EFFECTIVE TEACHING FOR CLASSROOM MANAGEMENT WORKSHOP: THE GHANAIAN TEACHERS' PERSPECTIVES AND EVALUATION

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ABSTRACT

The paper is about teachers' reflection on and evaluation of continuous professional training and development. It is a qualitative survey, grounded in narrative inquiry framework of educational research with the assumptions that humans are social storytelling organisms. With a convenient sampling technique, 619 responses were received from 778 participants. Adopting a participant-centred mode of teaching, participants evaluated the workshop in their own words. With a human cognition of thinking, learning, and understanding, comments were classified into Bloom's (1956) three learning domains of cognitive, affective, and skills combined with Perry & Booth's (2021) concept of evaluating facilitators and workshop organizations and Kirkpatrick's (1998) four levels of evaluation. Participants insisted that this workshop be extended to other schools to build the required foundation for students. They mentioned also that their exposures to contemporary instructional strategies meet the globally acceptable standards and are challenged as 21st century teachers. Participants maintained that they would go back to the classroom with different mind-sets to include learners during lesson planning.

KEYWORDS

Capacity Building, Effective Teaching,   Classroom Management,   Cognitive Learning,   Pedagogy

1. INTRODUCTION

Education is a means of social growth, a formidable force and an essential tool that helps to develop a nation by opening doors to economic and social development as the doors for poverty are closed [1]. It is to be noted that the teacher is the sole definer of students' academic achievement among multiple factors [2], and that nothing influences students' success more than the teacher [3]. These assertions are vivid when teachers adopt effective teaching and learning strategies that take care of the learners' needs and interests as they explore all available means including in-service training to guarantee students' grips of concepts to transform their lives and the society. With this narrative, the Ministry of Education have historically, as part of its main functions, provide in-service training opportunities for teachers, irrespective of their academic certification, to complement the pre-service teacher education they receive to improve teacher quality (Act 2020, Act 1023).

Capacity building as a regularly used term in professional development discourse is defined as the ability of codependent rudiments of people, organization, and society to accomplish professional matters successfully [4]. While the organization provides the framework for the individuals' capacities that focuses on knowledge and skills to achieve collective goals through the provision of facilities, society provides the enabling environment in which the organization functions, using policies, rules, norms, and values to govern the mandates and modes of operation through the individual. Therefore, there is the need for effective teachers to increase the quantity,

diversity, and quality of training to affect the learners' academic achievement [5]. These needs are to be continuously adapted and updated to conform to the new contexts that are evaluated to know whether training programmes have been effective.

Effective training enhances teachers' knowledge and acquisition of new teaching skills which make them more efficient and productive in the classroom for the benefit of the learner. This value of training talks about the extent to which knowledge and skills are gained as means of bridging the gap in existing activity of evaluation of effective teaching for classroom management workshop. To this, the teachers are required to transfer the acquired competences to the classrooms to improve learners' academic achievement [71]. So, the aim of providing professional development training is to ensure that teachers perform better in their current role to improve students' performances than previously. Additionally, training for effective teaching is to help teachers to manage classroom activities as an essential factor to support the teaching and learning process for the benefit of the learners (NTECF, 2018; NTS, 2018). In this instance, training evaluation is carried out to indicate the extent to which teacher professionalism is authenticated as an instrument to improve their teaching skills and enhance return on investment. Also, teachers' professional training is a source of achieving competitive advantage as the knowledge and skills they gained provide valuable benefits to the education industry and the learners in particular [72].

To transform pre-tertiary education, the government of Ghana initiated some reforms to improve learning outcomes under the Education Strategic Plan (ESP, 2018-2030) in November 2018 by the Ministry of Education [73]. One of such interventions to professionalize teaching and ensure standards is the Ghana Accountability for Learning Outcomes Project (GALOP). This is a five-year project with the objective of improving the quality of education in low-performing pre-tertiary schools as a means of strengthening the sector for equity and accountability [73]. The three main priorities of the project are to improve learning outcomes, enhance accountability and promote equity. The main objective, therefore, is to make educational system relevant to the international developmental standard and to renew the goals and aspirations of the teacher. These goals include the enhancement of teachers' capacity to teach effectively, school heads to effectively manage the schools for improved outcomes, and School Improvement Support Officers (SISOs) to strengthen school inspection and supervision. In addition, the project is to enhance the capacities of District/Municipal/Metropolitan Education Directorates through the use of educational management principles to make sure that the Ghanaian educational system adjusts to contexts, and time as well as to advance in technology as the learners create and innovate in the knowledge economy. This new reform establishes clear performance standards to guide teaching, learning, assessment, and grading of students in a bid to contribute to the achievement of the Sustainable Development Goal 4 (SDG 4), which is geared towards the improvement of learning outcomes at pre-tertiary level [73]. SDG 4 is an educational goal that aims to guarantee inclusiveness and equitability of quality education in promoting life-long learning opportunities for all [74]. Target 4.4 of SDG 4 which alludes to the need of increasing the number of quality teachers with relevant skills for success, teachers are expected to make students feel more secured to achieving their dreams through creation of conducive classroom climate using appropriate instructional strategies based on mutual trust and respect [6]. This idea about classroom safety is believed to have positive influence on student self-efficacy in academic and professional achievement [6]. Based on these points, professional development training becomes crucial in determining the ability of the teacher to deliver lessons effectively for learners' understanding of concepts.

