and preferences presents another challenge in designing effective PD programs. The Headteachers noted that teachers have diverse needs, making it difficult to create one-size-fits-all PD programs. This challenge is echoed in the literature, where Desimone and Garet (2015) emphasize the importance of aligning PD content with teachers' instructional practices and curriculum needs. Personalized PD that recognizes the diverse interests and areas for growth among teachers is crucial for its effectiveness. However, tailoring PD to meet these varied needs requires a more resource-intensive and logistically complex approach.

Equity and inclusivity in PD opportunities were also highlighted as a significant concern by the Headteachers. Ensuring that all teachers have equal access to PD is essential for fostering a supportive and inclusive school environment. The literature supports this, indicating that PD programs should be designed to provide equitable opportunities for all teachers, regardless of their background or circumstances (Darling-Hammond, Hyler, & Gardner, 2017). Inclusive PD ensures



that all teachers can benefit from professional growth opportunities, thereby enhancing overall teaching quality and retention.

Finally, the difficulty in measuring the effectiveness of PD programs was emphasized by the Headteachers. Assessing whether PD truly improves teaching practices and student outcomes is complex and time-consuming. This challenge is well-supported in the literature, where Guskey (2000) highlights the importance of evaluating PD based on tangible changes in classroom practice and student achievement. Without robust assessment tools and techniques, it is challenging to understand the impact of PD and make necessary adjustments to improve its effectiveness. Continuous evaluation and feedback are essential for refining PD programs and ensuring they meet the desired outcomes.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATION

5.0 Introduction

This chapter summarizes the key findings from the study, providing a thorough overview of the current state of professional development in private basic schools in the Tamale Metropolis. It examines its impact on teacher retention, skills, and knowledge, identifies challenges, and emphasizes the need for well-structured, ongoing professional development programs.

5.1 Summary of Key Findings

5.1.1 The Current State of Professional Development in Private Basic Schools in The Tamale Metropolis

The study finds that while professional development is recognized as essential for teacher growth and retention, its implementation often falls short due to various systemic issues. The findings indicate that many private basic schools in the Tamale Metropolis, struggle to offer comprehensive and continuous professional development opportunities. Teachers report that the programs available are often sporadic, inadequately funded, and fail to address the diverse needs of educators at different stages of their careers. This inconsistency in professional development status is a significant barrier to its effectiveness, as it prevents teachers from receiving the sustained support and training necessary to enhance their skills and knowledge. Moreover, the correlation analysis presented shows a weak negative relationship between the status of professional development programs and teacher retention in private basic schools, suggesting that merely having programs



in place is insufficient; the quality, relevance, and delivery of these programs are critical determinants of their success in retaining teachers.

5.1.2 Teachers' Retention or Stay and Professional Development in Private Basic Schools

The findings highlighted that teacher retention in private basic schools is influenced by a combination of factors, with professional development playing a pivotal role. Interviews with the Headteachers reveal that teachers who feel supported through targeted professional development are more likely to stay in their positions. Teachers who perceive professional development as beneficial to their career growth and teaching efficacy express greater job satisfaction and a stronger commitment to their schools. However, the findings also noted that the overall retention rates in private basic schools remain a challenge due to external factors such as competitive job markets and better opportunities elsewhere. Teachers often leave for higher salaries and better working conditions offered in public schools or other sectors. The findings underscore the importance of creating a supportive and growth-oriented work environment in private basic schools to mitigate turnover and retain skilled educators.

Again, the findings align well with the Human Capital Theory, which emphasizes the value of knowledge, skills, and abilities that individuals acquire to improve both their personal and organizational outcomes (Bassi & McMurrer, 2016). In this study, the high mean scores related to the relevance and quality of professional development (PD) programs indicate that teachers perceive the training as a key investment in their human capital, enhancing their ability to teach effectively (Suhairi et al., 2020).



