

Near East University
Institute of Graduate Studies
Department of Educational Management and Administration

**Management Role In Professional Development And
Its Impact On Teacher Teaching And Student
Academic Achievement In Secondary Schools In
Liberia**

MA THESIS

Jeremiah Jimmy Cooper

Nicosia
January 2023

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Supervisor
Assoc. Prof. Dr. Fatma Köprülü

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January 2023

Approval

We certify that we have read the thesis submitted by Jeremiah Jimmy Cooper titled **“Management Role in Professional Development and Its Impact on Teacher Teaching and Student Academic Achievement in Secondary Schools in Liberia”** and that in our combined opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Educational Sciences.

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DECLARATION

I certify that all data, materials, analyses, and findings in this thesis were gathered and presented by the academic standards and moral principles of the Graduate School of Educational Sciences at Near East University. I further affirm that I have properly credited and referenced any information and data that are not unique to this work, as required by these rules of conduct.

Jeremiah Jimmy Cooper

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ABSTRACT

MANAGEMENT ROLE IN PROFESSIONAL DEVELOPMENT AND ITS IMPACT ON TEACHER TEACHING AND STUDENT ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOLS IN LIBERIA

Jeremiah Jimmy Cooper

EDUCATION MANAGEMENT AND ADMINISTRATION

Thesis Supervisor: Assoc. Prof. Dr. Fatma KÖPRÜLÜ

January 2023

The purpose of this research is to understand the impact professional development has on teacher teaching and student academic achievement in secondary schools in Liberia. Professional development has a strong impact on teacher-teaching techniques and student academic achievement. If it is done regularly over time, fixed on vital topics, and rooted in the school's professional engagements that encourage continuous progress in teachers' teaching. When organized well, these prospects support teachers to master subject areas and improve their teaching approach. It also measures their own and their student's achievement and focuses on changes in desire for instructing and learning in their schools. The constant professional capacity building of teachers has in recent times received a whole lot of reviews and practice for various reasons. First, because of the reality, that student learning seems to depend mainly on teacher quality. Therefore, it has become clear that training teachers improve their quality. Thus, stimulating the incessant development of teachers will in the future result in student achievement. A qualitative technique was used, and the open-ended question was distributed for data collection. Participants of the research involved 25 teachers which were chosen randomly from public and private schools from the Buchanan School District 5A in the first semester of 2021-2022. The result of the study shows

that teachers who received constant professional development activities performed well, and the student's academic standard was improved. Therefore, teachers and stakeholders need to recognize the importance of offering high-value career growth prospects to support teaching. Teachers should encourage students to think critically. Ensuring student success needs a new method of teaching, led by teachers who have the knowledge pedagogy, who can respond to the desire of their learners and the needs of their discipline. They should be able to create a powerful link between learners' knowledge and the objective of the program. Attempts to enhance student performance can be accomplished by cultivating the knowledge of teachers to enhance their teaching techniques.

Keywords: Education, Professional Development, Teacher, Knowledge

MESLEKİ GELİŞİMDE YÖNETİMİN ROLÜ VE LIBERYA'DAKİ ORTAOKULLARDA ÇALIŞAN ÖĞRETMENLERİN VERDİĞİ EĞİTİM VE ÖĞRENCİLERİN AKADEMİK BAŞARILARI ÜZERİNEKİ ETKİSİ

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EĞİTİM YÖNETİMİ

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Jeremiah Jimmy Cooper Ocak, 2023

ÖZET

Bu çalışmanın amacı mesleki gelişimin Liberya ortaokullarında çalışan öğretmenlerin öğretme yöntemleri ve öğrencilerin akademik performansları üzerindeki etkisini ortaya çıkarmaktır. Mesleki gelişimin öğretmen eğitim teknikleri ve öğrencilerin akademik başarıları üzerinde oldukça büyük bir etkisi vardır. Belli zamanlarda düzenli olarak ve daha fazla can alıcı konulara yönelik ve temeli okulların ana hedeflerine dayalı yapılan eğitimlerin öğretmenleri öğretim yöntemleri konusunda cesaretlendirdiği bir gerçektir. İyi organize edilmiş böylesi programlar öğretmenlerin ana konularını daha iyi anlamalarına ve öğretim yöntemlerini geliştirmelerine büyük ölçüde destek sağlamaktadır. Bunun yanında, öğretmenlerin ve öğrencilerin kazanımlarını ölçmekte ve okullarındaki öğretim ve öğrenme konularında gerekli değişiklikler üzerine odaklanmalarına yardımcı olmaktadır. Öğretmenlerin mesleki kapasitelerinin sürekli geliştirilmesi son zamanlarda değişik nedenlerden dolayı bir çok görüş ve uygulamaları da beraberinde getirmektedir. Bunun da ilk öncelikli nedeni öğrenmenin başlıca dayanağı öğretmen kalitesi olduğu gerçeğidir. Bu nedendir ki öğretmen eğitiminin kaliteyi yükselttiği ve bu eğitimlerin devamlılığı öğrencilerin gelecekte daha büyük başarılar sağlayacaklarının çok açık ve net bir göstergesidir.

Bu çalışmada açık uçlu sorulardan oluşan nitel bir araştırma yöntemi kullanılmıştır. Çalışmaya, Buchanan School District 5A bölgesindeki devlet ve özel okullardan 2022-2023 eğitim yıllarında rastgele seçilmiş 25 öğretmen katılmıştır.

Elde edilen bulgular, sürekli mesleki gelişim programlarına katılan öğretmenlerin daha başarılı ve öğrencilerin academic standartlarının daha yüksek olduğunu göstermektedir.

Bu nedenle, öğretmenler ve paydaşların üst seviye mesleki gelişim hizmetlerinin sağlanmasının önemini anlamaları gerekmektedir. Öğretmenler öğrencilerini düşünme yeteneklerini geliştirmeleri konusunda cesaretlendirmelidirler. Öğrencilerin başarılı olmalarını sağlamak için yeni öğretim metotları elzemdir. Bu da, pedagoji bilgisine sahip, öğrencilerin isteklerine ve ihtiyaçlarına cevap verebilecek öğretmenler tarafından sağlanabilmektedir.

Öğretmenler öğrencilerin bildikleriyle müfredatın hedeflediği arasında kuvvetli bir bağ yaratabilmelidirler. Öğrencilerin performans isteklerini artırmak öğretmenlerin bilgisiyle öğretim tekniklerini etkin bir şekilde kullanmalarıyla mümkün olacaktır.

Anahtar Kelimeler: eğitim, mesleki gelişim, öğretmen, bilgi

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ABBREVIATIONS

PD	-----	Professional Development
MOE	-----	Ministry of Education
SBM	-----	School-Based Management
SBPD	-----	School-Based Professional Development
NGO	-----	Non-Governmental Organizations
CEO	-----	County Education Officer
DEO	-----	District Education Officer
NPO	-----	Non-Profit Organizations
TTI	-----	Teacher Training Institutes
RTTI	-----	Rural Teacher Training Institutes
CEP	-----	Continue Education Programs
INGO	----	International Non-Government Organizations

CHAPTER I

INTRODUCTION

According to Guskey (2002), professional development is crucial in bringing about the necessary change inside an organization. It is a tool that improves teachers' instruction, which raises academic success levels for students (Petrie & McGee, 2012). In every civilization, teachers are revered as architects of the country. The next generation must be educated by teachers per the demands of the country. Every country tries to offer its inhabitants a high-quality education because it recognizes how crucial it is to society's overall economic and social growth. Liberia like any other developing country today with numerous challenges is trying to improve its education system through the establishment of schools, renovation, teacher professional development, in-service training programs, and enrolment through the introduction of school feeding programs and alternative quality education programs. Professional development needs to strengthen and point to key areas of the teacher profession. For teachers to continually improve as educators, they must engage in professional development that addresses personality development, communication skill improvement, and adherence to the teacher's code of conduct (Bansal 2007). Academic success for secondary school students cannot be accomplished if administrators and instructors are not completely dedicated to carrying out their jobs in an efficient manner. Shortage of resources because of the swift rise in student enrollment, according to UNESCO (2011), makes it challenging to achieve the required goals. The management of schools is therefore more difficult and complex than it was a few decades ago. As a result, the school's principal and teachers have a difficult task: improving students' academic performance while facing a shortage of funding. However, via ongoing in-service training, school administrators and educators must stay abreast of the most recent advancements in both their specific fields of expertise and in areas such as social and cultural challenges, educational development, and educational policy.

Teachers are a vital component of education. MOE (2011) points out that the teachers have a major responsibility in the day-to-day activities in schools and is to offer professional leadership and training that would bring about changes to the success of educational goals which is shown in terms of students' academic achievements and competence. Even though there are teachers and school heads who lead these schools, student academic performance in most schools is still very low.

1.1 Statement of the Problem

Liberia's education system is faced with numerous challenges due to the 14 years of civil war, the Ebola virus disease, the present Covid-19 virus pandemic, and other social, political, and economic constraints. The challenges of the education system in Liberia include but are not limited to poor educational infrastructure, poor labor practices in the education system, corruption, untrained or unqualified teachers, limited access to teacher training programs, no capacity building programs, lack of funding for professional development for teachers, outdated resources and materials for teaching, inadequate training for teachers, high dropout rate, more school-going children out of school and the unavailability of qualified teachers. Despite the tremendous efforts made by the government, the Ministry of Education, and its collaborators to enhance the educational system in the nation, more work needs to be done in teacher professional development as it is essential in resolving the numerous issues in the Liberian educational system. To evaluate how teacher professional development affects students' academic achievement in schools, this study is primarily focused on the responsibilities of teacher professional development. This research intends to determine the effect of professional development on teachers' teaching and student academic success in secondary schools in Liberia.

1.2 Purpose of the Study

This study examines professional development and its impact on teachers' teaching and student academic achievement in secondary schools in Liberia. During professional development, teachers acquire confidence, gain more knowledge, discover new techniques, and gain new perspectives they can apply during the teaching and learning process. The administrators are the teachers' immediate supervisors and are expected to ensure that the professional development of teachers is promoted to improve students' academic achievement. This study focuses primarily on professional development, teacher teaching, and their impact on student academic achievement. Specifically, this study aims to answer the following questions:

1.3 Research Questions

What is the perception of teachers on professional development in schools?

How does teachers' professional development contribute to student academic achievements in secondary schools in Liberia?

1.4 Hypothesis

The hypothesis of the research study is as follows:

H1: Promoting teachers' professional development leads to student academic performance success.

H2: Inadequate professional development of teachers by administrators leads to underperformance of students.

Main Aim

This study aims to understand professional development and its impacts on teacher teaching and student academic achievement in secondary schools in Liberia.

1.5 The Importance of the Study

The findings of this study would reveal several strategies that school administrators may use to apply their curriculum to produce healthy outcomes. Additionally, the findings would be used by other education officials, including the DEO, Principal, and other educational partners, to encourage professional development and enhance their involvement and oversight of education in Liberia. Additionally, it is believed that teachers' professional growth will encourage a setting where students may learn effectively and joyfully. As a result, the anticipated result would be achieved by providing quality education in schools. Exam results would be strong, and students would leave school with the knowledge and abilities needed to thrive in a challenging social and economic environment. They would also be better individuals and capable of actively contributing to societal advancements. Other education stakeholders, such as the government, community, notable individuals, lawmakers, teachers, and parents, will also utilize the study's results to assist develop solutions to the issues affecting our education system and other parts of the country. Government and policymakers in the field of education play a significant role in raising the bar for the country's educational system through effective policies that transfer information, design curricula, foster managerial abilities, and employ efficient methods of teacher training.

The flaws and problems with the educational system may be resolved by implementing these policies with excellent management and leadership abilities. Better education for kids will have a good political, social, and economic influence on the nation. The study's conclusions will thus provide recommendations for remedies that will be extremely helpful to educational administrators, legislators, the public, NGOs, INGOs, and other organizations working in the field of education.

1.6 LIMITATIONS OF THE STUDY

This research will encounter some challenges and limitations in conducting the research. The challenges and limitations comprise but are not restricted to the following: financial constraints to reach participants, the unwillingness of participants to provide accurate information to the research for validation, fear of the unknown on the parts of some participants to give true data from national statistics regarding support and challenges towards the education system and monetary constraints to adequately access necessary information systematically.

1.7 DEFINITION OF TERMS

School – is an environment where people go to acquire formal or informal education.

Education – is the act of teaching and learning with systematic instruction in a school-like environment. Development – the act of upgrading positively from one stage to another. Policy – the principle of action adopted by an organization, institution, or individual. Professional development- is the process of acquiring knowledge, fostering talent, and keeping abreast of developments that influence your line of work. Teacher – a person who teaches, especially in a school. Administrator-in control of a department, a business, an institution, or an organization. Training – is the action of teaching a person or animal a particular skill r behavior. Coaching – An individual or a group is trained, counseled, or instructed on how to acquire skills to increase productivity or resolve a performance issue through coaching. Mentoring – is to counsel or educate someone, especially a more youthful coworker. Educator –a person who imparts knowledge or education. Leadership - is the process of controlling a team or an organization.