Academic performances in recent years have been very poor and one of the ways of resolving this performance is to enhance teachers' competences in teaching skills. In 1994, an Education Reform Review Committee (ERRC) was set up to evaluate the achievements of the 1987

education reforms [7]. The Committee found out that even though the Education Reform Programme Reform Programme (ERP) had achieved success in increasing enrolments and improvement in educational facilities, teaching and learning effect persist to be meaning fully deficient [7]. The all-embracing implication of the reform was the increase in accessing basic education and upsurge in resource input, however, this could not be sustained unless effective teaching and learning are complemented [7]. Therefore, to improve the quality in teaching and learning, pre-service and in-service teacher training programmes are meant to ensure the production of well-qualified teachers. However, indication coming from small to large-scale evaluation studies of learners' academic performance shows that teacher quality with respect to effective teaching is absent [7]. For instance, a study conducted by the Centre for Research into Improving the Quality of Primary Education in Ghana (CRIQPEG), at the University of Cape Coast in 1995 showed that pupils' achievement was embarrassingly poor and had not made any significant gains despite reform efforts. CRIQPEG's revelation was that at grade five, 40-50% of pupils tested could not decode passages from grades two, three, four and five English Language books. However, only one-sixth and one-third of grades 4 and 5 children could respectively decode a reading passage from grade four English Language book with at least 70% accuracy [8].

In another development, the results of performances of JHS 2 pupils in TIMSS in 2003, indicated that the Ghanaian pupils' average score of 276 points was below the international average score of 467 points and below the international benchmark of 400 points [10]. Similarly, in 2007 Ghana's average score of 316 points was below the international average score of five hundred points and below the lowest international benchmark score of four hundred points [11]. TIMSS in 2011, as reported by International Association for the Evaluation of Educational Achievement (IEA) in 2012 has emphasized that among the eight grade participating countries, only Ghana had low performed students, with a low percentage achievement [12].Ghana's low performance means that the students who participated in the TIMSS 2011 performed below the Low International Benchmark of 400 points; Advanced International Benchmark of 625 points; High International Benchmark of 550 points; Intermediate International Benchmark of 475 points; and Low International Benchmark of 400 points. Again, out of the forty-six countries that participated in the TIMSS 2011, Ghana had the last position. The second review was about how Ghana prepared her teachers for the 2011 TIMSS assessment. There was a difference in terms of teacher preparation and student achievement where the Ghanaians teachers scored high on constructs, but this preparation did not reflect in the students' achievement. Reviews of classroom instruction, and resources for teaching signifies that other reasons could be responsible for the mismatch between Ghanaian students' achievement and teachers' preparation on the TIMSS scores, hence this study [13].

2. LITERATURE REVIEW

Factors that influence teacher effectiveness for student-learning outcomes depend on teacher perceptions, experiences, professional developments, knowledge, beliefs and understanding in selecting the best instructional methods. Selecting suitable learning and teaching methods, and offering proper feedback for reinforcement enhances student learning through the provision of drill work, revision, and practical lessons. In this instance, teachers' strategies are to link new learning to the past, correlate learning in one discipline to another and relate new knowledge to real life situations come into play. In addition to these factors are, teachers' practices in the classroom as compared to the acceptable standard that must be consistent with their set of beliefs, ideas, and assumptions about the strategies of teaching and learning [14]. In the words of [15], teachers need to know and master their subject-matter and become competent, to enable them share and communicate new ideas by interacting well with their learners. If teachers have open knowledge which are more connected and cohesive, they tend to teach enthusiastically, and present lessons in more varied ways that encourage the students and respond to their comments

and questions confidently [9]. However, if teachers' knowledge is very limited, they resort to rely on textbooks for content, place no emphasis on interactive discourse with concentration on seatwork, portraying that the course is a collection of static and factual knowledge [16].

Teacher content-knowledge and beliefs alongside their pedagogical practices are labelled as key elements in quality education which are directly connected to their instructional choices and procedures [17]. [18] has, therefore, been instrumental in crafting two clear differences in what teachers need to know in teaching; these are what to teach (content-knowledge) and how to teach it (pedagogical knowledge). So, this study is specifically centred on teachers' need to teach effectively to encourage students' understanding of concepts. During the 1985 American Educational Research Association conference, [18] went further than the general position of educational psychology and emphasized the importance of domain-specific processes of teaching and learning to indicate that teachers do not only need the subject-matter knowledge but also need knowledge in pedagogy and students' interests and backgrounds [19]. Every effective teacher needs to have a philosophy of teaching which gives him or her a sense of direction in the performance of his or her duty, as their philosophy of a subject has significant influence on how to structure lessons and effectively teach same. Therefore, teachers should teach based on their philosophical references that inform their instructional strategies to include choice of texts, programming, delivery, and assessment. It is also required that effective teachers have the worldview of the content knowledge, pedagogical skills, commitment and practice, knowledge about students' interests, needs, and backgrounds, beliefs, attitudes, and culture [20]. Content knowledge and pedagogical skills of the teacher leads to effective teaching and learning. It is, therefore, incumbent on teachers to pay attention to effective pedagogical skills because students' academic interests are becoming more and more varied.

