UNIVERSITY OF CAPE COAST

THE IMPACT OF IN-SERVICE TRAINING ON NON-PROFESSIONAL
TEACHERS IN WEST AKIM DISTRICT

BY

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Educational Administration

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this University or elsewhere.

Candidate's Signature……………………………. Date ……………………….

Name: Nana Takyiwaa Endurance

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines of dissertation laid down by the University of Cape Coast.

Supervisor's Signature:…………………………………. Date:…………………

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ABSTRACT

The study was on the impact of in-service training on non-professional teachers in the West Akim District. The main aim was to investigate whether the in-service training given to the non-professional teachers in the public basic schools have had any significant impact on them academically or professionally whether the in-service training has given them the pedagogical background to improve their performance and method of teaching, to find out what extent the non-professional teacher is responsive to professional development, in what ways does the in-service training promise greater efficiency and precision to the non-professional teachers; and lastly how does the in-service training prepare the non-professional teachers towards main stream teaching. Schools from seven circuits were used for the study. All the respondents included in the study totalled sixty-six (66). The data was collected through given out copies of questionnaires and granting of interviews. The statistical method used in the analysis was simple percentages which were calculated for the summary of the various responses.

The major findings of the study were that in-service training has impacted on non-professional teachers academically and professionally. Non-professional teachers responses revealed that, in-service training is one of the yardsticks to revitalize teaching and learning as the primary basis for improving professional retraining. In-service training has given the non-professional teachers the pedagogical effectiveness and has enhanced the proficiency level shown in the ability to manage their classrooms well, prepare lesson notes on time, teach within time allocated.

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DEDICATION

This dissertation is dedicated to my sons Mr. Baffour Boaten Boahen-

Boateng, and Mr. Owuraku Affum Boahen-Boateng.

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CHAPTER ONE

INTRODUCTION

Background of the Study

Ghana's education system in the first one and half decades after independence has been described as one of the best in Africa (World Bank 2004), but by the mid 1970's, the education system began to slip slowly into decline. A large scale exodus of professional teachers, especially the more highly trained and qualified teachers fled the poor conditions at home to seek greener pastures elsewhere with the majority heading for Nigeria, where the new found oil wealth was funding a rapid expansion of basic education. Consequently, many non-professional teachers filled the place of those who left.

At the basic education level, the ratio of professional to non-professional teachers fell significantly as a result of the exodus. The education sector was moreover weakened further by low motivation, low morale and ineffective supervision particularly at the basic education level. (International Conference on Education Forty Fifth Session, Geneva, 1996).

Ghana then embarked on what could be described as one of the most ambitious programmes of educational reforms in 1987 in Sub-Saharan Africa. One of the objectives was to train teachers to improve quality teaching and learning by increasing school hours and introducing a policy to phase out the

non-professional teachers (World Bank, 2004). The training of teachers to meet the demand of the reforms has not yet been met. According to Kraft (1994), cited in Brown (1996), the Criterion Referenced Test conducted in the country for Primary Schools in 1992, out of the 11,586 pupils who sat for the English Language, only 614 pupils passed representing 5.3% who scored 50% or above. For Mathematics, out of the 11,488 pupils who were tested, only 241 pupils passed representing 2.1% who scored 50% or above and 94.7% failed in Mathematics.

This development prompted the policy makers and educationists to intervene to give in-service training to the non-professional teachers in the educational system whom they have not been able to phase out to salvage education in Ghana from sinking into the doldrums.

Rubin (1978) stated that the reform of curriculum, the invention of superior teaching technology, the investment in specially designed experiences for children with learning disabilities are all of negligible consequence if the teacher who puts them to use is ineffectual. Rubin continued saying that the introduction of a new practice must be accompanied by structured programme of teacher re-education (pg. 4,6).

It is against this background that the Ministry of Education provided the necessary guidance, supervision and expertise in the field of in-service training for teachers. But the question still remains whether all the provided in-service training have had any significant impact on the non-professional teachers as well

as Ghana's co-education system. (International Conference on Education Forty Fifth Session, Geneva, 1996).

Statement of the Problem

Manu, (1993) linked a non-professional teacher who lacks in-service training to a car that is used frequently without repairs. Like a car, a non-professional teacher who does not participate in any in-service training programme is likely to go state with his or her knowledge and skills and to operate at a sub-optimal capacity. A casual observation in West Akim district reveals that, the type of in-service training be it school based, cluster, district or national level, and how each type has impact on the non-professional teachers academically or professionally. Another casual observation was the non-professional teacher respective to professional development was not clear to the researcher.

Further casual observation was that while some teachers like formal training, others have the view that in-service training promise greater efficiency and precision to the non-professional teachers. Another casual observation made was in-service training prepare non-professional teachers towards mainstream teaching.