Government –organizations having the power to rule a nation or a state, a specific ministry in power.

Partners - a pair of individuals working on the same project together.

CHAPTER II

INTRODUCTION

This chapter review relevant literature on professional development, the functions of teachers to assist professional development, and its effects on student academic achievement are the main topics of this chapter. The first section of the chapter explains teacher professional development and summarizes the opinions of numerous academics on the subject. Second, it lists the various types of PD, including coaching, action research, the deficit model, training, mentoring, and standard-based and cascade models. It also covers several methods for teacher professional empowerment. The chapter also discusses the idea of a professional development environment, including its key components. The functions of school administrators in teachers' professional development and evaluation of professional development.

This chapter attempts to examine previous research on the theory of teacher professional development, set the groundwork for the study, and identify any gaps in the body of knowledge. The literature evaluated in this chapter comes from various scholarly papers, dissertations, and books. Three major topics teacher PD, the roles of school principals in fostering teacher development, and its effects on student academic performance are presented and discussed in the literature.

2.1 Literature Review

Three main aspects of the research on professional development and its impact on teacher and student academic achievement are defined and explained in the literature review of this study.

2.2 Theoretical Framework

The term "theoretical framework" refers to a research instrument designed to help the researcher better comprehend the topic being studied and convey that understanding to the reader. (Kombo and Tromp, 2006).

Professional development is a vibrant idea with five essential components that must be included in every system for professional growth according to Desimone (2011). These fundamental components of professional growth include subject matter concentration, active learning, regularity, continuity, duration, and group engagement.

According to Desimone (2011), one should be capable to assess if professional growth yields the desired outcomes.

The content emphasis, which states that professional development must primarily concentrate on the material of the subject matter and how instructions by the teachers are going to convey this subject matter to students, is one of the elements. Desimone (2011) advises. The second component of professional development, according to Desimone (2011), is effective learning, which entails allowing instructors to participate in observational activities and get feedback. This refers to everyone's active participation, including the teachers and students. According to Desimone (2011), teachers' professional growth events must align with their other professional development, their understanding and attitudes, the school, the department of education's goal, and its programs. She refers to this quality as the learning activities' coherence. She goes on to say that to ensure the efficacy of professional development activities, they must be scattered across time and need a minimum amount of contact hours. Last but not least, according to Desimone (2011), instructors from the same school or grade level should collaborate to take part in professional development endeavors to create a professional growing environment. Desimone (2011) suggested four procedures to be observed to guarantee that professional growth yields the intended results.

The content emphasis, which states that professional development must primarily focus on the subject matter material and how teachers are going to teach this topic content to learners, is one of the factors that Desimone (2011) advises. Desimone (2011) highlights active learning as the second aspect of PD, which suggests that instructors must be permitted to be involved in monitoring and receiving feedback. This calls for engagement from both instructors and students from all categories.

Desimone (2011) asserts that teachers' professional development activities ought to be in connection with other teachers' career growth, their understanding, and guiding principles, the institution they work in, their department's objectives, and its policies. This characteristic, according to her explanation, is the learning activities' logic. She goes on to say that to ensure the efficacy of qualified improvement pursuits, they must be spread out across time and need a bare minimum amount of contact hours. Finally, Desimone (2011) argues that to create a professional learning environment, a group of

teachers from the same school or teaching the same grade should collaborate in career education endeavors. Desimone (2011) therefore advised following four measures to guarantee that professional growth succeeds in the intended consequences. On the other side, a lack of instructional oversight results in subpar instruction and poor academic performance from pupils. A pleasant atmosphere for the instruction and learning procedure is created by a strong professional link between the school administration and the teacher, and this leads to improved academic achievement for the students.

**Contexts such as teacher and student characteristics, curriculum,
school leadership, policy environment**

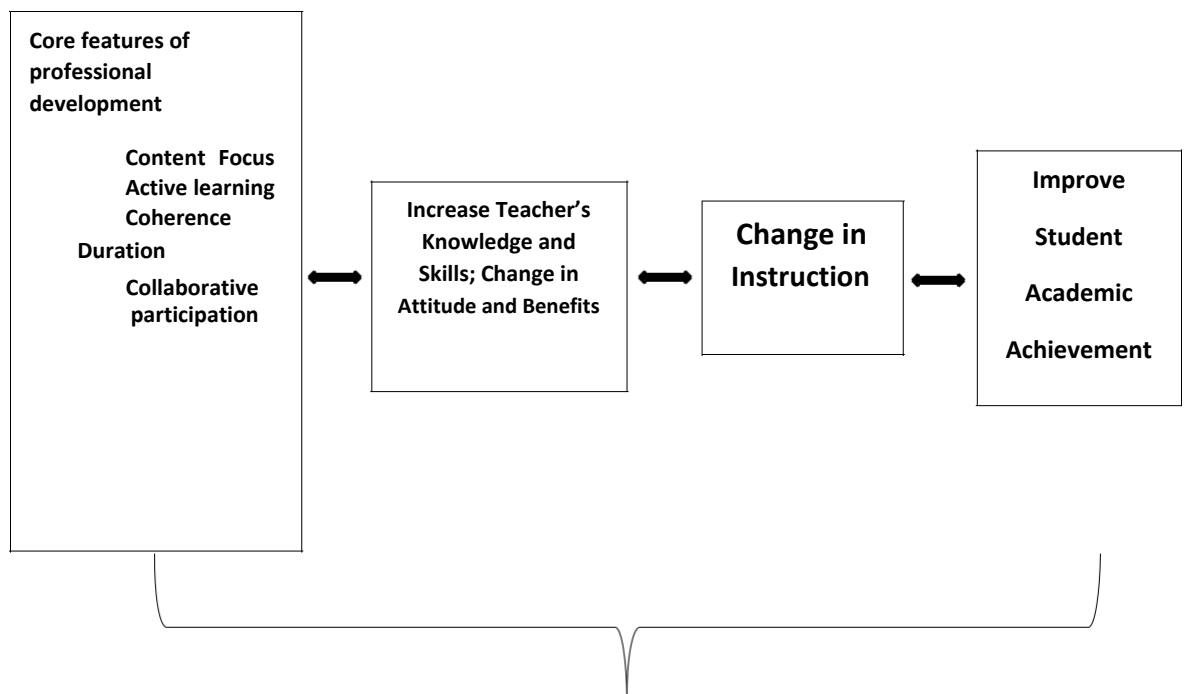


Figure 1: Demonstrating 4 stages of PD (Desimone, 2009)

2.3 Professional Development

Professional development is the ongoing enhancement of learning and professional skills during a person's academic career (Bolam, 2002). The process of enabling the individual and the professional within the context of a person's skill is known as professional development. It is the procedure that shapes the teacher's uniqueness as a specialist and makes the associated learning apparent (Berliner, 2001; Kuijpers, Houtveen, & Wubbels, 2010). PD may be viewed as an ongoing teacher-learning process that begins even before the teacher enters the classroom and continues

throughout the teacher's career in education (Luft and Hewson (2014). Teachers using this approach must become more professional due to the wealth of innovations and expertise given to them in their field of expertise and the crucial character of their job, both of which call for improvement because of the dynamic of the evolving workplace (Darling-Hammon and, 2005). A continuous process of education, and professional development includes helping others and practicing teaching (Bolam, 2002). Professional development seeks to promote knowledge, skills, and values while ensuring a balance between the demands of the school, the person, and the national needs (Fraser, Kennedy, Reid, & McKinney, 2007). Since there are so many definitions of the term "professional growth," there must be some conceptual ambiguity surrounding it. This leads to divergent, often even antagonistic, interpretations (Fraser et al., 2007).

Professional growth is an ongoing process; hence it cannot be broken down into a single component. Equally, Hadar and Brody (2011) contend that as teachers advance along their professional pathways from learner to specialist, good PD takes into account important personal and professional challenges. According to Petrie and McGee (2012), career growth is recognized as a key tool for improving teaching, which raises academic achievement for students. Career growth is understood as continuous growth since it acknowledges the reality that teachers acquire knowledge through time, claims Villegas-Reimers (2003). According to studies, the most important elements in improving student achievement are high-quality instruction and strong school leadership. Teachers, school administrators, and district leaders must continuously improve their knowledge and abilities to apply the most successful teaching strategies (Hayes Mizell 2010). Teachers acquire skills to support students' greatest levels of learning.

Employees' working knowledge, skill, and confidence are all improved via professional development. To encourage individuals to take the initiative to advance in their fields on their own, professional development must be made a continual process. The training and development of teachers are crucial both inside and outside of institutions. They are constantly at the forefront when deciding on educational policies (Awan & Saeed 2014).

Knowledge, talents, and experiences of people are passed down from one generation to the next through education. It aids in altering people's behavior in a culture that is dedicated to advancing the nation's economic progress. It is essential for creating new opportunities for the nation's economy to grow and meet the difficulties of the current day. Only a well-educated and highly trained teaching staff with contemporary skills can take advantage of the opportunities brought about by globalization (GoP. 2013). Teachers' teaching practices in the professional learning environment significantly alter the more time they spend working on their professional development.

2.4 Models of professional development

To realize knowledge goals, Schlager and Fusco (2003) contend that professional development procedures entail a cluster of teachers participating in a pre-planned, coordinated series of involvements. According to Borko (2004), intense professional development programs can aid instructors in improving their routines and expanding their knowledge. By outlining certain key criteria, Kennedy (2005) and Engelbrecht and Ankwicz (2015) explain and assess various forms of ongoing career growth.

2.4.1 Training model

The most common method for teacher professional development is training, which is utilized to help with talents-based knowledge (Kennedy, 2005). According to Darling-Hammond and McLaughlin (1995), teacher teamwork must be the focus of the assessment procedure rather than communication skills, and training should highlight the relevance of teaching. Workshops and in-service training continue to be the most significant method of professional development and are seen as simple and affordable by most teachers (Day and Sachs (2004),).

2.4.2 Coaching or mentoring

To help the trainee teacher advance their skills and talents, a one-on-one interaction is developed between two teachers, a beginner, and a veteran teacher (Kennedy, 2005). A similar definition of mentoring in education is provided by Shank (2005, p. 73) as "a one-on-one connection between a highly knowledgeable (the guru) and a rookie instructor (the mentee)". The technique of tutoring to help teachers is viewed as a constructive style by teachers and can improve teacher practices, according to Rhodes and Beneicke (2002). According to Hobson, Ashby, Malderez, and Tomlinson (2009),

mentorship is necessary and one of the best techniques for assisting new teachers in developing their professional selves.

2.4.3 Deficit model

This design was proposed to solve performance issues that had been noticed by teachers (Kennedy, 2005). Kennedy (2005) goes on to say that a deficient organizational management strategy may be the main reason for subpar teacher performance. Witten (2017) maintains that one significant management strategy that rotates around improving teacher professional growth, creating, and overseeing a helpful school philosophy, and applying strategies that inspire discussions around instruction and knowledge inside of a school is instructional leadership.

2.4.4 Cascade style

Kennedy (2005) presents the flow prototype as a concept where teachers participate in a workshop or seminar session and then share the knowledge and skills they learn from other co-workers when they return. However, this perspective encourages a reasoning point of view of teacher learning because it calls for the transfer of information from one set of instructors to another (Kelly, 2006). According to Engelbrecht and Ankiewicz (2015), this standard connects centralized uninterrupted professional teacher growth and school based in which instructors from several schools receive training in one location before returning to their respective campuses. The information is disseminated in this instance via that training.

2.4.5 Action research model

Action research, according to Bertram and Christiansen (2014, p. 44), "involves study carried out by studies on their routine." Like Hopkins (2002), who defines action research as "activity structured by inquiry," this term refers to a person's attempt to comprehend something while taking part in a process of progress and change. Action research, according to Macintyre (2000), is an exploration of problems through a self-evaluation of current practice to enhance that practice. To improve the quality of their activities in that setting, participants in action research examine social situations. This can be interpreted by the participant's comprehension of the condition (Kennedy, 2005).

2.5 Methods for teacher professional development

Throughout their careers, instructors engage in a variety of personal and professional activities known as professional development (Maskit, 2011). Professional development needs to be self-driven and self-regulated, claim Day and Gu (2007). Some nations have adopted strategies and trends to make sure that their teachers' professional development is fruitful and produces favorable outcomes (Darling-Hammond, Chung Wei, Andree, and Orphunus, 2009).

2.5.1 Time allocation for professional learning

Allotting time for professional development events during allotted working hours is a crucial part of encouraging and supporting teachers to take part in professional development (Darling-Hammond, Chung Wei, Andree, and Orphunus (2009). According to Desimone (2011), professional growth activities must be given enough time to ensure their effectiveness. According to Kennedy (2005), one of the examples of professional development, coaching, necessitates that professional development starts among teachers within the school. This reinforces the idea that professional development must be planned around working hours.