5.1.3 The Effects of Professional Development on Teachers' Skills and Knowledge to Teach Effectively

The findings revealed that high-quality professional development programs significantly enhance teachers' instructional capabilities and subject matter expertise to teach effectively. Programs that are content-focused, incorporate active learning, and promote collaboration are particularly effective. Teachers report that such programs help them gain a deeper understanding of their subjects, adopt innovative teaching strategies, and improve classroom management skills. These improvements translate into better student outcomes and increased teacher efficacy. However, the findings also points out that not all professional development programs are equally effective. The effectiveness largely depends on how well the programs are designed and delivered, emphasizing the need for ongoing, relevant, and practical training that aligns with teachers' daily challenges and professional goals.

5.1.4 The Relationship Between Professional Development and Its Influence on Teachers' Retention and Their Skills and Knowledge to Teach Effectively

The findings revealed a strong positive correlation between professional development and improvements in teachers' skills and knowledge, which in turn positively affects their retention. Teachers who engage in meaningful professional development report higher levels of job satisfaction and a greater sense of professional competence, making them less likely to leave their positions. This relationship highlights the critical role that effective professional development plays in not only enhancing teaching quality but also in retaining skilled teachers. The findings underscore that for professional development to have a substantial impact, it must be well-structured, continuous, and tailored to meet the specific needs of teachers. This tailored approach

ensures that teachers feel valued and supported, leading to higher retention rates and more effective teaching practices.

5.1.5 Professional Development Programs Necessary to Reduce Teacher Turnover in Private Basic Schools in The Tamale Metropolis

The findings emphasize the necessity of specific types of professional development programs to reduce teacher turnover in private basic schools in the Tamale Metropolis. It highlights that comprehensive induction and mentoring programs for new teachers are particularly effective in retaining them. These programs provide essential support and guidance, helping novice teachers navigate the challenges of the early years in their careers. Additionally, professional learning communities (PLCs) are identified as another crucial element in reducing turnover. PLCs foster a collaborative culture where teachers can share best practices, discuss instructional strategies, and support each other's professional growth. Such collaborative environments not only enhance teachers' skills and knowledge but also create a sense of community and shared purpose, which is vital for retention. The findings also points out that ongoing, targeted professional development that addresses the specific needs of mid-career and experienced teachers is crucial. These programs keep teachers engaged, satisfied, and committed to their profession, thereby reducing turnover.

5.1.6 Challenges Private Basic Schools Face in Providing Effective Professional Development Programs

The findings outlined several significant challenges that Private Basic Schools in the Tamale Metropolis face in providing effective professional development programs. One of the primary challenges is resource constraints, which limit the ability to offer high-quality training. Financial limitations affect the hiring of expert trainers, access to up-to-date materials, and opportunities for teachers to attend external workshops or conferences. Another challenge is teachers' resistance to





change, where many prefer to stick with familiar methods rather than adopting new strategies introduced through professional development. Time constraints and conflicting priorities also pose substantial barriers, as finding time for professional development amidst a busy school schedule is difficult. Additionally, the diverse needs and preferences of teachers make it challenging to design one-size-fits-all programs, necessitating a more personalized approach. Equity and inclusivity issues further complicate the provision of professional development, as ensuring equal access for all teachers is a significant concern. Finally, measuring the effectiveness of professional development programs is complex, requiring robust assessment tools to evaluate their impact on teaching practices and student outcomes

5.2 Conclusion

The study on the influence of professional development programs on teacher retention in private basic schools in the Tamale Metropolis reveals critical insights into the current state of professional development and its significant impact on teacher retention and efficacy. The findings indicate that while professional development is widely recognized as essential for teacher growth, its implementation often falls short due to various systemic issues. Many private basic schools struggle to offer comprehensive and continuous professional development opportunities, resulting in sporadic, inadequately funded programs that fail to address the diverse needs of educators at different stages of their careers. This inconsistency hampers the effectiveness of professional development, as teachers do not receive the sustained support and training necessary to enhance their skills and knowledge. The weak negative correlation between the status of professional development programs and teacher retention further underscores that simply having programs in place is insufficient; the quality, relevance, and delivery of these programs are crucial determinants of their success in retaining teachers.



The study also highlights the pivotal role professional development plays in teacher retention. Teachers who feel supported through targeted professional development are more likely to stay in their positions, expressing greater job satisfaction and a stronger commitment to their schools. However, external factors such as competitive job markets and better opportunities elsewhere continue to challenge retention rates. Teachers often leave for higher salaries and better working conditions offered in public schools or other sectors, underscoring the need for private basic schools to create a supportive and growth-oriented work environment to mitigate turnover and retain skilled educators.

