

Assessment of Teachers' Attitudes Towards Professional Learning Communities (PLCs) in Basic Schools in the North-Dayi District-Ghana

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Abstract: This study assessed teachers' attitudes toward Professional Learning Communities (PLCs) in basic schools within the North-Dayi District of Ghana, using a mixed-methods approach with a concurrent design. The study involved 214 teachers selected through stratified random sampling and 10 head teachers purposively chosen based on data saturation. Data were collected using structured questionnaires and semi-structured interviews, and analyzed using descriptive statistics and thematic analysis. Results from 144 valid responses were analyzed and completed questionnaires revealed a predominantly female, mid-career, and academically qualified teaching workforce. Most teachers held positive attitudes toward PLCs, agreeing that they promote collaboration, improve instructional strategies, and support professional development. High mean scores indicated strong satisfaction with working in collaborative settings, openness to new teaching strategies, and recognition of PLCs as supportive environments. However, the study also identified motivational gaps, as some teachers reported a lack of enthusiasm to fully engage in PLC activities. Head teachers echoed these findings, acknowledging varying levels of teacher participation but noting the overall effectiveness of PLCs in their schools. The results suggest that while PLCs are generally well-regarded, their full potential is hindered by institutional challenges such as limited time, leadership support, and workload constraints. The study recommends strengthening leadership support, incentivizing teacher participation, promoting peer mentoring, and instituting regular monitoring and evaluation of PLC activities. Addressing these areas can help sustain and expand the positive impact of PLCs on teacher development and student learning outcomes in the district. This research contributes to the growing body of knowledge supporting collaborative professional development in basic education settings.

Keywords: Professional Learning Communities (PLCs), Teacher Attitudes, Basic Schools, North-Dayi District, Teacher Collaboration.

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I. INTRODUCTION

Professional Learning Communities (PLCs) have been widely recognized as a promising and effective approach to enhancing teacher quality and improving student achievement on a global scale (Lutfia et al., 2022; Dampson, 2021). These collaborative structures create a platform for educators to engage in continuous professional learning, reflective dialogue, and collective problem-solving. By fostering a culture of collaboration and shared responsibility, PLCs provide a mechanism through which schools can promote instructional improvement and achieve educational goals more effectively. In the context of Ghana, the introduction of PLCs into the education system, particularly through their integration into the new Standards-Based Curriculum (SBC) for basic schools, underscores a growing national commitment to teacher development and pedagogical reform (Addae & Boateng, 2024). This policy direction reflects an acknowledgment that isolated teaching

practices are no longer sufficient to meet the evolving demands of 21st-century education. Instead, teachers are being encouraged to work collectively, share experiences, and adopt evidence-based strategies to enhance both teaching effectiveness and student learning outcomes.

The core purpose of establishing PLCs in Ghanaian basic schools is to create a supportive and professional learning environment where teachers can thrive. Through regular interactions, peer observations, and group discussions, teachers in PLCs are able to share their knowledge and instructional strategies, reflect on classroom practices, and collaboratively address learning challenges (Dogan, Pringle & Mesa, 2016). This professional synergy not only improves teaching methods but also contributes to a more consistent and unified approach to curriculum delivery. Ultimately, these practices are expected to yield improved academic performance among students, particularly those who may be struggling. Moreover, PLCs offer a crucial

platform for teachers to stay informed about current educational research, innovative pedagogical techniques, and policy developments. This continuous exposure to new knowledge enables educators to remain professionally relevant and responsive to the changing educational landscape. Additionally, PLCs provide a safe and constructive space for teachers to discuss challenges, explore solutions, and collectively navigate issues related to classroom management, learner diversity, and assessment.

Beyond enhancing instructional practices, the implementation of PLCs contributes significantly to building a more empowered and professional teaching workforce (Amzat & Valdez, 2017). When teachers are given opportunities to lead discussions, present lessons, and engage in shared decision-making, their sense of agency and confidence increases. This empowerment can translate into greater job satisfaction, stronger professional identity, and reduced attrition among educators. As teachers grow professionally within these communities, the ripple effect is felt system-wide which results in more cohesive school cultures and improved educational outcomes at the macro level. According to Doğan and Adams (2018), a Professional Learning Community is fundamentally characterized by collaborative teamwork, a focus on student learning, reflective inquiry, and data-driven decision-making. In these communities, teachers engage in continuous learning cycles that involve identifying instructional gaps, analyzing student performance data, setting improvement goals, and implementing targeted interventions. Through this process, PLCs foster a dynamic culture of accountability, innovation, and mutual support.