2.1. Effective Teaching

[20] in their research concluded that the result of ineffective instructional strategies and methods, teacher incompetency in education, and lack of motivation and concentration in learning is poor achievement rate at all educational levels. A significant part of the problems confronting students' low academic performance has to do with teachers' instructional quality and professional commitment [22]. The teacher who has a strong disciplined knowledge and sound outlook towards teaching is the most important variable that contributes to student performance [23]. Among multiple factors within schools, teacher excellence is extremely essential to learners' lives among numerous factors such that the value of the teacher ensures the improvement of schools and student learning [5]. Consequently, teacher quality is estimated on the amount of knowledge and skills the student acquired as the teacher teaches [24]. Multiple researchers have also discovered that teachers' attitudes and beliefs have effect on their thinking, most importantly with respect to their teaching practices and instructional methods [25]; [26]; [27]. In his broad study of factors relating to student achievement, [23] describes quality teachers as those who challenge their learners to apply theories to real life problems in various contexts. So, if teaching effectiveness is positively associated with student achievement throughout teachers' careers and as they make greater gains in their effectiveness through experiences, and teach in a supportive collegial environment, their students are more likely to do better beyond test scores [28]. To this end, findings by [29] are consistent with the ideas of [30] who discovered that teacher effectiveness is the dominant factor that influences student academic and intellectual growth. So, the teacher professionalism has become paramount when it comes to learners' academic and professional achievement, hence the need for the workshop on effective teaching for classroom management and cognitive development.

Teacher inadequate preparation for lessons give rise to ineffective delivery of lessons [31]. A brief on Free, Compulsory, Universal Basic Education (FCUBE) to Cabinet by the Minister of

Education indicated that ineffective pre-service teacher training, inadequate in-service teacher training and non-interactive mode of teaching give reasons to introducing teachers to the new curriculum of continuous professional development (Ministry of Education, 1995). Evaluation of World Bank's support to Primary School Development Project (PSDP) in 1999, showed that teachers do not meet professional standards as they conclude that management and utilization of instructional time was a basic problem which undermined the quality of education in pre-tertiary schools [7]. Meanwhile, government, through the Colleges of Education, has the responsibility to produce high performing teachers with quality training in effective pedagogy for basic education. Hence, in delivering quality education, teachers need to enter the classrooms with confidence as they are equipped with knowledge, skills, and experiences. This is because the 21st century learners have wide varieties of desires and so teachers must deliver lessons using different approaches to ensure that they learn well as they prepare for the modern-day world of work. In this view, the workshop was organized to support teachers to redirect their teaching strategies, formulate effective instructional guides, create learning experiences for learners, and evaluate effective classroom management and cognitive learning. Consequently, the workshop was to ensure teachers' efficiency and effectiveness in the classroom as they were exposed to instructional strategies with explorational factors that contribute to effective teaching for cognitive learning in pre-tertiary schools.

Various authors (e.g., [32]; [18]) have added to and further specified the core components of teachers' professional knowledge to the benefit of learners. There is therefore a shared understanding that domain-specific and generic pedagogical knowledge are important determinants of instructional quality that affect students' learning and motivational development [33]; [34]; [35]; [36]. Nevertheless, few empirical studies have assessed different mechanisms of teachers' knowledge and used them to measure instructional quality and student outcomes [37]. Thus, if teachers are to prepare group of students for challenging tasks, such as outlining problems, finding information, integrating ideas, synthesizing materials, creating diverse solutions, learning on their own and working cooperatively, then they require substantial knowledge and completely specialized skills different from what they may already acquire during their school days [38]. So, the need for teachers to attend training workshops to enhance their competences, understanding the subject-matter and pedagogical orientations, making decisions to enable them ask pertinent questions, selecting appropriate tasks, evaluating learners' understanding of concepts, and making relevant curricular choices becomes vivid [39].