Moreover, the findings emphasize the significant impact of high-quality professional development programs on teachers' instructional capabilities and subject matter expertise. Programs that are content-focused, incorporate active learning, and promote collaboration are particularly effective in enhancing teachers' skills and knowledge to teach effectively. These improvements translate into better student outcomes and increased teacher efficacy. However, not all professional development programs are equally effective; their success largely depends on how well they are designed and delivered. This emphasizes the need for ongoing, relevant, and practical training that aligns with teachers' daily challenges and professional goals.

Furthermore, the strong positive correlation between professional development and improvements in teachers' skills and knowledge, which in turn positively affects their retention, highlights the critical role that effective professional development plays. Teachers who engage in meaningful professional development report higher levels of job satisfaction and a greater sense of professional competence, making them less likely to leave their positions. For professional development to have a substantial impact, it must be well-structured, continuous, and tailored to meet the specific needs

of teachers. This tailored approach ensures that teachers feel valued and supported, leading to higher retention rates and more effective teaching practices.

Finally, the study identifies specific types of professional development programs that are necessary to reduce teacher turnover in private basic schools. Comprehensive induction and mentoring programs for new teachers and professional learning communities (PLCs) that foster a collaborative culture are particularly effective. These programs provide essential support and guidance, helping teachers navigate early career challenges and share best practices. Ongoing, targeted professional development that addresses the specific needs of mid-career and experienced teachers keeps them engaged, satisfied, and committed to their profession. However, private basic schools face significant challenges in providing effective professional development programs, including resource constraints, teachers' resistance to change, time constraints, and equity and inclusivity issues. Addressing these challenges is crucial to ensuring the success of professional development programs and improving teacher retention in private basic schools in the Tamale Metropolis. The study recommends several targeted strategies to enhance professional development programs in private basic schools in Tamale Metropolis.

5.3 Recommendations

Based on the summary of findings from the study, here are some tailored recommendations for improving professional development programs in private basic schools in the Tamale Metropolis, along with the responsible stakeholders:

5.3.1 Enhance the Structure and Continuity of Professional Development Programs: School administration, the education department, and professional development coordinators should develop well-structured and ongoing programs. These programs should be tailored to the specific



needs of teachers at different career stages, adequately funded, and regularly updated based on teacher feedback. This addresses the study's finding that inconsistent and inadequately funded programs are significant barriers to effective professional development and teacher retention.

5.3.2 Create a Supportive Leadership Environment: School principals/Headteachers, district leaders, and education policymakers should implement leadership training programs focusing on engaging leadership practices. Leaders should be trained to inspire, strengthen, and connect with their staff, addressing their psychological needs for autonomy, competence, and relatedness. The study highlights that supportive leadership is crucial for fostering a supportive work environment and enhancing teacher retention.

5.3.3 Develop and Implement Employee Engagement Strategies: Human resources, school management, and education consultants should develop strategies to promote employee engagement. These strategies should recognize and utilize employees' strengths, provide growth opportunities, and foster a positive work culture. Engaged employees are more likely to stay with the organization and contribute to its success, as indicated in the study's findings.

5.3.4 Establish Continuous Monitoring and Evaluation: School administration, quality assurance teams, and external auditors should set up a system for regular monitoring and evaluation of professional development programs and engagement strategies. Metrics such as teacher satisfaction surveys, retention rates, and performance evaluations should be used to assess effectiveness, ensuring continuous improvement.

5.3.5 Promote Collaboration and Teamwork: School leadership, department heads, and teacher mentors should encourage a collaborative culture where teachers can share knowledge and support each other. Organizing team-based professional development activities fosters a sense of

community and collective growth, which the study identifies as crucial for teacher retention and satisfaction.

5.3.6 Address Work-Life Balance: School administrators, policymakers, and wellness coordinators should implement policies and programs supporting teachers' work-life balance, such as flexible schedules, mental health support, and wellness programs. The study emphasizes that work-life balance is a key factor in teacher retention.