Recent research supports the positive impact of PLCs on both teacher development and student success. For instance, Al-Yahmadi (2023) emphasizes that effective PLCs can lead to measurable improvements in teacher knowledge, pedagogical skills, and professional attitudes. Additionally, the sense of collegiality and shared purpose fostered within PLCs contributes to a more engaged and motivated teaching staff, which is essential for sustained school improvement. Professional Learning Communities represent a transformative approach to education reform, particularly in developing contexts like Ghana. Their potential to improve instructional practices, raise student achievement, and build a resilient teaching workforce makes them an essential component of contemporary school systems. As Ghana continues to roll out and refine its Standards-Based Curriculum, the effective implementation and support of PLCs will be critical to realizing the full promise of educational quality and equity.

II. LITERATURE REVIEW

➤ *Meaning of Professional Learning Communities (PLCs)*

The concept of a Professional Learning Community (PLC) does not have a singular, universally accepted definition. Its interpretation often varies depending on the educational context, institutional goals, and cultural setting in which it is implemented. Despite these variations, there is a broad consensus among international scholars that PLCs

represent a collaborative and reflective approach to professional development among educators (Valckx et al., 2019). At its core, a PLC consists of a group of educators who come together regularly to engage in critical dialogue, reflective inquiry, and collaborative problem-solving with the aim of improving teaching practices and enhancing student learning outcomes. This collective approach fosters a school culture built on trust, inclusiveness, mutual respect, and shared responsibility for learning and improvement.

According to Valckx et al. (2019), PLCs emphasize the importance of reflective discussions and teamwork, enabling educators to critically examine their own practices, share insights, and learn from each other's experiences. These communities create opportunities for teachers to challenge assumptions, test new instructional strategies, and support one another in the pursuit of professional growth and student success. Liu (2025) define PLCs as collaborative and supportive networks of educators who work together within a structured framework to enhance both teacher effectiveness and student achievement. Through this framework, teachers engage in ongoing professional learning, jointly analyze data, set goals, and monitor progress toward continuous improvement. Moreover, PLCs are not just about occasional meetings or informal teacher collaboration. Rather, they represent a systematic and sustained commitment to ongoing learning within a professional team. This team-based model is grounded in principles of shared leadership, evidence-informed practice, and collective accountability, positioning teachers not only as implementers of policy but also as co-leaders in educational reform and innovation.

In summary, while definitions of PLCs may differ in nuance, they are widely understood as intentional communities of educators committed to fostering a culture of continuous improvement through collaboration, reflection, and shared professional learning. Their implementation has been linked to improved teaching practices, strengthened professional relationships, and better educational outcomes for students.

➤ *Characteristics of PLCs*

Professional Learning Communities (PLCs) are defined by several key characteristics that set them apart from traditional professional development models. These features contribute significantly to the effectiveness of PLCs in improving teaching practices and student learning outcomes. Unlike one-time workshops or externally delivered training sessions, PLCs are ongoing, collaborative, and embedded within the daily routines of teachers (Ishak, Ismail & Kamaruddin, 2020). A central characteristic of PLCs is the emphasis on collaboration. Teachers work together consistently, sharing ideas, developing lesson plans, analyzing student work, and solving instructional challenges. This form of collaboration is not merely occasional teamwork but reflects a deeper sense of mutual dependence and shared responsibility for the learning progress of all students.

In addition to collaboration, PLCs are guided by a shared vision and common goals. When educators are united around a clear purpose, their efforts become more focused

and strategic. This shared direction fosters collective commitment and helps ensure that the activities of the community are meaningful and aligned with school-wide objectives (Doğan & Adams, 2018).