An in-depth exploration and analysis in in-service training would clarify all the doubts raised and enable one to understand and appreciate not only how non-professional teacher responsive to professional development but also how in-service training promise greater efficiency and precision to the non-

professional teachers and how these in-service training prepare non-professional teachers towards mainstream teaching in the West Akim district public basic schools.

Manu (1996) likened a non-professional teacher who lacks in-service training to a car that is used frequently without repairs. Like a car, a non-professional teacher who does not participate in any in-service training programme is likely to go stale with his or her knowledge and skills and to operate at a sub-optional capacity. To remedy the situation, and to improve the knowledge and skills of the non-professional teachers in West Akim District, many in-service training have been organized for them. According to the District Training Officer from September 2003 to September 2005, twelve in-service training have been organized for the primary school teachers which the non-professional teachers also took part. Nine in-service training have been organized solely for the non-professional teachers and three by the subject associations for those in the Junior Secondary Schools both professional and non-professional teachers in the district.

These numerous in-service training given to the non-professional teachers in West Akim District basic public schools is purposely to give them the skills and expertise to develop their mission better. It has become pertinent to find out whether these in-service training have had any impact on the non-professional teachers academically or professionally since there are no documented evidence of the extent to which the in-service training has improved the quality of non-professional teachers.

Purpose of the Study

The purpose of this study is to find out whether the in-service training given to the non-professional teachers in the public basic schools have given them the required pedagogical background to improve their performance and method of teaching better within their classroom. It is also to examine whether the in-service training have had any significant impact on them academically or professionally.

Research Questions

The following questions guided the study:

1. To what extent the non-professional teacher responsive to professional development?

2. In what ways does the in-service training promise greater efficiency and precision to the non-professional teachers?

3. How does the in-service training prepare non-professional teachers towards mainstream teaching?

Significance of the Study

The research should enhance non-professional teachers' understanding of in-service training as a tool for improving their performance, competence, abilities and professional skills by implementing what they have learnt after In-service Training. The findings of the research should also create the awareness in basic school administrators and non-professional teachers on the need to organize in-service training to improve the required pedagogical background

and method of teaching within the classroom. The study should guide Headteachers, Circuit Supervisors, District Training Officers and District Directors of Education on how to achieve quality teaching and learning in the public basic schools using in-service training if there is a significant impact on non-professional teachers academically and professionally.

Limitation

The study was conducted in the West Akim District with non-professional teachers alone. The study could have been extended to other districts in Ghana but because of constraints of time and finances as well as the distances in between districts in Ghana, the study was limited to West Akim District alone.

Delimitations

The researcher was confined to the impact of in-service training on non-professional teachers in West Akim District alone. The research should have been conducted to include non-professional teachers outside West Akim District from other districts in Ghana, but because all non-professional teachers in the country have the same in-service training background and use a similar curricular, and the fact that all basic schools are established and overseen by the Ghana Education Service, the findings of this study can objectively be generalized for the non-professional teachers in the basic schools in Ghana.

Definition of Terms

Non-professional: A person who does not have the special skills and qualification to do a particular job or has not been trained for skill in a particular activity

Non-professional Teacher/NP-teacher: An individual who has not undertaken formal training to gain the skills, qualification and requisite of teaching.

INSET: In-service Education and Training.

In-service Training: Any planned on the job activity carried out to promote the growth of teachers and make them more efficient.

Performance: A process of carrying out a task or function

Precision: Marked by or designed for accuracy and exactness.

Efficiency: Working productivity with minimum wasted effort or expenses.

Doldrums: State of stagnation or depression

Pedagogy: Scientific method of teaching children.

Effectiveness: Doing a useful work well to produce the results that was intended

Abbreviations

USAID – United State Agency for International Development.

UNESCO – United Nations Educational Scientific & Cultural organisation

CSA – Community School Alliance

ILP - Improving Learning through Partnership

TMG – The Mitchell Group

SQS – School Quality Standard

MOE – Ministry of Education

QUIPS – Quality Improvement in Primary Schools

CRDD – Curriculum Research Development Division

GOG – Government of Ghana

FCUBE – Free Compulsory Universal Basic Education

CRS – Catholic Relief Service

WSD – Whole School Development

DSTS – District Support Teams

DTST – District Teacher Support Team

GES – Ghana Education Service

GNAT – Ghana National Association of Teachers

CRT – Criterion Referenced Test

PMT Performance Monitoring Test

DHA – District Headteacher Adviser

PTA – Parent Teacher Association

SMC – School Management Committee

SPAM – School Performance Appraisal Meeting

SPIP – School Performance Improvement Plan

NVTI – National Vocational Training Institution

ASTAG – Arts and Social Science Teachers Association of Ghana

GAST – Ghana Association of Science Teachers.