2.5.2 Mentoring and orientation programs

The foundation for a solid professional connection between novice and seasoned teachers in any school is a well-designed, managed induction and mentorship program (Darling-Hammond et al., 2009). According to Kennedy (2005), support entails a more amicable interaction between beginner and knowledgeable teachers, allowing the teachers engaged to communicate their goals, beliefs, and understanding less hierarchically. Furthermore, Cohen (1995) agrees that rather than constricting a concept of teacher professional development, the collaborative approach in a mentorship program should be seen as an upgrade. This emphasizes that the teacher's learning should be centered on a student-centered approach. The importance of professional development (PD), according to Rhodes and Beneicke (2002), is also a result of instructors learning from and alongside other teachers, as well as the school's responsibility to support this effort and the usage of the school.

2.5.3 Participation of teachers in school decision-making

Since teachers are the ones who receive professional development, they are heavily involved in developing curricula and evaluation methods in most developed nations. The Ministry of Education created a system for teachers to identify and address their developmental needs through the Teacher Training Institutes, Department of Basic Secondary Education, and Educational Partners, which were made up of skilled teachers, outstanding active teachers, and topic consultants, has repeatedly been called for by the Department of Basic Education and Higher Education and Training (2011). This is accomplished through teacher networks, which serve as clusters, allowing teachers to collaborate on issues they encounter in the classroom and fostering both individual and collective growth (Jita & Mokhele, 2014).

2.5.4 Government assistance for extra professional development

In agreement with Darling-Hammond et al. (2009), most Western nations invest more money in helping their teachers' professional growth as they gain information outside of the classroom. This is in addition to the regular working hours that adapt regular professional collaboration for instructors. Similarly, the reactivation of institutions for teacher training is provided for by the Government and Educational Partners through the Ministry of Education (2011). These were implemented to boost state funding for teacher development. Even though Darling-Hammond et al. (2009) outline four tendencies and tactics for professional development, this research primarily focused on three of them: time allocation for professional learning, mentoring and induction programs, and the participation of teachers in decision-making because these are at the core of the school and its administration.

2.6 Teacher professional development

If professional development is sustained over time, concentrated on important content, and embedded in the institutions of professional learning that support ongoing improvements in teachers' teaching, it can have a significant impact on teacher teaching skills and knowledge as well as student learning and academic achievements. When thoughtfully created, these opportunities support instructors in learning content, enhancing their instructional abilities, assessing both their own and their student's performance, and addressing improvements in teaching and learning that are required

in their schools. Schools ensure that teachers continue to improve their instruction throughout their careers by using professional development. Mizell (2010). (2010).

The clusters of teachers that intentionally concentrate on the requirements of their students are the most efficient approach to do this. To ensure that students succeed, they all acquire knowledge and find solutions to issues. To develop teachers, one must provide individualized support, intellectual stimulation, and the formation of desirable professional conduct and values in the teaching profession (Desimone, Smith, & Ueno, 2006). A constant commitment to supporting professional development is the most frequent school administrator leadership conduct that has a favorable impact on teacher-classroom instruction, per Yoon and Birman's (2002) research. According to Desimone et al. (2006), professional development is believed to be a key to enhancing teacher instruction, therefore school administrators oversee providing instructors with high-quality professional development to ensure that students did well.

The promotion of professional development is discussed in detail in Blase and Blase, Robinson, Lloyd, and Rowe (2008). They contend that the biggest impact on kids' academic success comes from the support administrators provide and their involvement in teachers' professional development. The administrator can help instructors promote tutoring and learning in a variety of ways. Administrators can build up suitable opportunities for staff development and give teachers access to them or alert them of them. Additionally, the administrator can support staff development that is directly tied to the objectives of the school. Effective professional development enables instructors to increase their knowledge and expertise to solve challenging learning areas for pupils. Mizell (2010) goes on to say that thoughtful design, meticulous implementation, and feedback are all necessary for professional development programs to be effective in meeting the needs of teachers for mastery. Teachers who take part in professional development must use their newly acquired knowledge and abilities. Professional development is ineffective unless it helps teachers perform better, students perform better, and school administrators perform better as leaders of their schools.

For a variety of reasons, studies and practice have recently paid a big deal of interest to the ongoing professional development of teachers. First, teachers' quality seems to be the primary determinant of learner attainment (Cornet et al., 2006; Rivkin et al.,

2005). Therefore, it is logical to infer that empowering teachers by improving teacher quality and encouraging their ongoing professional development will eventually lead to student achievement. Although most authors take this premise for granted, studies have found clear proof of it. For instance, teamwork, sharing of ideas, and analyzing viewpoints among teachers are certainly related to students' achievement (Gruenert, 2005). Mizell (2010) concurs and claims that professional development is most successful when it occurs in the context of educators' daily jobs. Although learning is a part of the school day, all teachers are more concerned with student development than they are with students who choose to participate independently in learning. Throughout the academic year, teachers can analyze student accomplishment data with the aid of school-based professional development. This makes it easier to spot learning issues early on, come up with solutions, and implement those solutions quickly so they may address and meet the needs of the learner. Mizell (2010) adduces that professional development might be advantageous whether it happens sooner before the start of lessons or after classes end.

Other scholars, on the other hand, recognize that teacher education programs for professional development are a crucial component of teachers' careers. They contend that teacher professional development initiatives should consequently include student teachers as a target audience (Niemi, 2015). Niemi presents a continuum of teacher professional development that spans a teacher's entire career, including basic training programs. Niemi also confirms that there are four approaches to support teachers' professional growth. Multiprotection collaboration, pedagogical innovation promotion through design-based approaches, integrating pre-service and in-service research-based teacher education, and helping new teachers during induction periods are some ways to accomplish this.

The significance of offering top-notch professional development opportunities to help alter teaching should be understood by educators and policymakers. Teachers need to understand how to instruct in ways that foster higher-order thinking and performance since students are expected to gain increasingly complex analytical abilities to be prepared for further education and employment in the twenty-first century. A new approach to teaching is necessary to ensure student success. These teachers must have a thorough understanding of learning and pedagogy, be able to respond to the needs of their students and the requirements of their disciplines, and be able to forge clear

connections between students' experiences and the curriculum's objectives. The only way to successfully raise student accomplishment is to develop teachers' professional capacity to enhance their teaching methods and educational systems' capacity to support teacher learning.

2.6.1 Role of teacher in professional development and student academic achievement

The way education is presented in the classroom cannot be changed just by teacher training. To ensure lasting change, real transformation demands time and resource investment. The three-part strategy at the center of Kenan's (2018) education transformation work offers excellent training with high-impact teaching techniques, on-the-job coaching, and internationally standardized curricula and resources to genuinely alter how instructors teach and guarantee a 21st-century education.

Teachers are not just reevaluating their basic job as managers of student learning, but they are also assuming other responsibilities within schools and throughout their profession. They are trying to establish precise and attainable criteria for the knowledge, skills, and values we should expect students to learn, in collaboration with coworkers, family members, academics, community members, employers, and others. They are taking part in daily decision-making in schools, collaborating to define priorities, and resolving organizational issues that have an impact on the academic performance of their students.

Additionally, a lot of instructors invest time in learning more about the mechanics of learning by researching a range of issues related to educational efficacy. To ensure that recent graduates of education schools are prepared for the difficult difficulties of today's classrooms, more and more teachers are investing time in mentoring new members of their profession.

It is possible to greatly improve schools' and students' educational levels by reinventing the role of teachers both within and outside of the classroom. Though the seeds of such change are already appearing in today's schools, they nevertheless need more care to bloom and genuinely alter the educational environment. To provide teachers with support and independence, the rest of us politicians, parents, superintendents, members of school boards, employers, and education school faculty must also be willing to reassess our responsibilities in education.

2.7 Role of administrators in teacher professional development

A school administrator is supposed to exhibit the behaviors and duties typical with a headship position in a school. There are several tasks that a school administrator in charge of a school must complete. For instance, creating a strategic vision and direction for the development of the school, managing the staff, students, and finances, overseeing the implementation of the school curriculum, and strengthening ties with the larger community (Business Dictionary, 2013).

The responsibility of the school administrator is to provide a successful educational result (Garner & Forbes, 2013). Buttram and Farley-Ripple (2016) assert that school administrators significantly impact whether a school can achieve its goals. According to Gray and Summers (2015), a professional learning environment (PLE) can be recognized and sustained over time by building encouraging school associations through rules, practices, and shared decision-making. Equally, Bredeson and Johansson (2000) affirm that the school administration must provide and maintain a productive learning environment. Additionally, according to Wahlstrom and Louis (2008), the school administration can promote a climate of kindness and trust in addition to giving each student one-on-one help to improve their teaching methods. Agreeing with Birkerland and Feiman-Nemser (2012), a school manager's efforts to include extensive mentoring in school culture and systems will determine its long-term success. According to Bredeson and Johansson (2000), a school administrator can serve as a standard for good teacher career improvement. The school principal must motivate and "promote teacher learning" rather than acting as the doorkeeper or administrator of teachers' professional development, even while instructors individually oversee their PD (Bredeson & Johansson, 2000, p. 390). A school administrator, according to Clifford, Behrostock-Sherratt, and Fetters (2012), is an important role actor who affects school circumstances involving the power of the professional environment and professional assistance for the teachers.

According to Wahlostrom and Louis (2008), there is a strong need for a school administrator to employ collective management and confidence as a means to develop the scope of a school's decision-making processes and enhance instruction. Although administrators may not be experts in all topics, if teachers are engaged in decision-making, teachers will work together. Bredeson and Johansson (2000) identified four

responsibilities for school administrators: stewards, models, supports, and instructional leaders. These roles will help administrators impact teacher understanding and, consequently, the professional growth of their teachers.

2.7.1 Administrator as stewards

According to Dipaola and Wather-Thomas (2003), school leaders are supervisors who skillfully include teachers in professional development endeavors that will improve their procedures. Similarly, Redeson and Johansson (2000) maintain that school administrators must understand the connections between teacher professional education, learner academic achievement, and school quality. Administrators, according to Foley (2001), should assist instructors in engaging in professional development activities that will advance their teaching techniques. As a result, the school administration will make sure that the objective is shared with all teachers and other stakeholders if they consider that teacher knowledge is a crucial component of school improvement (Bredeson & Johansson, 2000).

Administrators are keepers and teachers in the construction of a school philosophy of teacher growth, according to Dipaola and Wather-Thomas (2003). According to Crow, Hausman, and Scribner (2005), administrators must act as custodians by emphasizing the value of professional development in achieving both the school's objectives and the needs of the teachers for career advancement. As stewards, headteachers, according to Kochan, Bredeson, and Riehl (2005), must continuously see the links between their professional development and those of their staff members and the school.

2.7.2 Administrator as models

A school's procedures and philosophies are norms for lifelong learning; therefore, an administrator significantly influences the teaching staff's actions and attitudes (Bredeson & Johansson, 2000). The Work of Educators Act (2011) states that a school head's duties include providing professional counsel and supporting the job and performance of teachers inside the school. Since one of the seven responsibilities of the teacher is to develop and encourage lifelong learning, the principal should do the same. Administrators must impart their values regarding the importance of continual improvement to serve as role models (Kochan, Bredeson & Riehl, 2005). According to Crow, Hausman, and Scribner (2005), an oriented administrator sees their role as

more than just managing work and changing behavior and considers that they must knock into the inherent enthusiasm of others to inspire a culture of life-long education.

2.7.3 Administrator as experts

Although headteachers are not experts, they must have the fundamental knowledge and abilities to carry out activities related to special education (Diapola & Wather-Thomas, 2003). Similarly, Bredson and Johansson (2000) assert that administrators require expertise and abilities to aid them in building human resources within the school to provide high-value teaching and learning. According to the revised Education Act (2011), it is the responsibility of the school administrator to create training programs at their institution to assist instructors, particularly those who are inexperienced in the profession, to be capable. As a professional, the administrator must establish a trend to encourage teacher collaboration and involvement in school endeavors (Khan & Khan, 2014). According to Kochan, Bredson, and Riehl (2005), an administrator who actively pursues understanding via professional development will obtain the expertise and abilities necessary to recognize and anticipate situations involving the developmental needs of their instructors.

2.7.4 Administrator as leaders

According to Blasé & Blasé (1999), instructional leadership involves incorporating tasks meant to help teachers improve their teaching methods. Marks and Printy (2003) assert that administrative management implies that the school administrator's source of educational competence should be the school administrator. According to Bredson and Johansson (2000), administrative leadership uses a variety of activities to promote teacher learning, which has a good effect on professional development for teachers. As teachers face stress due to educational changes, they further assert that administrators support them by constantly reestablishing a positive attitude about learning and professional development prospects. The same may be said for Vanassche and Kelchermans (2016, p. 8), who affirm that "career progress involves being challenged by and being in turn, impacted by weakness as a fundamental sickness of the career." Witten (2017) agrees that administrative mentors encourage teacher development by dispersing materials that will assist instruction more effectively. According to Wahlostrom and Louis (2008), administrators must foster a culture of trust among teachers to encourage them to discuss issues with education. Given that a

school administrator cannot be a specialist in every field, he or she will need to assign some tasks to other teachers at the school.