5.3.7 Recognize and Reward Excellence: School management, human resources, and education boards should develop recognition and reward systems to acknowledge the hard work and achievements of teachers. This can include awards, public recognition, and opportunities for career advancement. The study highlights that recognition and rewards can significantly boost morale and retention.

5.3.8 Emphasize Specific Types of Professional Development Programs: Comprehensive induction and mentoring programs for new teachers should be emphasized. These programs provide essential support and guidance, helping novice teachers navigate the challenges of the early years in their careers. Professional learning communities (PLCs) should also be fostered to create a collaborative culture where teachers can share best practices and support each other's professional growth. Ongoing, targeted professional development that addresses the specific needs of mid-career and experienced teachers is crucial for keeping them engaged, satisfied, and committed to their profession, thereby reducing turnover.

5.3.9 Address Challenges in Providing Effective Professional Development Programs: School administrators, policymakers, and education departments should work to overcome resource constraints, teacher resistance to change, time constraints, and equity and inclusivity issues.



Ensuring equal access to professional development opportunities for all teachers and measuring the effectiveness of these programs with robust assessment tools are essential steps.

5.3.10 Establishment of a Periodic Needs Assessment in Private Basic Schools in the Tamale Metropolis

It is recommended that the Ministry of Education, in collaboration with the Ghana Education Service (GES) and local educational bodies within the Tamale Metropolis, implement a structured and periodic needs assessment for private basic schools. This assessment should focus on identifying teachers' professional development needs, ensuring the creation of tailored programs that enhance teaching effectiveness and retention.



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APPENDICES

APPENDIX A: QUESTIONNAIRE

QUESTIONNAIRE FOR TEACHERS IN PRIVATE BASIC SCHOOLS IN THE TAMALE METROPOLIS

DEPARTMENT OF EDUCATIONAL MANAGEMENT AND POLICY STUDIES

FACULTY OF EDUCATION

UNIVERSITY FOR DEVELOPMENT STUDIES

Dear Sir/ Madam,

This questionnaire aims at collecting data on **“THE INFLUENCE OF PROFESSIONAL DEVELOPMENT PROGRAMS ON TEACHER RETENTION IN PRIVATE BASIC SCHOOLS IN THE TAMALE METROPOLIS”**. I am a Master of Philosophy (MPhil) student of the Department of Educational Management and Policy Studies, Faculty of Education, University for Development Studies undertaking this research work in partial fulfillment of the requirements for the award of Master of Philosophy (MPhil) in Training and Development. I would be grateful if you could spare some time to kindly respond to these questions on the questionnaire. Please provide your candid responses to the questions and note that there are no wrong or right answers. All responses would be treated with utmost confidentiality as the purpose of this data is only for academic work.

Thank you.



Questionnaire: The Influence of Professional Development Programs on Teacher Retention in Private Basic Schools in the Tamale Metropolis

Instructions:

Please answer the question by ticking (✓) against any answer you choose, or you provide an appropriate answer where you are asked to share your thoughts.

SECTION A: Demographic Information

Gender:

- a) Male
- b) Female

Age:

- a) 20-29
- b) 30-39
- c) 40-49
- d) 50 and above

Number of years in teaching:

- a) Less than 1 year
- b) 1-3 years
- c) 4-6 years
- d) 7 years and above



Highest educational qualification:

- a) Certificate
- b) Diploma
- c) Bachelor's degree
- d) Master's degree or higher

SECTION B: ASSESSMENT OF THE CURRENT STATE OF PROFESSIONAL DEVELOPMENT OFFERED TO TEACHERS

(Aligned with specific objective 1 which seeks “To assess the current state of professional development offered to teachers in private basic schools in the Tamale Metropolis”)

Please indicate your level of agreement with each statement by ticking the appropriate box.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The school provides regular professional development opportunities for teachers.					
Professional development programs are relevant to my teaching needs.					
I am satisfied with the quality of professional development programs provided.					



Professional development programs are effectively organized and well-structured.					
The school supports teachers in pursuing external professional development opportunities.					