CTI - Catholic Training Institute.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Learning for life in the information society means to face many different specialized, inter-disciplinary or special problems, so school has to take care of more than teaching factual knowledge and special information of each subject. According to Schewarze (1999), teaching aims at lifelong learning as a perspective of being prepared in this changing world. Students have to be encouraged to continue on developing their network of cognitive concepts by including the new possibilities of new media-especially telecommunication.

Saeed (1999) stated that, one of the factors that contribute most significantly to the success of an organization is the quality and strength of its staff (pg 80). This is particularly true of educational institutions. No matter how efficient and well intentioned you are as a school administrator, one can hardly achieve success without the support and co-operation of well qualified, committed, dedicated and adequate staff. This is a truism that should not be over-looked. It is really through them that the actual educational process takes place. Indeed a high quality teacher is the very best resource and asset; hence the need for in-service training. Teachers need to be sensitized to the changes taking place and be revitalized to give off their best.

Definition of In-Service Education

Within the teaching profession and beyond it, few topics evoke such a ready response as in-service education. Nearly everyone – whether teacher, adviser or educational administrator seems convinced of its value. It is easier to say when in-service education should occur than to give an immediate definition.

Morant (1981), defined in-service education as follows: "It is the education intended to support and assist the professional development that teachers ought to experience throughout their working lives. Its starting point thus should be marked by the occasion when the newly qualified entrant to the teaching profession takes up his first appointment in school. Its finishing point coincides with retirement'. This suggests that in-service education in one form or the other could be experienced by a teacher if he were so disposed, for a span of perhaps between 10 – 40 years.

Cane (1969) wrote that "In-service training is taken to include all those courses and activities in which a serving teacher may participate for the purpose of extending his professional knowledge, interest or skill. Preparation for a degree, diploma or other qualification subsequent to initial training is included in this definition" (pg 3).

Here, it is noted that the key to this tighter and more central approach is the purposive nature of the intended experiences. Such studies should be planned deliberately to bring about certain changes that will lead to a subsequent

improvement in the teacher's performance in school. Cane wrote about teachers' in-service training rather than education.

Manu (1993) defined in-service education as a planned programme of continuing learning which provides for growth of teachers through formal and informal on the job experiences for all professional personnel.

James (1972) maintained that, it clearly comprehends the whole range of relevant activities whereby teachers can extend their personal education, develop their professional competence and improve their understanding of educational principles.

Henderson (1978) used the term in-service training and defined it as "Structured activities designed exclusively or primarily to improve professional performance". He justified his choice on the basis that, training implies a more direct link between learning and action and it is therefore easier to measure, the results of training being more readily usable in bringing about practical improvement.

What does in-service training actually consists of? Some share the opinion that in-service education should be casted widely to include virtually any experience to which a teacher, voluntarily or involuntarily, may be exposed (the view that 'All experience is good experience'). Professional development according this line of thought, will be strengthened by almost all activities undertaken by him after he has started to teach. The other prevailing view is that in-service education should be closely and specifically aligned to the teacher's professional working life.

Harris (1963) defined in-service education as "planned programme of continuing learning which provides for the growth of teachers through formal and informal experiences on the job of the teachers.

Formal education comprises workshops, conferences, seminars, classes, lectures and others. Informal education comprises reading newspapers, reading journals, magazines, discussions with colleagues, viewing of television films and many more. All these formal and informal education help in updating one's knowledge. In-service training helps the members of an organization to grow academically and professionally. Any organization that does not recognize the need to grow would become static and outlive its usefulness.

There is little doubt that there is the distinction between education and training. Training is concerned with the acquisition of skills and techniques using standardized learning procedures and sequence. One instance might be learning the mechanics or constructing a school time-table; another, finding out how to mark a class register and total it up at the end of the term.

In contrast, according to Morant (1981), the broader concept of in-service education is bound up with the notion of bringing about teachers' professional, academic and personal development through the provision of a whole series of study experience and activities of which training should be rated as but one aspect. Hence, in-service training should not be considered as an alternative to in-service education but as a part of the total frame work of in-service education. Viewed from the above argument, the two can be said to be mutually interchangeable.

Importance of In-service Training

In-service education has increasingly come to be known as an important aspect of teacher education. When teachers are exposed to the latest instructional approaches, new theories related to education, it provides feedback to the teachers performance. Through in-service training, teachers are given the mirror with which they can see themselves and thereby have their style of teaching modified to conform to quality teaching and learning.