The emerging changes in curricula, therefore, call for teachers to acquire special training to monitor their own skills for continued and efficient performance at any stage [24]. Therefore, [40] stated that effective teachers must attend professional training workshops to add value to themselves to become efficient, innovative, versatile, and competitive in their practice of teaching apart from receiving higher academic qualifications in the discipline of their choice. If these professional strategies are conveniently pursued, the tendencies of teachers adopting good pedagogical skills are guaranteed. It is important to elucidate that the art of teaching does not only involve a simple transfer of knowledge from one person to another, but it is a complex process that facilitates the sharing of knowledge [24]. This is because teaching is an activity aimed at unearthing students' latent talent which brings about meaningful learning through instructional methods that are professionally and pedagogically planned by the teacher. In a broader view, teaching is about creating situations to facilitate learning by motivating learners to have interest in what is being taught and discussed in the classroom [41]. Teaching can therefore be described as an activity of sharing knowledge, skills, experiences, attitudes and values between facilitators and their learners and ultimately among the learners. Then, the expectation is that when the teacher teaches, the students learn, as teaching and learning play complementary roles as they are like opposite sides to the same coin [56]. In furtherance to this, the best strategy for a lesson is the teachers' creative role in the classroom to determine teaching strategies that is

most effective to learners. This statement points to the fact that there are many attributes of an effective teacher, and some of these attributes are those that include the learners, as effective teaching reflects effective learning [41]. These are necessary to be used as basis of imagining the culture of teaching which is theoretically based and validated practically to enable teachers identify effective instructional strategy for their professional pursuit.

Teachers' understanding of concepts has greatly influenced their instructional strategies which consequently affect learning [42], because teaching lies in strength and capacity of the teacher to create network of knowledge between and among concepts to build strong connections for learners' understanding [17]. Conversely, teachers with poor content-knowledge and pedagogical skills tend to take structured teaching approaches where skills are taught in isolation [17]. Effective teaching is, therefore, regarded as the provision of stimulus to the psychological and intellectual growth of the learner as the teacher attends to the learners' needs, experiences, and feelings, and helping them to learn a particular thing. Thus, teaching and learning process involve the teacher, learners and the curriculum that contains the knowledge, facts, information, and skills to be acquired. By this, the learner makes a deliberate attempt to learn, and the teacher respects the learners' cognitive integrity and freedom of choice of what is to be learnt. Alternatively, teacher effectiveness is the degree to which a teacher achieves the desired effects on their students, indicating how much and how well students achieve this success and for the students to demonstrate commitment and flexibility in the face of difficulty [43]. So, effective teaching happens when the learners achieve the instructional objectives for them to exhibit the acquired skills and knowledge successfully in their schools and communities as they transform themselves and their social environment [44].

Effective teachers do certain things to include expressing themselves, encouraging learners to explore new ideas and expanding their views from within [45]. So, for teachers to teach effectively, they must have deep knowledge of the subject matter, best instructional classroom practices and understand what optimizes and stimulates students' learning [46]. Effective teachers also help to develop their students' positive attitudes by being sensitive to their feelings, valuing every contribution of theirs, recognizing their needs for success, involving them in their own learning, and making the subject exciting and interesting [47]. If teachers fail to display this quality of teaching, the result is the low student sentiments in academic and professional ability, which could create limited avenues for them to choose career paths. To succeed with these outcomes, the teacher needs to experience some professional innovations by attending seasoned professional development programmes.

2.2. Classroom Management

Classroom Management is about teachers keeping all learners actively involved in all lessons and perform all the tasks given to them. It is also teachers' ability to deal effectively with class disorders without being disruptive to himself. Indeed, effective classroom dialogue has been suggested by many educators as the panacea to the problem of varied classroom activities [48]. In this sense, student perceptions which account for considerable amount of adjustment in learning outcomes improves if teachers create conducive classrooms environment for teaching and learning [49]. Subsequently, students become motivated to take risks and participate freely in the learning process whilst the teacher provides the students with a sense of safety and support, builds up students' enthusiasm and respect, and enhance student level of academic achievement [9]. For this to succeed, teachers are to be the key figure in the classroom because they design the learning activities, which is central to understanding a concept [50] whilst managing the classroom. This instance gives the teacher to lead the class and its learning activities with the aim of transforming the lives of the learners [51]. This is because, the effective teacher highlights the task, asks questions that bring out new ideas from the students with varied levels of expertise,

supports and promotes the students' creativities, organizes, and coordinates the work of the students such that they learn from each other without the teacher taking over the process of thinking for them [52].

Classrooms can also be managed if the teacher is proactive rather than reactive, using critical thinking questions to trigger heated discussions, using relevant teaching/learning materials to enhance learners' interest, maintaining the curiosity, and understanding of the class by making connections between content and learners' own interests and experiences. A good classroom management require that the teacher identifies him/herself because the students must know the teacher and his capability in appropriate lesson delivery. In addition, a manageable classroom demands clarity and audibility when communicating with students [53] as a clear and concise message to students to put them at ease. Loving your learners normally stems from the teachers' ability to be firm, fair, and friendly [54]. So, [55] stipulated that effective teaching and learning is a function of positive interactions between teachers and their students, and among students, and between the class and its environment. This position is strengthened when teachers assume the best in their learners and involve them in all the lessons, such that praise will go to whom it is due. From this analogy, it is necessary to forge a class identity and individual differences among the learners. To further maintain order in the classroom, teachers are to confront the smallest misbehaviours exhibited by students but motivate and stimulate them to learn, sometimes through stories that have direct link to the day's lesson. To have plans for crystal clear lessons, effective teachers move round the class equitably to have direct face contact with each learner. Overall, [56] observed that the success of the teacher in class management is seen in his/her relationships with learners and the fact that instructional strategies and other activities in the classroom follow a plan that are both purposeful and efficient to suit the diverse learners' preferences and intelligence for a manageable classroom.