Another important feature is the commitment to collective inquiry and reflective practice. Teachers in PLCs continuously examine their teaching methods, explore new instructional strategies, and reflect on what is or is not working in their classrooms. This reflective approach encourages a culture of continuous professional growth and adaptability. It is closely linked to the use of data, as PLCs often base their decisions on the analysis of student performance and other classroom evidence. This data-driven approach helps educators identify learning gaps, adjust instruction, and monitor the impact of their teaching practices.

Shared leadership is also a common trait in successful PLCs. Rather than relying solely on administrative direction, leadership responsibilities are distributed among teachers. This approach encourages initiative, ownership, and a sense of empowerment among educators, making them active contributors to school improvement (Seymour, 2017). Furthermore, PLCs maintain a strong focus on student learning. All professional activities, discussions, and decisions are centered on improving student outcomes. The emphasis is always on how teaching can be refined to meet the diverse needs of learners. Trust and a supportive school culture are critical for the success of PLCs. Teachers must feel safe to express their views, take risks, and engage openly in professional dialogue. In such environments, respect, encouragement, and collaboration become the norm, creating a fertile ground for sustained improvement.

It is important to recognize that these characteristics are interrelated. For example, effective collaboration depends on trust, and the ability to make data-informed decisions is strengthened by a shared vision. Together, these features create a cohesive and dynamic professional community that supports both teacher development and student success. Professional Learning Communities are effective because of their defining attributes, including collaboration, shared goals, reflective inquiry, distributed leadership, data-informed practices, and a strong focus on student achievement. When these elements are present and nurtured, PLCs can lead to lasting changes in school culture, teacher capacity, and learner outcomes.

➤ *Shared Mission, Vision, Values and Goals*

One of the foundational components of an effective Professional Learning Community (PLC) is the establishment of a shared mission, vision, values, and goals. These elements are critical in fostering a unified and purposeful learning environment where all members are aligned in their efforts to enhance teaching and improve student outcomes. According to Opara, Eke, and Iheanacho (2023), having a common understanding and commitment to a shared direction helps to strengthen collaboration and ensure consistency in decision-making within the PLC.

A shared mission refers to a collective understanding among educators about the fundamental purpose of the learning community. It reflects the group's commitment to improving student learning and provides a unifying focus that guides their work. DuFour, Eaker, and Many (2010) emphasize that a clearly defined mission ensures that all actions taken by the PLC are aligned with the overarching goal of educational improvement. This shared sense of purpose fosters coherence across instructional practices and reinforces the importance of collaborative professional growth.

A shared vision builds on the mission by articulating a collective and aspirational image of what the PLC aims to achieve in the future. It captures the hopes and long-term goals of the learning community and serves as a motivational force for its members. A shared vision outlines not only what success looks like but also sets the expectations for behavior, instructional quality, and student achievement. It creates a strong sense of direction and ensures that every member understands and contributes to the desired outcomes of the group.

Shared values represent the core beliefs and ethical principles that guide the professional conduct and decision-making processes within the PLC. According to Doğan and Adams (2018), when educators hold common values, it contributes to a supportive and trusting professional culture where collaboration, accountability, and mutual respect can flourish. Shared values establish a moral and professional foundation upon which the community operates, reinforcing consistent behavior and unified action.

Finally, shared goals refer to the specific and measurable objectives that members of the PLC work toward collectively. These goals are aligned with the broader mission and vision of the group and function as a driving force for continuous improvement. Othman et al. (2019) explain that well-defined goals help maintain focus, promote accountability, and enable the PLC to monitor progress and celebrate success. They provide a framework for evaluating instructional strategies and student outcomes, ensuring that the work of the PLC remains purposeful and impact-driven.

➤ *Methods*

This study employed a mixed-methods approach using a concurrent design to assess the implementation and effectiveness of Professional Learning Communities (PLCs) in basic schools in the North-Dayi District. It involved both quantitative and qualitative data collection to provide a comprehensive understanding of the research problem. The study targeted 428 teachers and 57 head teachers across 57 public basic schools, selecting 214 teachers through stratified random sampling and 10 head teachers purposively based on data saturation. Ethical clearance was obtained from Valley View University, and all participants gave informed consent. Data collection instruments included a structured questionnaire (reliability coefficient = 0.87) for teachers and a semi-structured interview guide for head teachers, both of which were pre-tested. Quantitative data were analyzed using SPSS version 25, employing frequencies, means, standard

deviations, and percentages, while qualitative data were analyzed thematically. The integrated approach enabled the researcher to draw meaningful conclusions about teacher attitudes, the prevalence and impact of PLCs, and the challenges surrounding their implementation in the district.