In-service training helps to counter the isolation that teachers may feel. It encourages creativity. The staff is the heart of the operation of the school. Though money, time materials, facilities and curriculum are important, the ability of the staff to perform is crucial. (GES, Circuit Supervisors Handbook 2002) (pg. 88).

Many have assumed that, human development is completed by the end of adolescence in cognitive area. For instance, Inhelder and Piaget (1958) describe the change from concrete to operational thinking as taking place in the adolescence stage and that no further changes in cognitive development occurred in adulthood.

Morant (1981) argued that research has shown that cognitive development is related to development in inter-personal competence, which suggests that inter-personal characteristics were also basically stabilized in adolescence. Based on these, some people hold the view that one cannot teach an old dog new trick in apparent reference to changes in development or learning in an adult, which to them is not possible.

For example, Hunt (1966), emphasized that adult learning styles are not fixed. Adult change and most important, enlarged the range of environments in which they can work comfortably. While adult development is by no means a fully articulated concept, there has recently been an increasing amount of information about adults and how they learn. As one grows from infancy to old age, changes constantly take place within the person as well as with the centre in which one lives, work or learns. This is particularly true of teachers and administrators because they are responsible for assisting others to succeed in a rapidly changing world. The essence of considering adult learning or development relative to in-service education is based on its purpose.

Purpose of In-service Training

Generally, in-service education aims at widening and deepening teachers' knowledge, understanding and expertise, skills, techniques and power of judgment in respect of their professional work by means of activities designed primarily to attain this purpose. Rubin (1978) said that in-service training is essentially to enable teachers to: evaluate their own work and attitudes in conjunction with their colleagues in other parts of the educational service. In-service training starts by helping teachers to examine their existence practices in school in a very critical manner. In other words, through interaction with colleagues, one gets to know his/her strengths and weaknesses and take remedial measures to improve upon them.

In-service training aims to develop teachers' professional competence, relevant knowledge and confidence. This can be done with the help of other people working in the school or outside it. Again, it makes teachers identify their immediate professional needs with the hope of overcoming them.

It enables teachers to develop criteria which will help them assess their own teaching roles in relation to the changing society for which the schools must equip their children. That is, in-service training should lead them to the identification of further professional needs springing from new perceptions concerning the relationship of their schools and the changing society

Also, it helps to advance the career as a teacher. A teacher who stays in a school for a long time and does not upgrade him/herself becomes stale and atrophy. His methods of teaching become obsolete and one finds such a teacher sticking to his/her old values, attitudes and his old traditions. According to Morant (1981) there must be what we called Career Advancement and Renewal.

In-service training is meant to reactivate, reinvigorate, reanimate or restore the old teacher back to life as far as academic and professional competence is concerned. It makes teachers abreast with the modern trends in methodology, techniques and skills. It enables teachers to gain confidence and expertise when promoted to new job. (GES, Circuit Supervisors Handbook 2002).

Characteristics of INSET

In-service training is supplementary to initial training at college or university. Its role is to support the professional and intellectual development of

teachers by keeping them abreast with new ideas and changes taking place in the educational front. It is supposed to be a continuous process instead of being a single episode in the professional life of the teacher. It should be organized as often as the need is felt to upgrade the skills of teachers.

INSET is a continuous planned activity. Spontaneous interaction among teachers may help to upgrade their skills, knowledge and competencies on the field of job. Nevertheless INSET is often organized on a formal basis. INSET is supposed to provide experience that makes for the intellectual and professional growth of participants. Its necessity comes to light on the job among personnel already engaged in the schools. This means that they find time outside the busy schedule to undergo the learning experience provided.

INSET may take diverse forms including:

i. Observation of more experienced teachers at practice.

ii. Self instructional reading by teachers

iii Engineered consultations or informal conversation among teachers to up-grade their skills.

iv. Formal courses organized by a team of experts.

v. Seminars, conference, symposia, etc.

INSET may lead to the award of certificate of attendance or some officially recognized award bearing qualifications which count towards promotion and other career advancement opportunities for participants. INSET is supposed to span over the time when a new teacher enters the profession until his retirement. (Morant 1981).

Where In-Service Training is Needed

According to the University College of Winneba handbook on Education and Culture by Distance Learning (UCEW/IEDE 1996), in-service training is organized for heads of schools. This is to help them advance in knowledge and research in administration. The role of the head of an educational institution is also undergoing constant change. Through in-service training, the headteachers may be able to improve their methods of administering their institutions.

In-service training is organized to equip new teachers with knowledge and skills. When new teachers are posted to districts and schools, it should be possible to organize such in-service programmes to orientate them to their new surroundings and the challenges of their new responsibilities. The National Service Personnel Association organizes courses for teachers at the secondary level. The objectives of such courses may be: to explain new teaching assignment; to overcome specific problems and weaknesses such as Absenteeism, wasted contact hours and to explain administrative changes and their effects.