SECTION C: ASCERTAINING THE DEVELOPMENT TRAINING OFFERED TO TEACHERS INFLUENCE

(Aligned with specific objective 2 which seeks “To ascertain if the development training offered to teachers influences them to stay and work effectively”)

Please indicate your level of agreement with each statement by ticking the appropriate box.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Professional development opportunities are a key factor in my decision to stay at this school.					
I feel more committed to my job after attending professional development programs.					

Professional development has increased my job satisfaction.					
Professional development helps me to understand my role better.					
I am likely to recommend my school to other teachers because of its professional development.					

SECTION D: ASSESSING THE ONGOING PROFESSIONAL DEVELOPMENT OF TEACHERS

(Aligned with specific objective 3 which seeks “To assess the extent to which ongoing professional development impacts teachers’ skills and knowledge to teach effectively”)

Please indicate your level of agreement with each statement by ticking the appropriate box.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Professional development has enhanced my teaching skills.					
The knowledge gained from professional development is applicable to my classroom practice.					

Ongoing professional development keeps me updated with the latest teaching methodologies.					
I feel more confident in my teaching abilities due to professional development.					
My students' learning outcomes have improved due to the skills and knowledge gained from professional development.					

SECTION E: SUGGESTIONS AND RECOMMENDSTIONS

1. Provide your suggestions and Recommendations

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Thank you for participating in this study. Your responses are highly valued and will contribute significantly to understanding the impact of professional development on teacher retention in private basic schools in the Tamale Metropolis.



APPENDIX B: INTERVIEW GUIDE

**INTERVIEW GUIDE FOR HEADTEACHERS IN PRIVATE BASIC SCHOOLS IN THE
TAMALE METROPOLIS**

DEPARTMENT OF EDUCATIONAL MANAGEMENT AND POLICY STUDIES

FACULTY OF EDUCATION

UNIVERSITY FOR DEVELOPMENT STUDIES

Dear Sir/ Madam,

This questionnaire aims at collecting data on **“THE INFLUENCE OF PROFESSIONAL DEVELOPMENT PROGRAMS ON TEACHER RETENTION IN PRIVATE BASIC SCHOOLS IN THE TAMALE METROPOLIS”**. I am a Master of Philosophy (MPhil) student of the Department of Educational Management and Policy Studies, Faculty of Education, University for Development Studies undertaken this research work in partial fulfillment of the requirements for the award of Master of Philosophy (MPhil) in Training and Development. I would be grateful if you could spare some time to kindly respond to these questions on the questionnaire. Please provide your candid responses to the questions and note that there are no wrong or right answers. All responses would be treated with utmost confidentiality as the purpose of this data is only for academic work.

Thank you.



Interview Guide: The Influence of Professional Development Programs on Teacher Retention in Private Basic Schools in the Tamale Metropolis

Instruction:

This interview aims to gather insights from headteachers regarding professional development programs and their influence on teacher retention. Your responses will contribute to understanding and improving professional development practices to reduce teacher turnover in private basic schools in the Tamale Metropolis.

SECTION A: DEMOGRAPHIC INFORMATION

1. What is your name and the name of your school?
2. How long have you been the headteacher at this school?
3. How many teachers are currently employed at your school?
4. How many teachers have left the school in the past three years?

SECTION B: SUGGESTIONS OF PROFESSIONAL DEVELOPMENT PROGRAMS FOR TEACHERS

(Aligned with specific objective 4 which seeks “To suggest professional development programs necessary to reduce teacher turnover in private basic schools in the Tamale Metropolis”)





1. Suggest professional development programs necessary to reduce teacher turnover.
2. How can professional development programs be tailored to better meet the needs of your teachers?
3. Are there any specific skills or areas of knowledge that you feel should be prioritized in future professional development programs?

If yes, please list the skills or areas

4. What role do you think external organizations or resources should play in providing professional development for your teachers?

SECTION C: CHALLENGES AND AREAS FOR IMPROVEMENT

1. What challenges do you face in providing effective professional development programs for your teachers?

2. Are there any particular areas where you feel the current professional development programs are lacking?

If yes, please list the areas

3. How do you address teachers' feedback and needs regarding professional development?

Thank you for participating in this interview. Your insights are invaluable in helping us understand and enhance professional development programs to reduce teacher turnover in private basic schools in the Tamale Metropolis.