III. RESULTS AND DISCUSSION

This section presents the socio-demographic characteristics of teachers who participated in the study. It provides essential background information such as gender, age, educational level, and teaching experience. Understanding these characteristics helps to contextualize teachers' attitudes and responses toward Professional Learning Communities (PLCs) in the North-Dayi District.

Table 1 Socio-Demographic Characteristics of Respondents (*N* = 144)

Variable	Category	Frequency	Percentage (%)
Gender	Male	8	5.6
	Female	136	94.4
Age Group	25–34 years	49	34.0
	35–44 years	80	55.6
	45–54 years	9	6.3
	55+ years	6	4.2
Educational Level	Diploma/HND	57	39.6
	Bachelor's Degree	87	60.4
Teaching Experience	Less than 1 year	16	11.1
	1–5 years	30	20.8
	6–10 years	24	16.7
	11–15 years	58	40.3
	16–20 years	5	3.5
	More than 20 years	11	7.6

Source: Field Survey

The socio-demographic characteristics of the respondents provide valuable context for understanding their perspectives on Professional Learning Communities (PLCs). Out of the 144 teachers who participated in the study, a significant majority were female, representing 94.4% of the sample, while only 5.6% were male. This reflects a pronounced gender imbalance in the teaching workforce within the North-Dayi District and aligns with national trends that show a higher representation of women in basic education.

In terms of age distribution, the majority of respondents (55.6%) were between the ages of 35 and 44, indicating a predominance of mid-career educators. This was followed by 34.0% who were aged between 25 and 34 years, suggesting a substantial number of early-career teachers as well. Only a small proportion of the respondents were in the 45–54 age group (6.3%) or aged 55 and above (4.2%). The overall age distribution suggests a relatively youthful and professionally active teaching population in the district. Regarding educational qualifications, the data shows that 60.4% of the teachers held a bachelor's degree, while 39.6% had either a diploma or Higher National Diploma (HND). This indicates that the majority of teachers possess higher academic qualifications, which is a positive indicator of their potential to engage with and benefit from PLCs, especially those involving reflective practice, data analysis, and collaborative decision-making.

Teaching experience among the respondents varied. The largest group, comprising 40.3%, had been teaching for

between 11 and 15 years, suggesting a well-experienced cohort likely to contribute meaningfully to PLCs. Additionally, 20.8% had 1–5 years of experience, 16.7% had 6–10 years, and 11.1% had less than one year of teaching experience. A smaller number of respondents reported 16–20 years (3.5%) and over 20 years (7.6%) of teaching experience. This mix of early-career and seasoned teachers presents an opportunity for peer mentoring and knowledge sharing, both of which are central to effective PLC engagement. The socio-demographic profile of respondents indicates a predominantly female, mid-career, and academically qualified teaching workforce. The experience and qualifications reflected in this profile are likely to influence positively the attitudes of teachers toward PLCs and their capacity to engage in collaborative professional learning.

➤ *Attitudes of Teachers Towards PLCs in Basic Schools*

This section examines the attitudes of teachers toward PLCs in basic schools within the North-Dayi District. To gauge these attitudes, the study employed a 5-point Likert scale, allowing respondents to express their level of agreement or disagreement with various statements related to PLCs. The scale ranged from "Strongly disagree" to "Strongly agree," capturing a spectrum of perspectives. To provide a comprehensive analysis, the mean (\bar{x}) and standard deviation (SD) were calculated for each item, offering insight into the central tendencies and variability of the responses. The summarized results are presented in Table 2.