Also in-service training is organized in various schools like Senior Secondary, Teacher Training Colleges, Polytechnics, Nursing Training Colleges and even at the University level to orientate the new entrants about their new surroundings, their courses, job avenues, what is expected of them, the challenge and how to tackle them.

In addition, in-service training is organized in school-based level. According to a University College of Education, Winneba – Handbook

Education and Culture by Distance Learning (UCEW/IEDE 1996), (pg. 226) the first batch of Senior Secondary School products did not perform well in their final examinations. One of the reasons advanced by the Ministry of Education for that poor performance was lack of proper curriculum leadership and school-based supervision in-service training for some Heads of schools. For example, how the Heads assess the performance of their teachers. Assessment products can be learned through in-service training programmes organized for Heads of schools. Through in-service training Heads of schools in a particular area can pool resources in tackling common problems.

In-service training deals with the other agencies of education. No school exists in isolation. It is for instance part of the community. Whatever goes on in the community affects the school just as what goes on in the school affects the community. If peace is not prevailing in the community it makes the school work difficult. Through in-service training. Heads can learn how to get the co-operation of such bodies as the Parent Teacher Associations, School Management Committees, Town Development Committees, religious bodies and Non-Governmental Organizations.

In-service Training can be organized in individual schools, districts or on regional bases. Whatever the level, the organization takes the same form. To obtain maximum benefits from the session, the training must be properly organized.

Planning In-service Training

According to the GES Headteachers' Handbook (1994), to plan an in-service training effectively, the first thing to be done is to define the objective which is to be achieved. For example, a particular programme may be aimed at helping the participants to acquire skills in questioning. What must be noted is that not many objectives should be planned to be achieved in one programme. When too many activities are planned for; participants become confused. A decision has to be made, therefore on the topic or problem that must be tackled. Other important decisions to be taken are; where and when to hold the in-service training, and who are the people that the in-service training are going to be organized for. In order to secure the maximum co-operation of all the teachers, they should be consulted in taking these decisions. (GES Headteachers Handbook (1994)(pg 216))
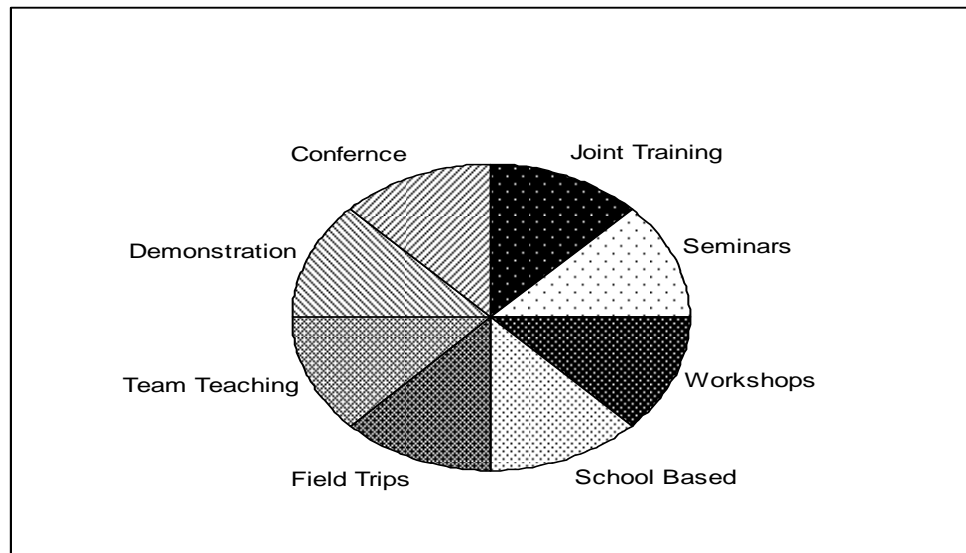
Source: GES, Headteachers' Handbook 1994 (pg 216) University College of Winneba on Education and Culture by Distant Learning (1996), (pg 229)

Figure 1: Forms of In-service Training

Types of INSETS

The diagram above indicates the types of in-service training available. The definition for each and how each INSET is organised is explained below.

School Based In-service Training

This is a type of training organized at the school level. It is described as in-service education, which is able to meet and identify the needs of teachers and the pupils and to improve the quality of education of the children of the school.

Perry (1977) defined school based in-service education as "all the strategies employed by trainers and teachers in partnership, to direct training programmes in such a way as to meet the identified needs of a school and to raise standard of teaching and learning in the classroom". In the school based paradigm, the teachers, the child and the curriculum developers interact with other schools, use the school facilities like the classrooms, the library, the laboratories, staff common room, craft room and others, in order to improve teaching and learning in classroom management.