2.3. Continuing Professional Development (CPD) in Ghana

Continuous professional development is a life-long learning process which aims at enhancing competence by upgrading and updating professional knowledge and skills as determined through modernization, scientific and technical advancement. To this end, the Ghanaian school teachers require continuous professional development in pedagogical content knowledge and the use of teaching and learning materials, school management practices and student behaviour management [57]. The rationale to introduce professional development activities in the Ghanaian educational system is to provide guidance for teachers and to ensure the improvement and maintenance of their competencies and integrity of the profession. With regards to the modern trends of teaching and learning, professional development enhances teachers' knowledge, attitudes, and skills, as they keep abreast with contemporary issues in education. Therefore, attaining educational goals is based on adequate and available qualified teachers to service the ever-expanding education in Ghana and elsewhere equitably [75]; [76]. In Ghana and many developing countries, uncertified teachers were recruited to fill teaching vacancies that would have otherwise remained unfilled, underscoring the need to prepare these teachers who are not trained with the needed skills to become successful on the job [76].

Historically, the Ministry of Education, as part of its main functions, provides openings to train in-service teachers, regardless of their certificates that complement the pre-service teacher education for the improvement of teacher quality and the teaching and learning process [76]. To contribute to the current professional development practice to train in-service teachers in sub-Saharan Africa, the United Nations Educational, Scientific and Cultural Organization (UNESCO) and other development partners engaged the services of consultants to conduct surveys on in-service training programmes in eight African countries to include Ghana [76]. Through this study, the collaborating agencies sought to fill the gaps in the present dispensation of knowledge

to help understand teacher educational practices and innovation as the basis to draw up lessons for future initiatives. In this regard, [58] conducted research in Nigeria and recommended that periodic seminars and workshops of stakeholders should be organized for students, parents, and teachers in a bid to promoting better understanding of educational concepts. Therefore, the functions of Act 2020, Act 1023 are among others to develop and promote continuing professional education in the teaching profession in pre-tertiary schools in Ghana; a systematic and sustained process by which teachers improve, maintain, and expand their professional knowledge, values, experiences and skills and to apply these to real life issues. Reviewing the professional practice and ethical standard, the National Teaching Council(NTC) as a regulated body under the Act, plays an important role in ensuring quality teacher preparation, teacher professional development, and the overall improvement of the teaching profession in Ghana. The Council provides opportunities for continuous professional development by organizing workshops, seminars, and conferences with topics that include teaching methods, curriculum development and classroom management among others to update teachers' knowledge and skills. In addition, NTC collaborates with other stakeholders to develop and implement professional standards, which guide teachers' performances for them to improve the quality of teaching and learning in pre-tertiary schools.

3. CONCEPTUAL FRAMEWORK

The common framework used for the evaluation of training programmes is Kirkpatrick's (1998) four levels of reactions, learning, behaviour as application of knowledge, and organizational changes[59]. However, not all training programmes are evaluated at all the levels as findings from an evaluation of a training conducted in Leeds and Tabriz to build the capacity of Iranian Health Management and Staff indicated that three out of the four levels of Kirkpatrick's model were considered[59]; [60]; [77]. These are participants' reactions, learning, and behaviour, depicted as application of the knowledge acquired. Retrospectively, a study of teachers' professional development programme by [61] shows that participants' reactions, learning, application, and organizational change were assessed [62].So, when 150 research papers were reviewed, it was found out that short-term training programmes which were based on the immediate views of participants, is the ultimate among all forms of professional developments programmes [63]; [64]. On this note, short-term training programmes were noted as most effective to disseminate information for the acquisition of skills [65]. Consequently, the results of this training evaluation on effective teaching for classroom management was based on three of the four levels of Kirkpatrick's (1998) reactions, learning, and behaviour as application of knowledge [59; 60]. The study, therefore, adopted the Kirkpatrick's four-level model of training criteria to evaluate training programmes for teachers [59]; [60]and consistent with Bloom's (1956) Taxonomy[67]; [69] of three domains on educational activities of cognitive learning, affective growth, and psychomotor skills.