A successful administrator may foster relationships among the teachers in a school that will stimulate professional collaboration, claim Crow, Hausman, and Scribner (2005). Today, being an administrator involves more than just concentrating on a student's academic success. (2003) Dipaola and Wather-Thomas Administrators now play a critical role in developing strong leadership that will allow them to support development possibilities in their schools (Marks & Printy, 2003). According to Crow et al. (2005), administrators must influence teacher relationships to promote productive teacher cooperation.

2.7.5 Administrator as supporter

"Delivering assistance for teacher education and development is also a vital duty for school administrators," claim Bredson and Johansson (2000, p. 394). This can be accomplished by offering financial assistance to instructors who need to go to seminars and conferences. According to Davis, Darling-Hammond, Lapointe, and Meyerson (2005), a school administrator should enable schoolteachers to improve their instructional practices by better developing them. According to Kochan, Bredeson, and Riehl (2005), it is the responsibility of the administrator to ensure that there are adequate materials available to help teachers' professional development inside schools. A creative administrator will be needed to allocate adequate time for schoolteachers to study in a school to accomplish this. In like manner, Khan, and Khan (2014) contend that administrators should not only oversee their staff of instructors but also guarantee that they have timely access to tools that will help them perform better in the classroom. Crow et al. (2005) assert that administrators, as career growth designers, must shape expected behavior. They go on to say that through this modeling, they must match what it means to work together with one another and collaborate, and they should replicate that administrators not only show help for certain behavior but also how to enact such behavior. In a similar manner, Khan and Khan (2014) contend that administrators should not only oversee their staff of instructors but also make sure that they have timely access to tools that will help them perform better in the classroom. According to Crow et al. (2005), administrators should set an example for desired conduct as PD designers. They continue by saying that by modeling certain behaviors,

they should mimic what it means to communicate with one another and work together. They should also imitate how administrators not only provide support for particular behaviors but also demonstrate how to engage in those behaviors.

2.8 Evaluating Professional Development

The many justifications for appraisal are explained by Killion (2018). The three main types of evaluation are derived from the basic classification of evaluation purposes into three broad groups. Although the emphasis on each varies at different times throughout the evaluation process, most evaluations are created to achieve all three of these goals. It can be difficult to distinguish between various types of evaluation because of this inherent mingling of aims. However, separating their intentions aids in enhancing our comprehension of the appraisal processes (Stevens, Lawrenz, & Sharp, 1995). Planning, formative, and summative assessment are the three main types of evaluation. Higher expectations are placed on students, teachers are responsible for their academic performance, and professional developers are expected to demonstrate the value of their work.

2.8.1 Planning Evaluation

Before a program or activity starts, planning and evaluation are conducted, however, some elements could be continuous and continuing. It is intended to provide participants in program creation and execution with a clear knowledge of what needs to be done, how it will be done, and how success will be measured. It essentially serves as the foundation for all other evaluation-related tasks. Planning evaluation is an assessment of a program or activity's important characteristics, typically based on previously defined standards. These comprise the objectives that have been set, the plan or proposal to reach those objectives, the underlying idea or theory of the plan, the overall evaluation strategy, and the likelihood that the strategy can be implemented given the time and resources available.

It often involves identifying needs, evaluating participant characteristics, carefully analyzing the situation, and gathering important baseline data. It's possible to think about evaluation for planning reasons as "preventative evaluation" or "performative evaluation" (Scriven, 1991). It aids in the early detection and resolution of issues that can impede subsequent evaluation attempts. Planning evaluation also makes it possible to accomplish other evaluation goals quickly and effectively.

2.8.2 Formative Evaluation

Formative evaluation takes place as a program or activity is running. Its goal is to give individuals in charge of the program regular updates on whether things are progressing according to schedule and whether anticipated progress is being made. If not, the same information can be utilized to direct any improvements that are required (Scriven, 1967). Do the best formative evaluations concentrate on the prerequisites for success and address questions like What circumstances are essential for success? Were they fulfilled? Can they ever be refuted? Formative evaluation frequently involves repeating the process several times during the program or activity.

In truth, a lot of programmers are actively involved in formative evaluation all the time. They typically keep the data they collect at each stage of development and execution in-house, but they do use it to make tweaks or updates (Worthen & Sanders, 1989). Scriven (1991) advises using formative assessments as "early warning" evaluations to maintain their effectiveness and prevent setting unrealistic expectations. Use formative evaluations as a preliminary iteration of the entire evaluation, in other words. Formative evaluation can consider interim success benchmarks as development and implementation progress to determine what is going as planned and what challenges need to be overcome. Weaknesses and flaws can be detected in time to enable the necessary adjustments for success.

2.8.3 Summative Evaluation

Summative evaluation is carried out once a program or activity is finished. Its goal is to offer assessments of the program's overall value or merit to program planners and decision-makers. Summative evaluation outlines what was accomplished, what the effects (planned and unforeseen) were, and, in some situations, whether the benefits outweighed the costs. Summative assessments provide decision-makers with the data they need to make critical judgments about the course of a program or activity, in contrast to formative evaluations, which are used to guide changes. Should it go on like this? continued after changes? Expanded? Or was it stopped?

Its main concern is "the bottom line." Robert Stake provided what is arguably the greatest explanation of the difference between formative and summative evaluation: "Soup tastings by the cook and guests are formative and summative, respectively (Quoted in Scriven, 1991, p. 169). Unfortunately, a lot of instructors at higher levels

think of evaluation as serving summative goals. Though such information can be crucial in establishing the overall effectiveness of a program or activity, it is frequently ignored and could assist guide planning, development, and execution. Although required, summative evaluation frequently happens too late to be of much use. Planning, formative evaluation, and summative evaluation are all necessary for a meaningful evaluation even though their relative importance shifts over the course of a program or activity.

2.9 Critical Levels of Professional Development Evaluation

The model has five stages that are hierarchically structured from simple to more complicated, (Guskey, 2002, p. 46). The procedure of acquiring evaluation data is likely to demand greater time and resources as levels are advanced. More crucially, each level above it builds on the one below it. In other words, achievement at one level is a prerequisite for achievement at subsequent levels. Each of the five levels and their significance in the review process are briefly described below.

2.9.1 Learners Reactions

The responses of the participants to the experience are the first level of professional development evaluation. This is the most popular, most straightforward, and the level at which instructors have the most expertise with professional development evaluation. It is also the simplest kind of data to collect and study.

At this level, the main concerns are the participants' reactions. Did they feel their time was well spent when they left? Did they understand the content? The actions had any purpose? Was the instructor well-informed and supportive? Do they think the information they gained will be useful? Questions like, "Was the juice cold and ready on time?" are crucial. Were the drinks good and fresh? Was the temperature in the space ideal? The chairs, were they comfortable? These kinds of queries could strike some people as foolish and unimportant. However, skilled professional developers are aware of how crucial it is to take care of these fundamental human needs.

After a meeting or activity, surveys are usually distributed to participants to collect information on their reactions. These questionnaires frequently combine rating-scale items with open-ended questions that enable participants to give more detailed responses. The same questionnaire is frequently utilized for a wide range of

professional growth experiences due to the general nature of this data. For all their professional development initiatives, for instance, many professional organizations use the same questionnaire.

Those who claim that participant reaction measurements merely gauge an activity's entertainment value and not its quality or worth frequently refer to them as "happy quotients." However, gauging participant satisfaction with the experience at the outset might give useful information for enhancing program or activity design and delivery. Additionally, good participant responses are typically a need for higher-level evaluation outcomes.

2.9.2 Participants' Learning

We hoped that attendees enjoyed it and gained something from their professional development experience. This level focuses on evaluating the participants' increased knowledge, abilities, and maybe attitudes. This can range from a simple pen-and-paper test (Can participants offer instances of how these may be used in typical classroom settings and identify the essential characteristics of mastery learning?) to a simulation or large-scale skill demonstration (Presented with a variety of classroom conflicts, can participants diagnose each situation, then prescribe and carry out a fair and workable solution?). To record their learning, participants can also look at their assembled portfolios or express their reflections verbally or in writing.

Even while this assessment data can occasionally be collected at the end of a session, this is rarely possible using a standardized form. The evaluation criteria must be based on the learning objectives established for that specific program or activity. This means that precise standards and measures of effective learning must be established before the professional development experience even gets started. Openness to potential "unintended learnings," both good and bad, should also be considered. A pre-and post-assessment may be necessary if it is thought that participants already have the necessary knowledge and abilities. Analysis of this data provides a foundation for enhancing the program's content, presentation, and organization.

2.9.3 Organization Support and Change

Our attention changes to the organization at Level 3, and more specifically, to data on organizational support and change. Any professional development program might be successful or unsuccessful depending on organizational factors. Even when the different components of career growth are carried out accurately, they can also impede or prohibit achievement (Sparks, 1996a).

After receiving training, they attempt to apply these activities in schools where choosing the class valedictorian is highly valued and pupils are typically graded "on the curve" according to their relative standing among classmates. The sincerest attempts to get students to cooperate and support one another's learning will be thwarted by organizational policies and practices like these that make teaming intensely competitive (Guskey, 1996). In this instance, insufficient teamwork or subpar training is not to blame for the absence of successful outcomes. Instead, it is brought on by organizational policies that conflict with implementation initiatives. Gains at stages 1 and 2 are almost entirely negated by issues at Level 3. (Sparks & Hirsh, 1997). It is crucial to compile data on organizational support for and resistance to change because of this.

Information gathering on organizational support and change is often more difficult than at earlier levels. According to the objectives of the program or activity, procedures also vary. They could entail reviewing the minutes from subsequent meetings or doing assessments of the district or school records. Sometimes questionnaires can be used to elicit information about topics including the organization's support for, accommodation of, facilitation of, and acknowledgment of change activities. Additionally useful are structured interviews with participants and district or school administrators. This data is utilized to educate future change projects as well as to document and enhance organizational support.

2.9.4 Participants' Use of New Knowledge and Skills

After controlling for organizational factors, we focus on how participants are utilizing their newly acquired knowledge and abilities at work. Our main inquiry at Level 4 is, "Did what participants learned to change how they perform their profession?" The secret to gathering relevant data at this level is the specific definition of indicators that

represent both the degree and quality of execution. In other words, how can you tell whether the participants are applying and using it correctly?

According to the objectives of the program or activity, this may entail conducting organized interviews with participants and their supervisors or using surveys. It is also possible to consider participants' notebooks or portfolios, as well as spoken or written personal reflections. Direct observations, either with professional observers or by analyzing video or audio tapes, are likely to yield the most reliable information. However, when observations are employed, they should be as discrete as feasible (for example, see Hall & Hord, 1987).

2.9.5 Student Learning Outcomes

Stage five addresses what is commonly referred to as "the baseline" in education: What effect did it have on students? Did the students get anything from the professional development program or activity? Of course, the objectives of that professional development effort will determine the exact outcomes of interest. Along with the stated objectives, some "unintended" results could also be significant. Multiple measurements of student learning are therefore always necessary at Level 5. (Joyce, 1993).

Markers of student results and success, including evaluation results, portfolio assessments, marks or grades, and scores from regular tests, are frequently used as indicators of student learning. However, emotional (attitudes and dispositions) and psychomotor outcomes (skills and behaviors) may also be considered in addition to these cognitive indicators. Examples include evaluations of students' self-perceptions, study practices, attendance at school, completion rates for their homework, or classroom behavior. Indicators for the entire school, such as involvement in honor societies, involvement in extracurricular events, corrective proceedings, and retaining or drop-out rates, may also be deemed.

Student and educational institution records are the main sources of this data. The findings from surveys and in-depth interviews with teachers, parents, students, and/or administrators may also be presented. Documenting the entire impact of a program or activity is the summative goal of this data. However, formatively, it may be applied to improve all facets of professional development, such as program design, implementation, and follow-up. Data on student learning outcomes are occasionally

used to measure professional development's cost-effectiveness, also referred to as "return on investment" or "ROI evaluation." (Parry 1996; Todnem & Warner, 1993).

CHAPTER III

METHODOLOGY

According to Ponterotto (2005), the term "qualitative methodology" refers to a broad range of experimental techniques intended to describe and evaluate the beliefs and behaviors of study participants in each scenario. This study utilized a qualitative methodology that is grounded in the logical idea that reality is a matter of perspective supported by many viewpoints. In a similar vein, Creswell (2014) asserts that when using a qualitative technique, information is gathered directly from people who are involved in the event being studied. Similarly, this study employed a qualitative technique to get participants' in-depth insight. Semi-structured interview questions were used in the study, and individual involvement in the research was completely voluntary and unpaid. During the data collection, secondary school teachers from Liberia in West Africa were contacted via Google Meet and WhatsApp. Data on teachers' demographics, their opinions of, and their experiences with, professional development are provided in two sections by the fifteen interview questions. To study the impact of professional development on teacher instruction and student academic success in secondary schools, Section A: Demographic characteristics and Section B: Open-ended interview questions. Despite the benefits mentioned above, there are some limitations to qualitative research. According to Choy (2014), the biggest drawback of qualitative research is that it tends to favor cultural interpretation since it takes time and could miss certain important details. He continues by saying that because participant attitudes regarding the topic of the study might impact the qualitative data, it is impossible to objectively verify it. Participants have more influence on the substance of the data collected because of the open-ended questions (Choy,2014). Evidence on participants' responses, participants' learning, organization support and change, participants' application of new knowledge and skills, and student learning outcomes are necessary for a full assessment of professional development. (Guskey,2000).