Table 2 Responses on Attitudes of Teachers Towards PLCs

Attitudes of teachers towards PLCs	N	Mean	Std. Dev	Remarks
I enjoyed working with my partner, sharing ideas and thoughts in PLCs	144	4.53	.647	Agreed
I am open to trying new teaching strategies and approaches discussed within PLCs	144	4.49	.579	Agreed
I perceive PLCs as a supportive environment for sharing ideas and collaborating with colleagues	144	4.46	.708	Agreed
I find PLC meeting to be engaging and beneficial for my professional growth	144	4.41	.761	Agreed
PLC helped me in gaining more confidence	144	4.38	.756	Agreed
I feel supported in my professional growth and development by participating in PLCs	144	4.33	.748	Agreed
I believe that PLCs effectively contribute to improving student learning outcomes	144	4.32	.799	Agreed
I believe that PLCs are valuable for enhancing teacher collaboration	144	4.28	.611	Agreed
I believe that PLCs have helped my teaching and learn new terminologies	144	3.21	.868	Agreed
I believe that PLCs foster a culture of continuous improvement within my school	144	3.20	.913	Agreed
I feel motivated to actively participate in PLC activities within my school	144	2.47	.739	Disagreed
Aggregate mean (\bar{x})	144	4.00	.739	Agreed

Note: ≤ 3.0 =Disagreed ≥ 3.0 =Agreed

Source: Field Survey

The analysis of teachers' attitudes toward PLCs in basic schools, as presented in Table 2, highlights a strong positive sentiment regarding the role and value of PLCs in fostering collaboration and professional growth. The findings reveal that teachers derive considerable satisfaction from participating in PLC activities. They enjoy working with partners, sharing ideas, and exchanging thoughts within these communities, as reflected in the high mean score ($\bar{x}=4.53$, $SD=0.647$). This underscores the collaborative spirit that PLCs promote, enabling educators to build meaningful professional relationships and tackle instructional challenges collectively. The findings align with the study by Dunne and Owen (2017), through PLCs, educators can share expertise, refine instructional strategies, and adopt innovative approaches to teaching. By creating spaces where teachers can exchange ideas and learn from one another, PLCs contribute to a shared vision of educational excellence and continuous growth.

Teachers also demonstrated openness to experimenting with new teaching strategies and approaches discussed within PLCs, with a mean score of ($\bar{x}=4.49$, $SD=0.579$). This willingness to innovate highlights the dynamic nature of PLCs as platforms for exploring and adopting best practices that enhance teaching effectiveness. Such attitudes are essential for fostering a culture of continuous improvement and adaptability in educational settings. Additionally, the perception of PLCs as supportive environments for sharing ideas and collaborating with colleagues received strong affirmation, evidenced by a mean score of ($\bar{x}=4.46$, $SD=0.708$). This finding indicates that PLCs are not only spaces for professional development but also for building trust, fostering mutual respect, and encouraging open communication among educators. These characteristics create a conducive atmosphere for teamwork and shared problem-solving.

Teachers also found PLC meetings to be engaging and beneficial for their professional growth ($\bar{x}=4.41$, $SD=0.761$). This suggests that PLCs are effectively designed to address

teachers' developmental needs, offering them relevant and practical insights that can be applied in their instructional practices. Such experiences reinforce the value of PLCs in enhancing teachers' skills, confidence, and overall job satisfaction. The findings align with the study by Dunne and Owen (2017), which emphasizes that PLCs offer significant opportunities for collaborative professional development. This collaborative ethos ensures that teachers remain engaged, motivated, and equipped to meet the demands of modern education.

In addition to the positive sentiments expressed about collaboration and innovation, teachers further highlighted the benefits of PLCs in boosting their confidence and supporting their professional development. The findings show that participating in PLCs has helped teachers gain more confidence in their teaching abilities, as reflected by a mean score of ($\bar{x}=4.38$, $SD=0.756$). This confidence likely stems from the opportunity to collaborate with peers, exchange knowledge, and refine teaching strategies in a supportive environment, fostering a sense of competence and empowerment among educators.