The underlying principle is that the teacher development programmes be based on the teachers themselves identifying and addressing their training needs for improvement of their competences. The topic for discussion can be led by any teacher who has the flair, knowledge, expertise and courage. Ideally, school based-INSET is organized after classes. It is cost effective because it is organized after classes. It is organized on the school campus, and as a result

money for transport, accommodation and food are saved. (GES, Headteachers Handbook 1994).

Joint Training/Cluster based INSET

This is also another type of in-service training done by a number of schools that have identified a common problem and are in the same vicinity. The Heads of particular schools might have identified common weaknesses among teachers and they can plan to have in-service training for the teachers in one school. A group of schools constitute a cluster. The distance between the schools forming the cluster should ideally be of a walking distance. In most cases, these teachers share new ideas, new techniques or methods. Time for going round all the schools is saved for the resource person. The participants use the facilities of the school where the training is taking place.

To a large extent, there is cooperation among members of staff because in most cases, they work as a team to solve a problem. This can be very useful especially, in situations where the issue being tackled is of common interest to all the Headteachers. For instance, if a new teaching method has been introduced by the Ghana Education Service (GES), Headteachers in a particular town, village or zone can have a joint or cluster in-service training on it. (GES Circuit Supervisors Handbook 2002 University College of Winneba Handbook on Education and Culture by Distant Learning 1996), (pg 229).

Workshop

According to the Macmillan School Dictionary (1995), a workshop is an occasion when a group of people meet in order to learn about a particular subject. As the name implies, workshops really are working sessions. Participants are kept busy most of the time doing or creating something; participants could be made to work in pairs, small groups or as individuals depending on the task. However, before they break into various groups, there is usually a brief discussion, during which time the leader introduces them to what they should do and how they should do it. Workshops can be organized to prepare teaching aids. (GES Headteachers Handbook 1994).

Demonstration

Demonstration is also another type of in-service training. It is usually very effective when new methods, processes or appliances are being introduced. For example, if a teaching method is introduced, a demonstration method can be arranged for teachers to observe and then discuss. For effective demonstration lesson, pupils can be invited to be taught or some of the teachers can be used as pupils so that peer teaching techniques are used. (Headteachers Handbook 1994).

Team Teaching

The word 'team' means a group of people who work together. Team teaching is therefore an approach in which one topic is taught by individual teachers in turns and at the same sitting. They focus on different task such as

explaining verbally, writing on flip charts, or holding up pictures. All these tasks take place at the same time with each being done by a different teacher. In using team teaching for updating teachers' skills in questioning, one resource person may deal with lower level order questions while another deals with higher level order questions. This makes the session more interesting than just having one resource person delivery a lecture with only one style of presentation being used.

Co-operation Focused Model

There is also an INSET called the Co-operation Focused Model. When the GES is introducing new programmes in Mathematics, English, Science and other subjects like Social Studies, the GES invites the representatives of the districts to an in-service training. After receiving the training, the representatives go back to the various districts and in turn invite the Circuit Supervisors for training. The Circuit Supervisors also organize in-service training for their teachers. The Circuit Supervisor can invite representatives from the schools who may also go back to train the other teachers. (GES Circuit Supervisors Handbook, 2002).

August 2003, all Circuit Supervisors, Assistant Directors in charge of Supervision and Managers of schools in Ghana were invited to attend a 9-day in-service training by the Institute of Education – University of Cape Coast. The participants were taught how to use the teaching syllabus, knowledge and understanding and application skills could be used effectively in the preparation of lesson notes.

Again, the G.E.S. improved the existing skills of teachers on how to teach the various aspects in English Languages, Mathematics, General Science, how to select topics from the syllabus, preparation of expanded scheme of work and many more. The various Circuit Supervisors after the course and in a fortnights time organize in-service training for their teachers. In West Akim District, two Circuit Supervisors were selected for every circuit centre. They started first with the lower primary teachers then followed by the upper primary teachers. Three days were used for each section of teachers.

Apart from this, the Quality Improvement in Primary School (QUIPS) also took it up. They were sponsoring teachers to attend workshops or in-service training on the teaching of English Language and Mathematics. The Whole School Development (WSD) also was on the preparation of the expanded scheme work. Apart from all these, the non-professional teachers have many impacts on them. (International Conference of Education forty-fifth session Geneva, 1996).