3.1 Research Design

The research design used by the researcher in this study was a qualitative method research design. The qualitative data was gathered using semi-structured open-ended questionnaires and secondary sources from journal articles, newspapers, and reports.

The data were analyzed and interpreted to better understand the participant's perceptions of career progress on teacher teaching and student academic accomplishment in secondary schools.

Research Population

The population of this research is 25 teachers at the Buchanan School District 5A. the population of the study are teachers serving under the authority of the Ministry of Education in Liberia. These participants were selected because they are aware of the impact of professional development in teacher teaching and its impact on student academic achievement.

3.2 Sample Size

The sample size of the research is 23 out of the population of 25 participants of the study. The researcher distributed 25 questionnaires to participants and received responses from 23 participants which is 92% of the sample size of 25 and 2 participants did not respond to the questionnaires. For this study, purposive sampling which is a part of the non-probability sampling technique was used in this study to target a specific group in a population knowledgeable of a given study. The researcher chooses purposive sampling because it is time efficient and easy to generalize about your sample. The research targeted teachers under the authority of the ministry of education of Liberia. This purposive sampling technique can be used on the basis that members conform to certain stipulated criteria. This sampling technique is normally applied if the sampled population is small and when the main objective is to choose cases that are informative to the research topic selected.

Data Collection Methods

The data collected through the semi-structured interviews were analyzed qualitatively using content analysis through thematically coded themes and patterns and presented in chapter four for discussion through the description to make sense of the findings for easy communication with users. In the findings, the researcher used T1 to represent teacher one, T2 to represent teacher two response, and T25 to indicate teacher twenty-five's response as seen in the other tables presented.

3.3 Data Collection Tools/Materials

Data collection is how the researcher collects information from the targeted population enabling participants to answer relevant questions and evaluate outcomes. The researcher used a semi-structured questionnaire to gather primary data. The questions varied in format including four demographic questions and eleven open-ended questions. Data on the demographics of participants as well as their opinions and experiences with professional development were gathered through the fifteen-question survey. Guskey thought that evidence on participant responses, participant learning, organization support and change, participant application of new knowledge and skills, and student learning outcomes were all necessary for a full assessment of professional development. Each level was covered in the survey, which was based on Cave's doctoral dissertation (2013).

3.4 Data Collection Procedures

The researcher prepared electronic questionnaires using google forms to be distributed through WhatsApp and google meetings to the 25 participants who make up the sample size of the study population. The researcher contacted participants who agreed and were willing to participate in this study through the help of the Office of County Education Officer, at the Ministry of Education in Liberia who fully understood the objectives and significance of this research. Before commencing the study, the researcher applied to the Near East University Ethics Committee to get an approval letter. All the participants consented without any form of coercion before participating in the study.

3.5 Data Analysis Plan

Semi-structured interview data were prepared with themes and study questions. The participant replies were organized into groups according to the study questions. The data were analyzed using content analysis through thematically coded themes. Thematic analysis, according to Fereday and Muir Cochrane (2006), is the collection of themes that evolved as a shared description of the scenario that arises. Theme analysis concentrates on grouping knowledge and comprehension into patterns of certain behavior (Braun and Clarke, 2012). The researcher's developed themes were used to categorize the responses. This made it possible for the researcher to catalog related replies under the same heading. The research questions served as a guide for

the topics. The recorded information was categorized and grouped according to related insights and meanings (Fereday & Muir-Cochrane, 2006). The theoretical framework and literature of the empirical investigations that were covered in Chapter Two were then compared to these topics. Like transcribed data from interviews, information from minutes and policies was grouped into themes based on related meanings. Additionally, this information was examined considering the study's theoretical framework.

3.6 Ethical Consideration

When doing research, ethical issues include upholding the rights of others and acting morally (Cohen et al., 2011), the researcher did not violate any of those guidelines. The researcher provided the necessary information that participants need to know about the aim of the study and seek their voluntary participation and willingness to assist the researcher in the completion of his study. An approval letter to conduct this academic research was received by the researcher from the ethics committee of the Near East University before commencing this study and confirm the reliability and viability of the tools which were used to conduct this research. Therefore, the information gathered for this study is kept confidential.

CHAPTER IV

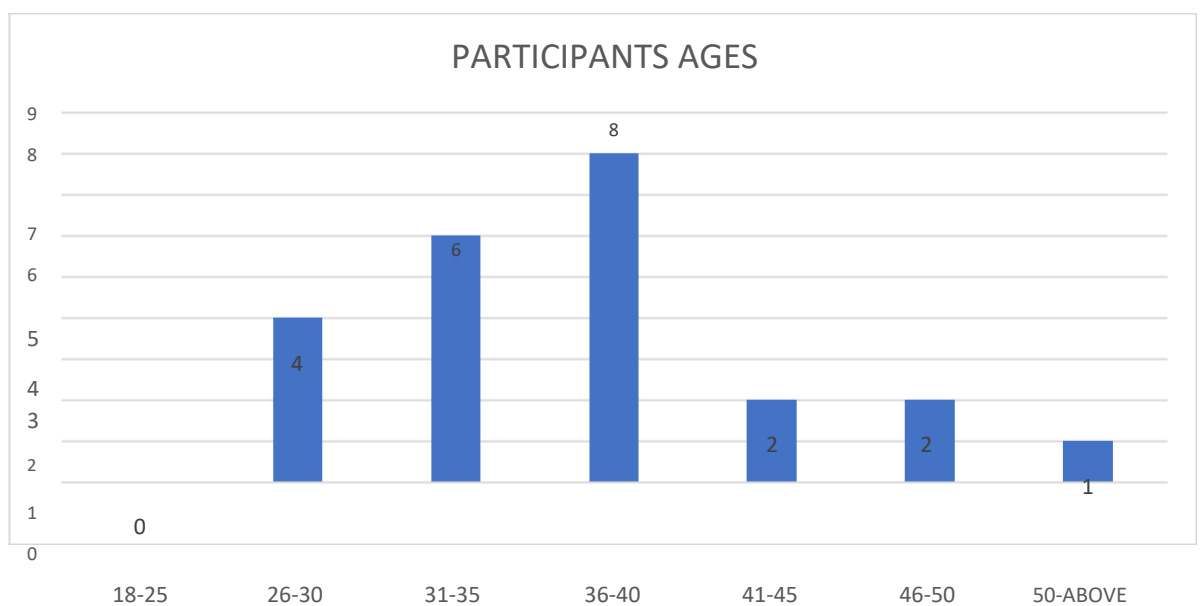
FINDINGS AND DISCUSSION

The study's data, which were collected through semi-structured interviews and document analysis, are presented in this chapter. Since five participants opted to leave the research, the semi-structured interviews were done with twenty teachers. The twenty contestants' profiles are first provided. To fully comprehend what the participants were saying, the data from the semi-structured interview transcripts were reread several times. To make sense of them, the records and minutes were also closely examined. Themes are used to organize the data. The outcomes of the data gathered throughout the study procedure will next be examined. To guarantee that the comments of the participants were substantiated, direct quotes from the participants were employed. Italics are used for participant replies and quotes from the examined materials. I included succinct bios of the twenty teachers at the beginning of this chapter.

Brief profile of the participants

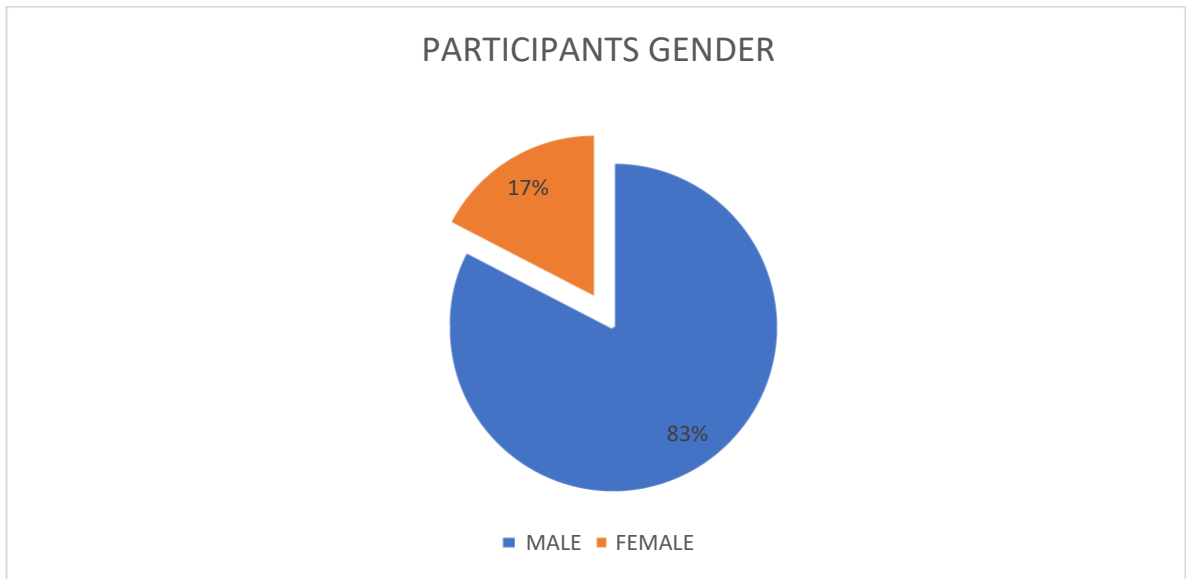
The twenty-five teachers that make up the sample are from the Buchanan district schools in Buchanan City, Grand Bassa County. All participants' bio contains information about the teacher's teaching history, including their age, gender, and experience.

Table 1. The Participant's Ages



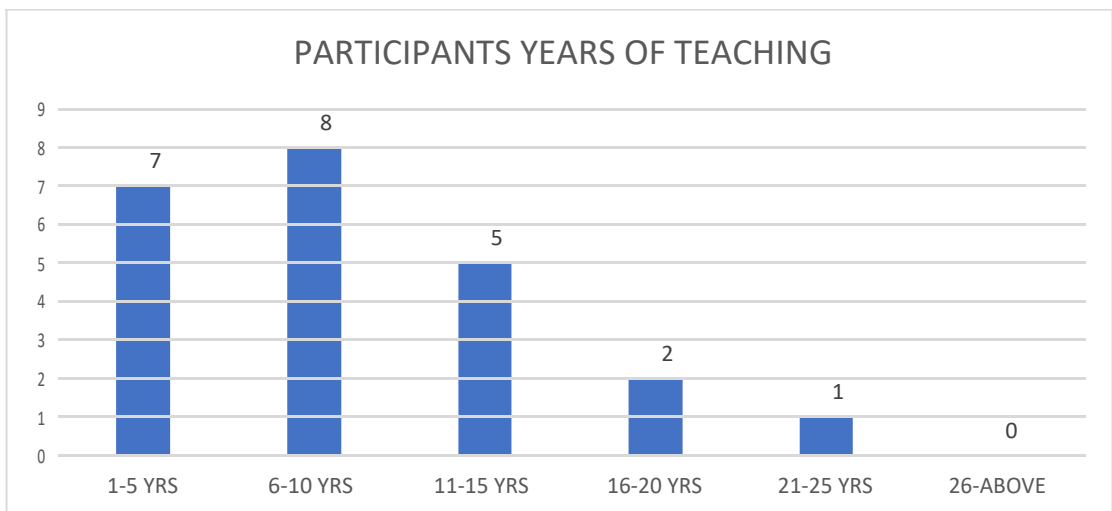
The participants' demographic variables illustrate that all the respondents in this research are teachers, 8 (35%) of the participants are between the ages of 36-40, 6 (26%) of the participants are between the ages of 31-35, 4 (17%) of the participants were between the ages of 26-30, 2 (9%) of the participants were between the ages of 41-4, 2 (9%) of the participants were between the ages of 46-50 and 1 (4%) of the participants were 50 and above.