4. OBJECTIVES

One of the objectives of the NTC according to the Education Act 2020 (ACT 1023) is to improve teachers' professional training and status which falls in the domains of knowledge, practice, and engagement. In the meantime, an earlier main objective of the educational system, planned by the Educational Reform Programme (`) in 1987 was to make teaching and learning more appropriate to the socio-economic realities of the Ghanaian child to live a productive and meaningful life [78]. Consequently, objectives of this training sought to empower teachers to improve classroom teaching through interactions and participation of pupils in lessons for deeper understanding of concepts. Secondly, the study is to equip teachers on several teaching strategies, pair work and small group activities to promote quality teaching and learning. Additionally, the study was to

introduce teachers in creating a dynamic learning environment and help re-shape their attitudes towards teaching and deepening their experiences of teaching practices. Finally, participants are to evaluate the relevance of effective teaching for classroom management that determines teachers' level of satisfaction and improves student learning.

5. PROFILE OF KOFI ASHIBOE-MENSAH, THE FACILITATOR OF THE WORKSHOP

Kofi Ashiboe-Mensah holds a PhD degree in Mathematics Education from the UEW, Winneba in 2021, a master's degree in mathematics with research, specializing in Optimization Techniques from KNUST, Kumasi in 2001, a BSc. (Hons) degree in Mathematics and a Diploma in Education from the UCC, Cape Coast in 1991, a Certificate in Project Management from the Graduate School of Governance and Leadership in 2011, a Postgraduate Diploma in Marketing from the Chartered Institute of Marketing Ghana in 2004 and a Diploma in Sales Management and Marketing from the College of Professional Management, London-UK in 1994,

He pursued several professional development programmes in Management, Research and Data Management & Analysis Economic, Poverty Reduction and Provision of Infrastructure Services for Africa Region, organized by the World Bank Institute; Internal Quality Assurance Development, Maintaining High Academic Standard, Problem-Based Learning, Monitoring and Evaluation of Educational Services, Performance Management & Appraisal System, Strategic Management, Marketing Management and Customer Care, Programme Planning in Management, Teaching Methodology and Research, Improving Assessment Practices in Tertiary institutions, Ensuring Teaching and Learning Assessment, Strategies in Institutional Effectiveness & Quality Assurance among others from professional and academic institutions.

He has 33 years of teaching, administrative and managerial experiences, in public and private organizations; 21 of which are in academia as Director of Administration, Senior Assistant Registrar, Director of Strategic Planning & Quality Assurance. He has thirteen (13) years of experience in teaching mathematics at the basic, secondary, and tertiary levels and varieties of experiences in educational management and administrative services which include curricula design and development. In pursuit of his career, he conducted various surveys and marketing research for academic institutions to streamline quality assurance processes of learning, teaching, and research. He also developed performance indicators in academia, insurance, and water industries to review operational strategy for optimum performance and has established a well-defined quality assurance process at Ho Technical University and Data Link Institute.

His area of specialization is promoting best practices at all levels of education through the development and implementation of quality assurance activities to produce quality employable graduates. His marketing, research and organizational skills empowered him to organize and host several conferences and workshops at institutional, national, and international levels and presented over 14 professional papers at some of these conferences. He organizes workshops on the dangers of examination malpractices and how to study and excel in Exams for students in tertiary, second cycle and basic schools. In this regard, he trained over 31,894 teachers and staff at all educational levels to include Ho Technical University, Ghana Communication Technology University, University of Health and Allied Sciences, Regional Maritime University, Data Link Institute, Dominion University College and pre-tertiary schools on Effective Teaching for Cognitive Learning, Best Practices in Educational Leadership and Governance, Introductory Approach to Quality Assurance Processes, Performance Appraisal Systems, Standard Operating Systems, and Strategic Learning Assessment Techniques and Construction of Test Items over the past ten (10) years. For the past three years, Dr Ashiboe-Mensah lectures at the Institute of

Teacher Education and Continuing Professional Development at the University of Education, Winneba-Ghana in Contemporary Issues in Pre-tertiary Education, Curriculum Development and Management, Research Methods in Administration and Management.

He is currently the Country Director of Exam Ethics Marshals International, Ghana and the Head of the Quality Assurance Unit in the Directorate of Planning and Quality Assurance of Ho Technical University and an adjunct lecturer at Ho Technical University, Ho.