Moreover, teachers felt supported in their professional growth and development through participation in PLCs, with a mean score of ($\bar{x}=4.33$, $SD=0.748$). This sense of support underscores the role of PLCs as nurturing spaces for professional learning, where teachers can access resources, mentorship, and peer guidance to enhance their instructional practices. By providing structured opportunities for growth, PLCs help teachers stay current with educational trends and methodologies, ultimately benefiting both teachers and their students. Importantly, the teachers also expressed a strong belief that PLCs effectively contribute to improving student learning outcomes, as indicated by a mean score of ($\bar{x}=4.32$, $SD=0.799$). This perception aligns with the findings of Springer et al. (2018), who emphasized that PLCs prioritize personalized learning experiences that cater to individual student needs, interests, and learning styles. By fostering a collaborative environment where teachers can share

strategies and adapt instruction to meet diverse student needs, PLCs lead to enhanced student engagement and academic achievement.

The findings further reveal the perceptions of teachers regarding the collaborative and developmental benefits of Professional Learning Communities (PLCs). Teachers widely agreed that PLCs are valuable for enhancing teacher collaboration, as indicated by a mean score of ($\bar{x}=4.28$, $SD=0.611$). This underscores the role of PLCs as a platform for fostering teamwork, where educators can collectively address instructional challenges and develop innovative teaching approaches. The result aligns with Dunne and Owen (2017), who noted that PLCs offer significant opportunities for collaborative teaching. Such collaboration promotes engagement and motivation among teachers, creating a cohesive professional environment where shared goals drive collective progress.

In addition, teachers acknowledged that PLCs have contributed to learning new terminologies and concepts related to teaching, with a mean score of ($\bar{x}=3.21$, $SD=0.868$). This suggests that PLCs also serve as avenues for expanding teachers' professional vocabulary and introducing them to current educational trends and methodologies. Furthermore, teachers agreed that PLCs foster a culture of continuous improvement within schools ($\bar{x}=3.20$, $SD=0.913$). This perception echoes the findings of Brown (2016), who emphasized that PLCs are instrumental in driving ongoing refinement of teaching practices and promoting a commitment to professional growth among educators.

However, a notable finding was that teachers disagreed with the statement that they feel motivated to actively participate in PLC activities within the school ($\bar{x}=2.47$, $SD=0.739$). This highlights a potential area of concern, suggesting that while teachers recognize the value of PLCs, there may be barriers or challenges that limit their motivation to fully engage in these activities. These barriers could include time constraints, insufficient leadership support, or a lack of alignment between PLC activities and teachers' personal or professional goals.

An aggregate mean score of 4.00 indicates that teachers in basic schools within the North-Dayi District hold positive attitudes toward PLCs. The findings highlight several factors contributing to this favorable perception. Teachers reported enjoying working collaboratively with partners, sharing ideas and thoughts within PLCs, and being open to adopting new teaching strategies and approaches discussed during PLC sessions. They also perceived PLCs as supportive environments that encourage the sharing of ideas and collaboration with colleagues, as well as finding PLC meetings engaging and beneficial for their professional growth. Moreover, teachers noted that participation in PLCs has helped them gain confidence and feel supported in their professional growth and development. This positive attitude aligns with studies by Harvey and Teledahl (2022) emphasized the role of PLCs in fostering collaborative professional development and improving teaching practices. These studies further suggest that PLCs provide a platform

for teachers to explore personalized learning experiences and refine instructional strategies, ultimately benefiting student learning outcomes.

Similarly, Sutula (2017) observed that teachers generally have a positive attitude toward PLCs, highlighting the value of collaboration, shared goals, and continuous professional development facilitated by these communities. The findings reinforce the importance of PLCs as a vital part of professional ecosystems in schools, promoting not only teacher development but also a culture of trust, innovation, and ongoing improvement.

During the interview, the headteachers expressed a generally positive attitude toward PLCs in the North-Dayi District. They noted that many teachers are highly supportive and actively engaged in PLC activities, while others demonstrate moderate levels of support. Despite these differences in enthusiasm, the headteachers emphasized that participation in PLCs across the district remains notably effective. This effectiveness underscores the collaborative nature of PLCs and their perceived benefits, which motivate both headteachers and teachers to contribute meaningfully. As a result, PLCs foster an environment of shared learning, professional development, and collective growth within the district.