Table 2. Presents the Participant's Gender



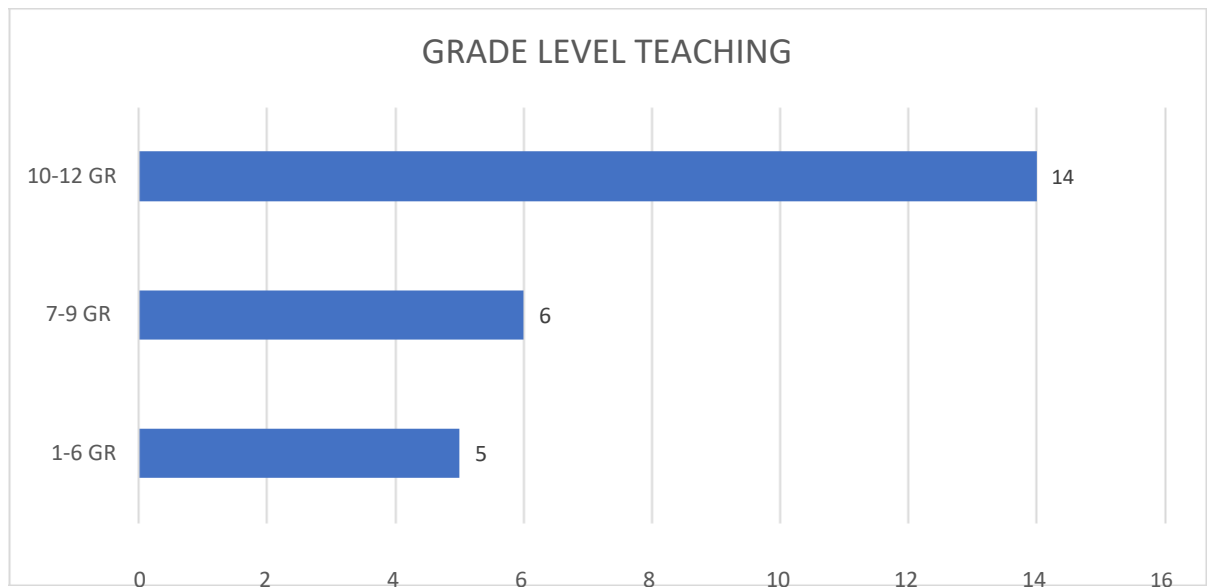
The participants' demographic variables show that most of the respondents in this research were male, 19 (83%) of the participants were male, and 6 (17%) of the participants were female.

Table 3. Presents the Participant's Years of Teaching Experience



The participants' demographic variables illustrate that 8 (35%) of the participants have about 6-10 years of teaching experience, 7 (30%) of the participants have about 1-5 years of teaching experience, 5 (22%) of the participants have about 11-15 years of teaching experience, 2 (9%) of participants have about 16-20 years of teaching experience and 1 (4%) of the participants has about 21-25 years of teaching experience, and 0 (0%) of participants has 26 years and above teaching experience.

Table 4. Participant's Grade Level Teaching



The participants' demographic variables illustrate that 14 (56%) of the participants teach grade levels between 10-12 grade, 6 (24%) of the participants teach grade levels between 7-9 grade, and 5 (17%) of the participants teach grade level between 1-6 grade.

Table 5. The participant's perceptions of professional development.

PROFESSIONAL DEVELOPMENT		
	<i>f</i>	%
SKILLS DEVELOPMENT	9	26
CLASSROOM MANAGEMENT	7	20
QUALITY OF EDUCATION	6	17
DISCIPLINE	5	14
CONTINUOUS PROCESS	4	11
CONFIDENCE	2	6

STANDARDIZED SYSTEM	2	6
TOTAL	35	100

Table 5 The above table reveals the participant's perception of professional development, 9 (26%) of the participants perceive professional development as skills development. One of them stated that.

“ I perceive professional development as the way of learning and experiencing practical skills that align with one's objectives. I also see this as an instrument that enhances and improve employees' confidence(T17)”.

Some of the participants perceive professional development as classroom management; one of the 7(20%) participants stated that.

“ Professional development is the process of re-expanding teachers' knowledge and skills innovatively to become more effective and efficient in the classroom and impact students positively(T11)”.

6(17%) of the participants looked at professional development as the value of education and said that.

“ Professional development in my opinion is activities that are required to improve an educational environment. such improvement cut across Teachers, Students, and Staffers(T2)”.

5(14%) of the participants see professional development as a discipline and one stated that.

“ Professional development refers to activities carried out inside the school, such as classroom management, and how to handle discipline(T7)”.

4(11%) of the respondents perceived professional development as a continuous process and one participant stated that.

“ Professional development is a process of continuously acquiring knowledge and skills as a career person (16)”.

2(6%) of the respondents said that professional development is confidence and one participant stated that.

‘‘ Any continual professional growth activity an individual or teacher is engaged with in improving his or her ability and confidence in teaching and learning process (21)’’.

There were 2(6%) of the participants who responded that professional development is a standardized system and said that.

‘‘ Professional development leads to system best standard (T6)’’.

Table 6. The Participant’s understanding of school-based professional development.

SCHOOL-BASED PROFESSIONAL DEVELOPMENT		
	<i>f</i>	%
SCHOOL SUPPORT FOR TEACHER DEVELOPMENT	9	22.5
REGULAR TRAINING FOR TEACHERS AT THE SCHOOL	7	17.5
DEVELOPMENT ACTIVITIES AT THE SCHOOL	6	15
LEARNING ACTIVITIES ORGANIZED AT THE SCHOOL FOR STAFF GROWTH	6	15
MONITORING AND COACHING AT THE SCHOOL	6	15
SCHOOL-BASED CAPACITY IMPROVEMENT AT SCHOOL	4	10
INTRODUCTION OF NORMS AND VALUES AT THE SCHOOL	2	5
TOTAL	40	100

Table 6 states participants’ responses to the term school-based professional development. 9 (22.5%) of the respondents said the term school-based professional development refers to the school’s support to teachers’ development, 7 (17.5%) of the respondents said school-based professional development refers to regular training for teachers at the school, 6 (15%) of the respondent said it refers to development activities

at the school, 6 (15%) of the respondents said school-based PD is learning activities organized at the school, 6(15%) of the respondents said that PD refers to monitoring and coaching at the school, 4(10%) of the respondents stated that PD refers to school-based capacity improvement done at the school, and 2 (5%) respondents said PD refers to the introduction of norms and values at the school.

‘‘ School-based career growth is the ongoing learning activities organized at the school level to support teachers’ professional growth. These activities involve but are not limited to regular workshops, conferences, meetings, seminars, etc (T23)’’.

‘‘ The term School-Based Professional Development is systems are established within a school to support professional learning and development, most commonly teaches, administration staff, school leaders, and managers (T9)’’.

‘‘School-based professional development refers to the regular training, workshops, orientation, and seminars teachers attend to improve their performance (T3)’’.

‘‘ School-based professional development is the ongoing learning activities organized at the school level to support teacher's professional growth (T18)’’.

‘‘ A school-based professional development is a concept of indoctrinating those norms, and values of a school in such a way that the core values will stand up tall (T14)’’.

‘‘ school-based professional development reminds me of programs that are designed to improve the capacities of school employees, especially teachers (T11)’’.

Table 7. Participants’ responses on how you do to help professional development in your school

SUPPORTING PROFESSIONAL DEVELOPMENT		
	<i>f</i>	<i>%</i>
LEARN NEW SKILLS	10	28
GIVE FEEDBACKS	8	22
SUPPORT THE PROFESSIONAL DEVELOPMENT PROCESS	7	19
CREATE AWARENESS	5	14

ENCOURAGE COLLABORATION	4	11
TAKE OWNERSHIP OF THE PROFESSIONAL GROWTH ACTIVITIES	2	6
TOTAL	36	100

Table 7 demonstrates participants' views on helping in promoting professional development. at the school 10 (28%) of the participants stated that promoting professional development refers to learning new skills, 8 (22%) of the respondents stated that promoting professional development refers to giving feedback, 7 (19%) of the respondent said to help PD refers to supporting the PD process, 5 (14%) of the respondents said to help promote PD is by creating awareness, 4 (11%) of the respondents stated that to help promote PD refers to encouraging collaboration, and 2 (6%) respondents said to help promote PD refers to taking ownership of the PD growth activities.

“ My help as a teacher has been encouraging other teachers to engage in self-development activities and professional development training organized by the school. Attend all orientations, meetings, conferences, and workshops available. I have provided information to my colleagues about professional development opportunities available and always encourage them to take advantage and keep up updated on developments in the education profession (T2)”.

“ My contribution to the promotion of professional development in schools has been to enhance teacher professional development with a distinct focus on the audiences and what their needs are. Additionally, provide a forum for reflection and feedback from their students to monitor and modify their teaching methods and delivery (T13)”.

“ My help as a teacher has been encouraging other teachers to engage in self-development activities and professional development training at the school (T7)”.

“ As a teacher, my help has been taking time to learn new skills to improve my teaching and learning. I also encourage my colleagues to do the same (10)”.

‘’ Providing training support and working collaboratively with young academic professionals who are passionate about contributing back to society. This has been mainly achieved through workshops (T19)’’.

Table 8. Participant’s views on what you do to make sure that professional development is functionally effective at your school.

ENSURING FUNCTIONAL AND EFFECTIVE PROFESSIONAL DEVELOPMENT		
	<i>f</i>	%
SHARE INFORMATION	10	25
RECEIVES FEEDBACKS AND IMPROVE	8	20
FOCUS ON ACTIVE LEARNING	6	15
TIME MANAGEMENT	4	10
ENSURE STANDARD	4	10
HELP WITH PLANNING AND IMPLEMENTATION	4	10
SUPERVISION AND EVALUATION	3	7.5
LEAD WITH EXAMPLE	1	2.5
TOTAL	40	100

Table 8 demonstrates participants’ opinions on how to ensure professional development is functional at the school 10 (25%) of the participants stated that it is by sharing information, 8 (20%) of the respondents stated that receiving feedback and work on improving, 6 (15%) of the respondent said to ensure PD is functional, focus on active learning, 4 (10%) of the respondents said time management, 4 (10%) of the respondents stated that ensure standard, 4 (10) of the participants stated help with planning and implementation, 3 (7.5) of the respondents said supervision and evaluation and 1 (2.5%) respondents said lead with example.

‘’ I engage my colleagues on a one-on-one basis in friendly conversation exchanging ideas and feedback on topics discussed at the training. I also monitor the results and attitudes of students being taught by them (T8)’’.

‘‘ Help with the planning and implementation of workshops, and seminars and collect feedback from other teachers (5)’’.

‘‘ I do ensure functional professional development at school by devoting time to timely supervision and performance evaluation processes (T12)’’.

‘‘ We ensure professional growth is functional by organizing peer visits and engaging in work shadowing and team teaching at the school (T4)’’.

‘‘ To ensure professional activities are functional at my school, I learn during the workshop and apply it in my teaching and experience better results, and my students learning, and results improve (15)’’.

Table 9. Participants’ views on factors hindering the support of teacher professional development at the school

FACTORS HINDERING THE SUPPORT OF PROFESSIONAL DEVELOPMENT AT THE SCHOOL		
	<i>f</i>	%
LIMITED FUNDING	13	37
INSUFFICIENT TIME/WORKLOAD	7	20
LIMITED TRAINING RESOURCES	5	14
POOR COOPERATION	5	14
LACK OF QUALIFIED TRAINERS	2	6
POOR PLANNING	2	6
BAD ROAD NETWORK	1	3
TOTAL	35	100

Table 9 demonstrates participants’ views on issues preventing the support for professional development. at the school 13 (37%) of the participants stated that the lack of funding prevents professional development at the school, 7 (20%) of the respondents stated that insufficient time and workload of teachers prevent professional development at the school, 5 (14%) of the respondent said limited training resources prevents the support for PD at the school 5 (14%) of the respondents said poor coordination, 2 (6%) of the respondents stated that the lack of qualified trainers, 2 (6)

of the participants stated that poor planning and 1 (3%) respondents said bad road network prevents the support of PD at the school.

‘‘ The major challenge preventing us from developing ourselves is the lack of time (workload) and the unavailability of funding. We are supposed to encourage our personal growth, but how can we find the time for all the meetings required by the policy when teachers don't have even one available period per week and aren't given the resources to continue their education? Instructors are overworked and understaffed. For instance, a departmental head in the foundation phase is a full-time classroom teacher who is required to teach in all subject areas, along with overseeing the work of other teachers (T11)’’.

‘‘ The issues preventing the support of professional development in school are the inadequacy of in-service training, problems for functioning, and individual problems by understanding the different learning abilities and capacities of the students (T16)’’.

‘‘ The major challenge preventing us from developing ourselves is the lack of time and unavailability of funding (T3)’’.

‘‘ The minimum allocation of finances for teachers' training programs is the primary issue preventing the support of professional development at my school (T13)’’.

‘‘ Administration creating a non-realistic plan for activities and the lack of professional development resources for teachers at the school (T5)’’.

Table 10. Participants’ responses on some mechanisms put in place for continuous teacher professional development in your school.

MECHANISM FOR CONTINUOUS TEACHER PROFESSIONAL DEVELOPMENT		
	<i>f</i>	%
REGULAR TRAINING	9	24
REGULAR REFRESHER WORKSHOPS	9	24
REGULAR PEER LEARNING INITIATIVES	7	19

COLLABORATIVE PLANNING	5	13
PERFORMANCE APPRAISALS	4	11
COACHING AND MENTORING	3	9
TOTAL	37	100

Table 10 reveals participants' views on mechanisms for continuous teachers' professional development. at the school 9 (24%) of the participants regular training for teachers, 9 (24%) of the respondents stated regular refresher workshops, 7 (19%) of the respondent said regular peer learning activities, 5 (13%) of the respondents said collaborative planning, 4 (11%) of the respondents stated performance appraisal, 3 (9) of the participants stated coaching and mentoring.