6. METHODOLOGY

This was a descriptive qualitative survey with an observational design which is grounded in narrative inquiry framework of educational research with the assumptions that humans are social storytelling organisms [70]; [69]. Making choices and reacting to the situation in their natural setting, participants in their own words, evaluated and commented on the workshop. A convenience sampling technique was adopted when 778 teachers of various grades coming from 15 Volta Region pre-tertiary schools of which 45% experienced teacher education curriculum. The workshop on Effective Teaching for Classroom Management took place at each of the 15 schools from February 2018 to December 2019 for interested teachers who could afford the cost of training and wanted to build their professional capacity. With a minimum of first degree in their various disciplines, the respondents were predominantly early middle-aged male and female with backgrounds in teaching and learning with administrative responsibilities. The researcher sought permission from the headmaster of each school who subsequently informed the assistant headmaster to organize the training. With a power-point presentation, the facilitator adopted a participant-centred method which was more of discussions with questions and answers to and from the participants. Often, the facilitator asked the participants for comments and suggestions at some points during the facilitation to allow the participants to bring their experiences to explain some concepts to deeply understand the contents of the module. Each training session spanned through a cumulative period of three and a half hours with a break of not more than thirty minutes. Getting to the close of the session, pieces of papers were given to each participant to simply evaluate the workshop in their own words according to their understanding. The participants, consequently, recorded their personal experiences they acquired from the training workshop to reveal their perspectives according to the factors that may be of interest to them. This strategy was adopted to allow participants explain their personal views and make recommendations about the workshop in their own words. With a human cognition of thinking, learning, and understanding, comments from the participants about the workshop were classified and segregated according to the Bloom's (1956) three domains of cognitive learning, affective and psychomotor skills [69] taking into consideration Kirkpatrick's (1998) four-level training principle of reaction, learning, behaviour, and results for workshop evaluation [59]; [60]. In this instance where there are no leading questions, participants evaluated the training by measuring the relevancy of the content, methods, and teaching techniques to the point where the lesson was well understood. Cross-sectional responses were subsequently received from 619 participants who evaluated the workshop in their own words with a response rate of 79.6% for an average class of 52 participants per sitting. Data were later collated in five (5) thematic areas of cognitive learning, affective and psychomotor skills [69] and facilitator performance and workshop organization of Perry, & Booth concept [66].

7. ANALYSIS

Using the summative content analysis, contents of the responses were tallied and compared and interpreted to the underlying context of Bloom's Taxonomy [67]; [68] and Perry, & Booth concept [66] of evaluating facilitators and workshop organizations. This is a qualitative research

method for a subjective interpretation of contents of the texts by systematically classifying the processes of coding as the themes are identified. Content analysis which has been popular as an analytic research method organizes and elicit meaning from data to draw realistic conclusions. The researcher chose the broad surface content analysis, which is referred to as the manifest analysis that enabled the researcher described what the participants said and stayed closed to their texts. By identifying the themes, analysis was performed by categorizing and compiling the data several times to ensure its quality and trustworthiness to put the existence and frequency of respondents' comments into cognitive, attitude and psychomotor skills of the Bloom's Taxonomy [67]; [68] and Perry, & Booth concept [66] of evaluating the facilitator and workshop organization. Using the relational analysis, three of the four levels of Kirkpatrick's (1998) Evaluation Model of reaction, learning, and behaviour were measured[59]; [60].

7.1. Content Analysis

Below are the comments by the 619 participants on their perspectives of the workshops which has been categorized and condensed into the various themes according to Bloom's Taxonomy [67]; [68] and Perry & Booth[66] concept of evaluating the facilitator and workshop organization.

7.1.1. Knowledge Gained

- Teachers have been reminded of using the SWOT Analysis for effective teaching.
- This is a complementary workshop which was informative, directing and a reminder to every teacher.
- The programme was wonderful, interesting, insightful, refreshing, and interactive such that new lessons were learnt.
- The presentation was good and educative; I have learnt a lot from you. The lesson was practical. Thank you!
- I have learnt something from you, especially on classroom management. Keep it up!
- I have learnt a lot from the workshop and wish such programmes are organized very often.
- It was a fruitful exercise with good lessons learnt.
- I have revised most of the things I learnt at the university.
- I have learnt so many new things; for example, to project what my pupils can become in the future.
- Writing of handing over note about my learners to the next teacher.
- Today's workshops have added to my pool of knowledge and has enhanced my profession as a teacher to prepare quality graduates through quality education and training.

7.1.2. Attitude Developed

- It is a wake-up call to teachers to be innovative, creative, and NOT to consider the learner as tabula rasa.
- The programme was very nice because things that were not done perfectly by us were emphasized, which I think will change classrooms situations, thereby helping both teachers and students to improve academic performances.
- The workshop has been a complete experience for me.
- The presentation pointed to the reality of teaching but due to some circumstances, teachers don't do the right things. We pray that God gives us the power to be able to implement the right strategies in teaching for a change.

- I see myself at the next level through this inspiring training.
- The workshop had a positive impact on me.
- This workshop has opened my knowledge to improve my behaviour towards learners.
- The need to plan and impart the right stuff while marrying that with learners' knowledge.

7.1.3. Skills Acquired

- The workshop has revived my teaching strategies and skills.
- I have learnt new things that will help me deliver lessons well in class.
- I have learnt that for a learner to understand concepts, teachers must blend the pedagogical and andragogical strategies for excellence.
- An inspirational seminar that encouraged me to reassess my method of teaching.
- The workshop certainly made me to be a better teacher.
- I have learnt new ways of teaching.
- The programme will help me to correct and make my teaching better.
- A very educative programme for improving teaching skills.
- Workshop encouraged teachers to adopt different techniques in teaching.
- The workshop created an avenue to update my teaching skills.