Institutions that offer INSET in Ghana

One thing that is known about INSET is that it is done to improve the existing skills of teachers. There are some institutions that provide this form of INSET in Ghana. These institutions according to Manu (1993) include:

a. The Ghana Education Service

b. Ghana National Association of Teachers

c. Institute of Education – University of Cape Coast

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d. Institute for Educational Planning and Administration of U. C. C.

e. Regional and District Education Offices of G. E. S.

According to Manu (1993), G. E. S. has three purposes of INSETS

i. To introduce new curriculum into schools

ii. Promotion and prescribe courses are organized to enable certain categories of teachers to qualify for promotion (requirement in the condition of service of G.E.S.)

iii. Orientation courses for newly promoted officers in the service.

The Circuit Supervisor's Handbook defined in-service training as any planned on–the-job activity carried out to promote the growth of teachers and make them more efficient. The Ghana National Association of Teachers (GNAT) has prepared teachers for their promotion examination. They organized workshops to train writers of textbooks and story books in the techniques of writing. GNAT organises courses for General Certificate Examination (GCE) Ordinary and Advanced Level examinations. It gives study circles for teachers to update their knowledge on Trade Union and Professional matters. Institute of Education – UCC selects teachers, orientate them to mark Teacher Training Colleges external examinations. Institute of Education Planning and Administration of UCC also organises courses for educational leadership for top administrative personnel for education service. Subject Associations like Ghana Association of Science Teachers (GAST). Arts and Social Science Teachers Association of Ghana (ASTAG) conduct courses and other INSET programmes for subject teachers especially in the preparation of teachers to support

Mathematics textbooks etc. for the teaching of a specific subjects. (Manu, 1993). The Ghana Education Reform has called for many interventions with many in-service training.

Ghana's Educational Reform and the Provision of In-service Training

Ghana's education system in the first one and half decades after independence had been described as one of the best in Africa (World Bank 2004). However, by the mid 1970s the education system had begun to slip slowly into decline prompting several commissions of inquiry, notably the Dzobo Education Review Commission to be set up to determine the causes and way forward for recovery. (World Bank, 2004).

The Education Act of 1961 established the policy of Free and Compulsory Primary and Basic Education for all children of school-going age in Ghana. Therefore, since independence in 1957, various governments have attempted, with varying access to provide facilities and opportunities for basic education for all children in Ghana (International Conference of Education45th Session, Geneva, 1996).

In 1983, the government enacted PNDC Law 42 to modify and reinforce among others, the Education Act of 1961. The government declared that "without the provision of basic education for as many of our children for the challenges of this environment, we could only be turning them into misfits and denying ourselves the most essential resources for national development. (National Conference of Education Forty-fifth session, Geneva, 1996) (pg 1).

In 1987 Ghana embarked upon what could be described as one of the most ambitious programmes of education reforms in sub-Saharan Africa based largely on the recommendation of the Dzobo Commission. The education reforms were part of national economic recovery plan which began with a restructuring of the school system, a process validated and accelerated by the global agenda of education for all following the Jomtien Conference in 1990. Prior to the reforms, basic education had been affected by a crippling economic decline with devastating consequences on the quality and efficiency of education provision and delivery. The proportion of Gross Domestic Product (GDP) devoted to education declined from 6.4% in 1976 to about 1.0% and 1.7% in 1985(World Bank, 1996). Schools were lacking the very basic and essential inputs such as textbooks and stationery with school building, furniture and equipment in dilapidated state, and statistics needed for planning no longer collected (Yeboah, 1990). Worse still, a large scale exodus of qualified and professional teachers fled the poor conditions at home with the majority heading for Nigeria where new found oil wealth was funding a rapid expansion of basic education.

Consequently, non-professional teachers filled the places of those who left. Meanwhile population growth led first to rise in class sizes and then to a steady fall in gross enrolment ratio – from 80 in 1987 to 70 in 1988. (Colclough with Lewin, 1993). These factors and conditions all contributed to a general demoralization within the education system affecting school management, teacher morale and quality of primary education (World Bank 2004). The most

persistent criticism of the education system at the time was its structure, totalling 17 years of pre-tertiary education and considered inefficient, highly selective and which generally marginalized participation of the poor in education. The education reforms set the following targets:

    i.   Replacing the 6-4-7 school system with 6-3-3 thus shortening pre-tertiary education from 17 to 12 years.

    ii.   Improving quality of teaching and learning by increasing school hours and introducing a policy to face out the non-professional teachers.

    iii.   Through the review and revision of teaching materials, new measures on teacher incentives, and a focus on in-service training.

    iv.   Strengthening management at both central and district level.

    v.   Improving access and participation especially through schemes that encouraged girls participation at primary level (World Bank, 2004).