“ Teachers that attended the workshops organized by the County Education office had the most data relating to lesson plans, Pedagogy, and Teaching styles. The value of joining these workshops, meetings, training, and conferences was that lecturers returned and communicated the knowledge they achieved. I make sure that I produce a platform for data sharing once somebody has joined a meeting at the same time as an educator, upon my return from the meeting or workshop, I offer opinions and share data to make sure everybody is informed regarding academic problems (T19)”.

“ A regular refresher training is held by all subjects' committees and all old and new teachers are oriented at the beginning of the school year (T6)”.

“ In my school, I have made it mandatory for all teachers; new and old to attend professional development classes on a regular base. Penalties are given to those staff that missed out. And rewards are given to teachers that attend and are practicing it daily in the classroom (T22)”.

“ Some mechanisms put in place for continuous teacher professional development in my school are Periodic teacher training programs and just teachers' appraisal (T21)”.

“ The following mechanisms have been put in place: training for advanced learning coaches, mentorship for new coworkers, peer evaluation, and observation. (T2)”.

Table 11. Participants’ responses on teacher professional development initiatives your school offer to improve teaching techniques, pedagogical understanding, and subject-matter expertise.

PROGRAMS FOR TEACHER PROFESSIONAL DEVELOPMENT AT THE SCHOOL		
	<i>f</i>	%
WORKSHOPS	8	26
LESSONING PLANNING	6	19
CLASSROOM MANAGEMENT	5	16
IMPROVE TEACHING STYLES	4	13
SKILLS BASED TRAINING	3	10
FEEDBACK AND REFLECTION SESSIONS	3	10
PEDAGOGY TRAINING FOR ALL	2	6
TOTAL	31	100

Table 11 explains participants’ views on professional development. activities to boost teachers’ teaching 8 (26%) of the participants said workshops, 6 (19%) of the respondents stated lesson planning, 5 (16%) of the respondent said classroom management, 4 (13%) of the respondents said improve teaching styles, 3 (10%) of the respondents stated skills-based training, 3 (10%) of the participants stated conducting feedbacks and reflection sessions, and 2 (6%) of the participants said pedagogy training for all teachers.

“ Professional Development activities engaged with the school to boost teacher teaching/pedagogical skills/subjects’ skills are as follows: a. Focus on Feedback and Reflection. b. There must be a clear focus on the groups attending and what their needs are. c. Model Best Practices. d. Set Relevant Goals (T16)”.

“ Conducting professional lecture series and participating in workshops, symposiums, and webinars are professional development activities that I am engaged with at my school to boost teacher teaching/ pedagogical skills/subject skills (T13)”.

‘ Skilled development activities we engaged with at the school embody Pedagogy, lesson planning, method of Teaching, Use of Technology within the classes, etc, to assist lecturers to continue so far with recent developments in education to realize good results (T8)’.

‘ All my professional development activities are self-initiated or invitations from the county educational office (T2)’.

‘ The professional development activities here are fixed and can’t change. We do lesson planning and classroom management year in and year out (T9)’.

Table 12. Participants’ responses on how frequently you organize teacher development discussions/training at your school.

FREQUENCY OF PROFESSIONAL DEVELOPMENT ACTIVITIES		
	<i>f</i>	%
TWICE A YEAR	8	43
ONCE A YEAR	5	26
NOT AT ALL	3	16
SIX TIMES A YEAR	2	10
THREE TIMES A YEAR	1	5
TOTAL	19	100

Table 12 The above table reveals the participant’s views on the frequency of professional development activities at the school, 8 (43%) of the participants stated that professional development activities take place at least two times a year. One of them stated that.

‘ It is good to organize teacher professional development workshops/Seminars within the school and at my school, it is organized two times a year for training teachers to improve their time management and organization skills. As a result, teachers are more productive and have more time to devote to pupils rather than administrative tasks. (T18) ‘.

Some of the participants said professional development training occurs once a year; one of the 5 (26%) participants stated that.

“Teachers’ training is not frequent and enough because it is offered once every year with no additional training or new knowledge (T14)”.

3(16%) of the participants said that there is nothing like professional development training at the school and spoke.

“ Since I got employed as a teacher here, I have not been invited to any professional development training organized by the school, and all new skills acquired are done personally (T5)’.

2 (10%) of the participants said they receive professional development training at least six times a year and one stated that.

“ It's done after every school period (T7)”.

1 (5%) of the respondents said they receive professional development training three times and stated that.

“ Workshops are organized at the start of the academic school year, in the middle, and at the close of the school year (T10)”.

Table 13. Partakers’ responses to what extent can you explain in detail the professional development events that took place during these seminars/training

DETAILS OF PROFESSIONAL DEVELOPMENT EVENTS THAT TOOK PLACE AT THE SCHOOL		
	<i>f</i>	%
PRESENTATION AND REPORTING	14	27
LESSON PLANNING	11	21
CLASSROOM MANAGEMENT	9	18
PRE AND POST ASSESSMENT	7	14
TEAM PAIR SHARING	5	10
TIME MANAGEMENT TRAINING	3	6
TEACHING STYLES	2	4
TOTAL	51	100

Table 13 shows participants' views on details of specialized growth events that took place at the school 14 (27%) of the participants stated that they received a presentation and reporting training, 11 (21%) of the respondents stated that they attended lesson planning workshops, 9 (18%) of the respondent stated that they received training in classroom management, 7 (14%) of the respondents said that they participated in the pre and post assessment at the training, 5 (10%) of the respondents stated that they participated in team pair sharing activities at the workshops, 3 (6%) of the participants said that the also received time management training, and 2 (4%) respondents said they received training in teaching styles.

“ Development activities that took place during the seminar, workshop, or conference, include lesson presentations, time management, helping students with special needs, etc”.

“ The workshop started with a formative assessment, the training, and ended with a final assessment. We had time for questions and answers as the sessions were being conducted (T2)”.

“ The specialized training events that happen during the workshop are educating teachers on how to professionally manage classrooms considering students' reactions. I am aware that classroom management refers to the strategy educators employ to make sure teachings are delivered effectively in class without interference from students' disruptive conduct. (T8)”.

“ Development activities that come about throughout seminars and workshops comprise classroom management, presentation lesson planning, time management, and serving students with special desires (T14)”.

“ The training focuses on a teacher having a student-centered classroom, lesson presentation, classroom engagement, and lesson preparation (T17)”.

“ The activities are routine. Lesson planning, classroom management, and pedagogy (T6)”.

Table 14. Participants’ responses to what extent do teachers work together in professional development activities within your school?

TEACHERS WORK TOGETHER DURING PROFESSIONAL DEVELOPMENT WORKSHOPS		
	<i>f</i>	%
GROUP WORK	9	29
GROUP DISCUSSIONS	8	26
SUBJECT COMMITTEES	7	23
PEER-TO-PEER COACHING	3	10
TEAMWORK	2	6
VETERAN AND NOVICE	2	6
TOTAL	31	100

Table 14 shows participants’ opinions on how teachers work together during professional development workshops 9 (29%) of the participants stated that they work together as a group, 8 (26%) of the respondents stated that they work together through group discussions, 7 (23%) of the respondent stated that they work together through subject committees, 3 (10%) of the respondents said that they work together through peer-to-peer coaching, 2 (6%) of the respondents stated that they work together through teamwork, and 2 (6%) of the participants said that they also work together through veteran and novice conversations.

“ Teachers are trained to train other teachers at the school level. Since one of the responsibilities of a schoolteacher is to be a lifetime learner, I also tell other teachers that they are in charge of their professional growth. To stay up with new advancements and changes in our field, I always encourage instructors to enroll in higher schools. As I indicated previously regarding the department's workshops, I urge them to go to such training sessions (T11)”.

“ During the training, teachers are grouped according to their grade level and subject specifications to work and present what they have learned (T7)”.

‘‘Teachers work together during professional development at the school because we have a regular training workshop during the school year. Teachers are trained to train other teachers at the school level (T9)’’.

‘‘ The important players in ensuring that teachers are well-versed in both material and pedagogical expertise are the subject committees at the school (T15)’’.

‘‘ Teachers work together during professional development workshops/seminars at my school by having constructive debates and sharing ideas on subjects relative to their growth and the growth of their students (T16)’’.

‘‘ Teachers are placed in working groups and teams to research, discuss and find solutions to a given task or resolve basic challenges encounter in the classroom (T5)’’.

‘‘ During teacher’s workshops, we are grouped based on our experience and subject matter. We work in teams to improve students learning experience (T13)’’.

Table 15. Participant responses to what you do as a teacher to ensure that you benefit from school-based professional development.

BENEFITS OF SCHOOL-BASED PROFESSIONAL DEVELOPMENT		
	<i>f</i>	%
PARTICIPATE IN THE PD PROCESS	12	37.5
APPLY KNOWLEDGE LEARNED	8	25
ENCOURAGE OTHERS TO PARTICIPATE	5	16
COMPLETE THE PD PROCESS	4	12.5
EXPRESS WILLINGNESS	3	9
TOTAL	32	100

Table 15 shows participants’ opinions on how teachers guarantee and benefit from school-based professional development 12 (37.5%) of the participants stated that they participate in the professional development activities at the school, 8 (25%) of the respondents stated that they apply the knowledge they learned from the training, 5 (16%) of the respondent stated that they encourage other to participate in training, 4 (12.5%) of the respondents said that they complete the PD activities at the training,

and 3 (9%) of the respondents stated that they express willingness to always learn new skills.

“ The role of a teacher to guarantee the benefit from school-based Professional Development is for teachers to be responsible for shaping a child's future, making him/her a better human being with good values, tradition, and modern-day challenges (T13)”.

“ I encourage all teachers to participate in every workshop, and conference organized by the school because they are important to teaching and learning purposes (T17)”.

“ I have always expressed willingness to acquire new skills. Hence, I take classes and attend professional or industrial conferences. This has helped me earn certificates and expanded my knowledge in my career (T19)”.

“ My role as a teacher is to always attend professional development courses and seminar that would help me develop myself and benefits the student (T12)”.

“ My role as a teacher to guarantee that I benefit from school-based professional development has been to adequately put into practice professional teaching techniques that I have acquired through professional teaching studies. Helping each of my students to make a pass is my fundamental role (T3)”.

“ I encourage teachers to participate in each workshop, conference, and orientation organized by the school because they are necessary for teaching and learning functions. It impacts teachers with the mandatory content and educational information from well-experienced lecturers and old-time educators (T4)”.

CHAPTER V

DISCUSSION

Introduction

This study's goal was to understand professional development's impact on teacher teaching and student academic achievement in Liberian secondary schools. In the previous chapter, I covered the analysis of the findings and provided the data that were obtained through semi-structured interviews and file analysis. The discoveries that came to light in answer to the study questions are covered in this chapter. Also described are the limitation and suggestions.

The conclusions address the following research inquiries:

1. What is the perception of teachers on professional development in schools?
2. How does teachers' professional development contribute to student academic achievements in secondary schools in Liberia?

5.1 Summary of the findings

The findings are as follows:

1. Teachers are very important in the school's professional growth.
2. Limited funding, unrealistic planning, and inadequate time impede the progress of professional development activities.
3. Through cooperation and teamwork, teachers facilitate professional growth that takes place in the school.
4. School-based professional development is made possible by teachers' participation in routine professional development activities.
5. Teachers overloaded with work and lack of cooperation impede their professional development.
6. Teachers should be inspired and given the time and freedom to advance their careers.

5.2 Discussion

The respondents had a solid comprehension of teacher career growth, according to the first important finding. They clearly understood the definition of professional development, as evidenced by the comments they gave throughout the semi-structured interviews. They referred to it as an "ongoing learning process," which I took to mean that it is something that teachers do continuously throughout their careers.

It takes a lifetime to develop professionally as a teacher. This is consistent with the assertions made by Darling Hammond et al. (2009) that rigorous and continuing career growth is necessary. This suggests that training for teachers should be ongoing and cumulative. The results show that teacher professional development improves the bond between the teacher and the student's academic achievements.

The study also showed that teachers are aware of their responsibility to preserve a healthy working relationship since doing so would ultimately lead to enhanced student learning. This result suggests that participants were aware that teacher development is a talent that extends beyond the university or college level and involves enabling teachers to be competent.

The study findings also show that major of the teachers supported school-based professional development in a variety of ways. The first supportive strategy was due to discussions and training for professional development. They discussed the many methods they encouraged or enabled career advancement in their school-based setting. This result showed that teachers highly valued developmental meetings and workshops as a basis for teacher career growth.

Participants in these workshops and discussions for continuous growth spoke about the creation of subject matter committees, and discussions held by such groups are provided more attention since they are seen as a resulting cause of uninterrupted progress. These topical sessions align with one of the fundamental components of successful growth.

Others were teamwork and collaboration, according to the participants. This result demonstrated that teachers inspired and motivated their colleagues to function as a cohesive team. Most participants agreed that encouraging cooperation improved chances for teacher professional growth inside the institution. The results showed that

collaboration increased trust among instructors inside the school and that teachers did not feel embarrassed or afraid to seek help from others since they worked as a team.