7.1.4. Facilitator's Performance

- The facilitator knows his subject matter and communicating same was perfect. I love the presentation. It was a good show! Thanks.
- The facilitator is very knowledgeable in the area and demonstrated good audible voice with good eye contact.
- Examples were much related with excellent participation.
- A well delivered lecture, full of enthusiasm and true reflection of good professional conduct. The facilitator was just on point.
- You are so awesome and realistic, very motivational, and educative. I was so elevated and much empowered during and after your lectures.
- The facilitator demonstrated mastery over the topics.
- Philosophical statements run through the training with basic and simple explanations to complex issues. The concepts were well explained with consistency and audible voice.
- The workshop was very inspiring, thought provoking and educative. I am very grateful to our resource person. Satisfied
- On a scale of 0 to 100%, I will give the presenter 80%. Bravo!

7.1.5. Workshop Organization

- Practical workshop that was effectively delivered, however, group assignment will make it more effective. Every teacher MUST participate in the workshop.
- A nice refreshing workshop with adequate time. Workshop was practical, outstanding, and interesting.
- Very refreshing workshop. I have not regretted being part of it.
- The workshop was good, interesting, and educative.
- The programme contains a lot, but the time was limited, and I suggest that it should be organized for 2 days to make learning very effective.
- It was interactive and should be organized on a neutral day, so we won't have divided attention for our students.

- The workshop fee should be reduced a bit for every teacher to participate in because it is useful.
- The programme should be given more areas to be addressed though the time is not enough.
- The workshop should be extended to those in management positions.

8. RESULTS

The results of the study were evaluated by the participants to conform to Kirkpatrick's (1998) Evaluation Model, as indicated below:

8.1. Level 1: Reaction

Rating their experiences, participants found the training to be engaging, favourable and relevant to their teaching profession.

8.2. Level 2: Learning

Participants acquired the intended knowledge, skills and attitude, and commitment to the teaching and learning process.

8.3. Level 3: Behaviour

Impacted by the training in changing attitudes, participants indicated their preparedness to applying what they learnt during the training to support classroom activities.

9. CONCLUSION

Finding the workshop content to be relevant and appropriate, participants appreciated the interactive methods of learning about effective teaching. In terms of application to their jobs, participants indicated that professional knowledge and skills are the most useful as they have renewed their attitude and commitment to adopt effective teaching strategies. Expressing their understanding on the workshop, they maintained that the workshop should be repeated and extended to other educational jurisdictions. Confirming their exposure to contemporary strategies of teaching and learning that meet global learning standards, participants said, they are going back to the classroom with constructive mind-sets to practice what they saw, heard, and learnt to improve instructions, especially with regards to incorporating knowledge about their learners in lesson planning. Accordingly, the programme challenged them as 21st century teachers with boundless enthusiasm in a thought-provoking manner on how to deal with students during lessons in a more professional way. To this, they have been reminded of what they learnt at colleges as they renewed their knowledge by blending pedagogy and andragogy in lesson delivery as new areas that have been explored. So, having gained knowledge from the training, participants' attitude changed towards teaching as they acquired skills that will help them redirect their teaching strategies to benefit the learner. They also admitted that the facilitator played a key role in the education system in shaping their attitude to the teaching profession as he possesses content and pedagogical knowledge, and embodiment. As the participants reflected on the impact of their training to develop professional skills through the evaluation of the workshops, they maintained that the training has been beneficial and relevant for the success of student learning. The teachers have accepted to redirect their teaching strategies, formulate effective instructional guides, and create learning experiences for their learners and evaluate outcomes to determine effective classroom management. It is established from their comments that the determination

and the application of skills acquired during the training is based on work environment which depends on individual and organizational factors. By the word of the participants, the duration of the workshop was too long and costly though it was one of the best professional development trainings attended so far. Furthermore, they suggested that the workshop should have been handled by two facilitators for more than a day because the content was loaded. Participants wished videos were incorporated in the slides to avoid detailed explanations. Finally, this paper concluded that teachers' capacity building programme which reflected their opinion on the knowledge, attitude, and skills acquired from the training programme gave them the confidence they need to perform effectively in the classroom.

10. RECOMMENDATIONS

Problem diagnosis is paramount in every stage of a training programme where views of participants were incorporated into the design of subsequent programme. Therefore, the views expressed by participants will be considered in subsequent presentations. So, the findings of this study play an important role in the management of the classroom and that a carefully developed guidelines ensure that teachers learned about the use of powerful tools to carry out effective instructional strategies. From the conclusion, a comprehensive framework should be developed, adopted and established for teachers to measure training effectiveness because effective learning cannot be achieved without effective teaching. Consequently, effective study skills and assessment ethics for students are recommended to make learning very effective. Based on the above comments, it is recommended for the workshop to be organized regularly for all teachers in the country and that the Ministry of Education should adopt the module. In this regard, the National Teaching Council and the Ghana Education Service should engage qualified professional teachers who are experienced to facilitate continuous professional development training where participant's view and perspective be measured along their reactions, learning, and behaviour to achieve the goals of the training programme with the application of updated tools and techniques that must be applied in the classroom.

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