- *For Instance, one Headteacher Said:*

"In our school, I have observed that while some teachers are very enthusiastic and highly supportive of PLC activities, others exhibit a more moderate level of engagement. However, regardless of these differences, the overall participation is remarkably effective, as everyone contributes in their own way to ensure the success of the PLC"

- *A Headteacher Reported:*

"The attitude of teachers toward PLCs varies in my experience. Some are genuinely passionate and fully embrace the concept, while others show a more cautious or moderate interest. That said, participation across the board has been very effective, and we have seen meaningful collaboration and growth as a result."

- *Another Teacher Posited:*

"From my perspective, teachers here display a range of attitudes toward PLCs. A good number are extremely supportive and fully committed, while others engage at a moderate level. Despite this variation, the effectiveness of our PLC participation stands out, as every teacher contributes to the collective effort to improve teaching and learning practices."

These views from the head teachers echo those of the teachers, indicating that there is a positive attitude towards PLCs in the North-Dayi District. This shows that, despite varying levels of support, the overall sentiment towards PLCs is favorable, with both teachers and head teachers recognizing the value of collaboration and professional development. This collective positive attitude underscores the potential of PLCs to foster a supportive learning environment, promote

continuous growth, and enhance teaching practices across the district.

IV. CONCLUSION

The findings from both the quantitative and qualitative data reveal a generally positive attitude among teachers in the North-Dayi District toward Professional Learning Communities (PLCs). The socio-demographic analysis shows that the teaching workforce is predominantly female, mid-career, and well-qualified. This composition provides a strong foundation for meaningful engagement in PLC activities. Teachers expressed high levels of agreement regarding the collaborative, supportive, and professionally enriching nature of PLCs. They recognized the value of PLCs in enhancing teaching strategies, fostering confidence, and improving student learning outcomes.

Despite the overall favorable perception, the data also highlighted an important concern. A number of teachers indicated that they do not feel motivated to actively participate in PLCs. This suggests that while the structure and concept of PLCs are well received, there may be underlying challenges. These could include time constraints, limited leadership support, or a lack of connection between PLC activities and teachers' personal or professional goals. Insights from headteachers supported the views expressed by teachers. Although levels of enthusiasm differ among teachers, participation in PLCs was reported to be effective and meaningful across schools. Both teachers and headteachers acknowledged the importance of shared learning, collective growth, and continuous professional development.

In summary, the results show that PLCs are regarded as a valuable part of the professional culture in basic schools in the district. To further improve their effectiveness, it will be important to address motivational challenges and institutional barriers that may hinder participation. Enhancing leadership support, aligning PLC objectives with teachers' needs, and building an inclusive culture of collaboration will help sustain and strengthen the impact of PLCs in the North-Dayi District.

RECOMMENDATION

Based on the findings of the study on teachers' attitudes toward Professional Learning Communities (PLCs) in basic schools in the North-Dayi District, the following recommendations are proposed to enhance the implementation and effectiveness of PLCs:

➤ *Strengthen Leadership Support for PLCs*

School leaders (Head teachers, curriculum leaders) and district education officers should actively support and facilitate PLC activities. This includes allocating dedicated time for meetings, recognizing teacher contributions, and providing the necessary resources to sustain effective collaboration.

➤ *Motivate Teacher Participation*

To address the low motivation observed among some teachers, efforts should be made to align PLC activities with teachers' interests and professional development needs. Incentives such as recognition, certification, or career advancement opportunities can also boost engagement.

➤ *Encourage Peer Mentoring and Inclusion*

Given the mix of experienced and less experienced teachers in the district, schools should promote peer mentoring within PLCs. Experienced educators can support newer teachers, fostering a culture of shared learning and professional growth.

➤ *Monitor and Evaluate PLC Implementation*

The Ghana Education Service and district-level authorities should establish mechanisms to monitor the quality and impact of PLCs. Regular evaluations can help identify challenges, measure progress, and inform future improvements.

➤ *Address Institutional Barriers*

Issues such as time constraints, workload, and inadequate scheduling can hinder participation. Schools should review their timetables to create space for PLC activities without overburdening teachers.

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