The results of this study show that teachers promoting mentorship programs are another crucial factor. This research demonstrated how mentorship programs, especially for new teachers, may be established and supported in schools to guarantee teachers' professional growth. The study found that teachers urged younger schoolteachers to act as mentors and encourage the progress of new and young teachers' abilities.

The conclusion that the time allotted for instruction and learning consumed the majority of the time led instructors to take part in career improvement activities during breaks. The research found that because the majority of teachers were responsible for teaching many subjects to multiple grades, it was challenging to find time for teacher development activities.

Therefore, specialized growth activities must be distributed across a semester and must involve about 20 hours or more time," states Desimone (2011, p. 29). Considering the assertion, it appeared to be highly challenging for teachers to encourage teacher skilled improvement in a situation where time restrictions restricted the developing interests that could be carried out in a school.

CHAPTER VI

CONCLUSION

6.1 Overview

This chapter summarizes the entire research. It begins by giving a succinct general explanation of the study that reflects the research topic, goals, and data-gathering methods. Second, the chapter summarizes the results by the study's goal. The chapter concludes by offering suggestions for the next steps and topics for more research.

6.2 General Summary of the Study

This study looked at professional development and its impact on teachers' teaching and students' academic achievements. Objectives of the study were established to achieve the aim, and research questions were created based on the objectives (Chapter One). Chapter Two's evaluation of the relevant literature revealed that teachers are crucial to the growth of their schools and the academic success of their students. In Chapter Three, the technique for conducting this examination was laid forth. To find a total of 25 respondents, data were gathered using Google forms and both random and purposeful sampling strategies were used. Teachers were given questionnaires to fill out using Google Meetings and WhatsApp, interviews were conducted, and documents were reviewed throughout the actual data-gathering process. The gathered data were presented, examined, combined, and qualitatively reported.

6.3 Conclusion

In this chapter, the study was summarized, and the results were discussed regarding the research topic. Data were produced through an analysis of semi-structured open-ended interviews. The data obtained was examined using thematic analysis. According to the study's conclusions, subject groups that are functionally established and that inspire teachers to attend workshops and training are effective approaches to improving teachers' teaching and student achievements in secondary schools. Policymakers and implementing partners should think about how to promote and encourage participation as well as how to make sure that opportunities fit teachers' perceived needs while attempting to satisfy teachers' professional development obligations.

This must be weighed against the expense, both financially and in terms of teachers' time. The perceived requirements of teachers should also be in line with the larger objectives for school improvement, as well as how well their professional growth is integrated with school-based methods for feedback and appraisal as well as general school evaluations. Schools and government entities should spend heavily on teachers' professional growth and school improvement. The level of unmet demand that teachers continue to express is concerning and may point to a mismatch between the support offered and the requirements of teachers in terms of content and delivery methods.

It is interesting to note that the activities teachers perceive as being the most beneficial for their personal growth are also the ones for which they are most likely to have had to incur full or partial financial responsibility and invest the most time. This does not necessarily imply that all instructors' costs for participating in training programs and research should be covered in full, but rather a better balance between those who pay and those who gain should be found. Additionally, teachers encouraged cooperation and teamwork through team teaching, subject meetings, professional development sessions, and networking with knowledgeable educators from other schools. Headteachers encouraged the growth of other teachers' collegiality by using mentoring programs and oversight.

Teachers listed the elements that gave them the ability to encourage professional development in the school. Teachers who were motivated, the execution of planned professional development activities, frequent class inspections, teacher engagement, and frequent meetings were some of these enabling aspects. The teachers also noted other issues that made it hard for them to encourage professional development, such as heavy workloads, a lack of time for professional development activities, and uncooperative colleagues. They also offered solutions, such as scheduling time and space in schools for professional development events and encouraging teachers to take part voluntarily.

6.4 Recommendations

The following recommendations for action are made:

1. All newly recruited schoolteachers should get leadership training from the government of Liberia through the Ministry of Education or the TTIs, and those who are currently teaching should regularly attend in-service training to strengthen their capacity to execute secondary education reforms.
2. Instead of placing a significant burden on the parents of most people who still live in abject poverty, the government of Liberia should deliberately establish measures to adequately equip secondary schools. Along with this, the services should be provided with the required tools, books, and employees.
3. By offering affordable housing, housing allowances, and other compensation that may entice instructors to continue happily in the teaching profession, the government of Liberia should establish a favorable working environment for teachers.
4. The government of Liberia must provide regular seminars and workshops to give teachers the skills they need to adapt to the new changes brought on by the new syllabus approach. It should be highlighted that classroom teachers, as opposed to those who do not now attend classroom instruction but have other formal obligations, find seminars and workshops to be essential.
5. To improve the existing secondary schools, the government of Liberia should put off and discourage the building of new ones and instead concentrate on providing the necessities like adequate instructors, a library, a lab, and other essential teaching and learning facilities.
6. I advise using the holiday breaks for such activities. The contact time for teaching and learning won't be impacted, which would be helpful.
7. Professional development events in the school calendar so that everyone is aware of them. These programs should be planned in notional time so that all instructors will respect them if they take place during school hours.

8. I recommend the DoE regularly host workshops for teachers that will provide them with the necessary skills. Finally, I suggest conducting a study on how teachers might use their professional development to further their careers.

6.5 Recommendations According to Findings

1. Awareness and frequent encouragement for teachers' professional growth.
2. School-based, school-focused, and externally directed training programs should be available to help teachers, especially new and inexperienced teachers develop and accomplish educational goals in line with the demands of the school.
3. Teachers should be encouraged to participate in professional development and provided the time to do so in addition to their regular daily obligations.
4. Teachers should be given the appropriate workload to enable them to have time to engage in other professional development activities on or off campus.
5. A mentorship program is an essential part of teachers' professional development, especially since all teachers regardless of their level of experience need mentoring because there are constantly new advances in the field of education.
6. Regular evaluation of teachers and appraisal of best-performing teachers at the school level.
7. Teachers interact often throughout training, which lowers mistrust and increases teacher satisfaction. It is simple for me to use instructors according to their talents to help one another and foster teacher cooperation when they have forged friendships and trust.
8. Encourage more pedagogical training for all teachers.
9. Encouragement of team teaching within a school enabled frequent teacher interaction to discuss subject matter and allows teachers to no longer be frightened of one another when asking for help because they frequently speak about matters about their profession.

10. Teachers' participation in decision-making has a sense of ownership over the events taking place in the school. When teachers are given a voice in choices made at their school, they genuinely enjoy the experience and feel incredibly valued and appreciated.

6.6 Recommendation for further research

The study recommends that more information would be useful for drawing more thorough conclusions on professional development and its impact on teachers' teaching and students' academic achievements. Multiple perspectives to either support or refute topics would be provided via interviews that were extended to all other schoolteachers.

Data like classroom assessments, end-of-course exams, and scores might be used to quantify student accomplishment at the secondary school level to show professional development's impact on student achievement. It is possible to use student conduct records, such as referrals to the office, as a gauge of impact.

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APPENDICES

Research Information Sheet

TITLE OF STUDT

Professional development and its impacts on teacher teaching and student academic achievement in secondary schools.

PRIMARY RESEARCHER

Name – JEREMIAH JIMMY COOPER

Department – Education Management and Administration

Address – Egemen Sokak City- Gonyeli State -Lefkosa

Phone - +905338770818

Email – jjcooper501@gmail.com

PURPOSE OF STUDY

The study aims to understand professional development and its impact on teachers' teaching and student academic achievement in secondary schools in Liberia and to collect all this information from participants for academic purposes.

PROCEDURES

A structured interview will be conducted to collect information from the participants. The estimated time required to complete a session is about 10-15 minutes and the total time of the study would be four months. The use of video/audiotaping will be needed for the data collection.

RISKS

All the information provided by the participants of this study will be used only and straight for academic purposes and no third party will access the information for any reason. You are at liberty to discontinue answering the interview question and all information given be discarded at any given time of the interview.

BENEFITS

There is no direct benefit to you for participating in this research. But we are hopeful that all the information provided for this study may enhance the knowledge of professional development impact on teachers and students academically in improving the educational profession.

CONFIDENTIALITY

Please do not write any information that may identify you.

Every effort will be made by the researcher to preserve your privacy including the following:

Keeping notes, interview transcription, and any other identifying participant information in the locked file cabinet in the personal possession of the researcher.

Assigning code names/numbers for participation that will be used on all research notes and documents.

All participant's data will be kept private except in the case where the researcher is legally obligated to report specific incidents. These incidents include but are not limited to incidents of abuse and suicide risks.

CONTACT INFORMATION

If you want to make inquiries at any time about this research, or if you experience adverse effects because of joining this research, you may contact the researcher whose contact information is provided on the first page. If you also have questions regarding the rights as a research participant, or if a problem arises that you do not feel you can discuss further with the Primary Researcher directly by phone at +905338770818 or the email address jjcooper501@gmail.com

VOLUNTARY PARTICIPATION

Your participation in this research is completely voluntary. It is up to you to decide whether to participate in this research. If you decide to join this research, you are still at liberty to withdraw at any time without giving a reason or having to justify it to anyone. Withdrawing from this research will not have any effect on you or your

relationship with your personal life or career if any. If you discontinue the research before the data is completed, your data will be returned to you and discarded.

NEAR EAST UNIVERSITY
Application Form for Ethical Approval

1. Title of the study
<i>Professional development and its impacts on teacher teaching and student academic achievement in secondary schools.</i>

2. Primary applicant <i>Notes: Please note that by entering your full name below, you will be considered as signing this form.</i>	
Full Name and Signature	<i>Jeremiah Jimmy Cooper</i>
Graduate School	<i>Institute of Educational Sciences</i>
Department	<i>Educational Management and Administration</i>
Contact e-mail & phone number	<i>jjcooper501@gmail.com</i>

3. Research Team <i>Notes: If there are other researchers included in this study (including supervisors), their names, titles, affiliations, emails, and roles in the project should be provided. Please note that by entering your full name below, you will be considered as signing this form. Please add as many people as required by adding new rows below.</i>	
Full Name and Signature:	<i>Assoc. Prof. Dr. Fatma Köprülü</i>
Role:	<i>Supervisor</i>
Email:	<i>fatma.koprulu@neu.edu.tr</i>

4. Funding Body <i>Notes: Please provide the details of the funding body if your research received funding from a funding body.</i>	
Name of the Funding Body	Click here to enter text.
Contact Person	Click here to enter text.
Contact e-mail address & phone number	Click here to enter text.

Appendix A

Survey Questions

Professional development and its impact on teachers teaching and students' academic achievement in secondary schools in Liberia.

SECTION ONE: DEMOGRAPHY ASSESSMENT OF THE PARTICIPANTS

1. Age:

18-24

25-30

31-35

36-40

41-45

46-50

51 and above

2. Gender:

Male

Female

3. How many years of experience as a teacher do you have?

1-5

6-10

11-15

16-20

21-25

26 and above

4. The total number of years teaching at this school?

1-5

6-10

11-15

16-20

21-25

26 and above

5. Grade level currently teaching? (Check all that apply).

1-6 7-9 10-12

SECTION TWO: SEMI-STRUCTURED OPEN-ENDED INTERVIEW

QUESTIONS

9. What are your perceptions of professional development?

10. What comes to mind about the term school-based professional development?

11. What has been your help in promoting professional development in your school?

12. What do you do to ensure that professional development is functioning and effective in your school?

13. What are the issues preventing the support of teacher professional development at your school?

14. What are some mechanisms put in place for continuous teacher professional development in your school?

15. What teacher professional development activities are you engaging with at your school to enhance teacher teaching/ pedagogical skills/content skills?

16. How frequently do you organize teacher development workshops/seminars within the school?

17. To what extent can you describe in detail the professional development activities that take place during these seminars/ workshops?

18. To what extent do teachers work together in professional development activities within your school? Explain why?

19. What do you do as a teacher to ensure that you benefit from school-based professional development?

Appendix B

Participant's Letter of Consent

Dear Participant,

We are carrying out this study to investigate professional development and its impacts on teachers' teaching and student achievement in secondary schools. The interview forms are divided into two sections: Section A demographic section and Section B eleven open-ended questions about professional development and its impacts on teacher teaching and student achievement in secondary schools. I am kindly requesting that you provide us with a truthful and reliable answer. The information you are going to provide will be kept private and will only be used for academic purposes.

Thank you!

Appendix C

02.12.2

022

Ethical Committee Approval Letter

Dear Jeremiah Jimmy Cooper

Your application titled “**Professional development and its impacts on teacher teaching and**

student academic achievement in secondary schools.” with the application number

NEU/ES/2022/918 has been evaluated by the Scientific Research Ethics Committee and granted

approval. You can start your research on the condition that you will abide by the information

provided in your application form.



Prof. Dr. Aşkın KİRAZ

The Coordinator of the Scientific Research Ethics Committee

Note: If you need to provide an official letter to an institution with the signature of the Head of the NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

Cooper's Final Report

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