Educational Policies and Reforms

With effect from September (1987), Ghana adopted a 6-3-3-4 system of education. Under this structure the educational system is made up of six years of primary school, three years of junior secondary school which forms nine years of basic education followed by three years of senior secondary school. This constitutes twelve years of pre-tertiary education. According to the

national report presented at the 45th inter-conference on Education Geneva, (2996), under the educational policies and reforms; these were the main areas of concern.

1. **Increased Access to Education:** According to International Conference on Education forty-fifth session, Geneva 1996, the gross primary school enrolment rate increased from 80.5 percent in 1988/89 to 82.5 percent in 1990/91. at the primary level. Primary one grew from 74.8 percent in 1988/89 to 75 percent in 1989/90 then 82.5 percent in 1990/91 and 89.4 percent in 1991/92. At the J. S. S. one level, 1987/88 enrolment was 21.7 percent higher than comparable Middle Form one enrolment, with the largest increase 83.9 percent recorded in the three educationally disadvantaged regions – the Northern, Upper East and Upper West. In most of the southern regions, over 70 percent enrolment rate of the age 6 – 14 had been achieved, but in the three northern regions, the equivalent enrolment rates were above 40 percent. In 1990/91 and 1991/92, enrolment in public junior secondary schools in relation to population in age group 12 – 14 was 50.0 and 56.3 percent respectivelly, (International Conference on Education Forty fifth session Geneva, 1996).

2. **Curriculum Reform Towards Greater Relevance:** A major objective of the school reform was to make education more relevant to socio-economic realities of the country, so that the Ghanaian child having gone through such education, will be able to live a productive and meaningful life. Thus Ghanaian languages and practical agriculture have been

3. **Improving Instructional Effectiveness:** From 1987 onwards, textbooks and instructional materials were injected into educational system, which for several years had been starved of even the most basic classroom requisites. New textbooks and teacher's guides were produced for the basic education schools, from primary 1 to J.S.S. 3, and a range of tools and science equipment was procured and delivered to schools. In addition, pupils were provided at cost with essential stationery. Basic classrooms supplies such as chalk, registers and notebooks were also provided (National Report presented at the 45th Inter-conference on Education Geneva, 1996).

4. **Training Teachers to Meet the Demand of the Reforms:** In response to the need for teachers to meet the requirements of the reform programme. Teacher Education programmes have been reformed and strengthened. With effect from 1998, intake into the 4 year post-middle, teacher training course was discontinued, and all intakes into the Teacher Training Colleges is now made into a three-year course reserved for Ordinary, Advanced Levels GCE and SSSCE holders. The curriculum at the teacher training colleges was also revised to reflect changes in the

content and methods of basic education teaching. Teacher Training Colleges, now train teachers to teach groups of subjects to match the reform programme. While all teacher trainees, irrespective of their areas of specialization study core subjects necessary for imparting relevant knowledge and skills in basic level schools, in Group One Colleges, students study Science, Mathematics, Technical Skills, Agricultural Science and Physical Education whiles in Group Two, Students study English Language, Social Studies, Cultural Studies, Vocational Skills, French and Ghanaian Languages (GES WSD status report, 2004)..

5. **Promotion of Technical and Vocational Education:** Technical education forms an essential component of the reform programme as can be seen from the development of technical and vocational programmes among five elective programmes of secondary education. Furthermore, the traditional technical institutions remain as before, producing the country's craftsmen and technicians.

6. **Provision of Structures and Other Facilities:** With regard to basic schools, the provision and maintenance of classrooms is the responsibility of Local Government – a responsibility which is being carried out by District Assemblies. Through the World Bank and donor agencies, the government has assisted communities which were unable to complete their school structures for the J.S.S. reforms. Since 1990, the USAID has embarked upon various projects focused on primary schools in deprived areas. Under the Primary Education Programmes, known for

short as PREP, government has received support for the construction of headteachers residences for selected primary schools in the rural areas. Government currently with the assistance from World Bank has constructed a number of classrooms for primary and J.S.S. to ameliorate the problem of inadequate classrooms in deprived areas (World Bank, 1996).

Objectives of Teacher Education and In-service Training

The objectives of Teacher Education are:

1. To provide the teachers with a sound basis in the content of the courses at the levels at which they will teach.

2. To provide the teachers with sound professional skills that will enable them guide the children learning.

3. To provide the teachers with manual skills to enable them interest in children in the acquisition of basic vocational skills and

4. To inculcate in teachers the qualities of leadership (GES, WSD status report, 2004).

There should be a type of leadership that should create favourable conditions in which children learn with pleasure and ease, enable them prove themselves acceptable in the community and integrate the school into the community. With all the educational reform and in-service training mechanism put in place to achieve quality teaching and learning, the effectiveness of the public basic and secondary schools remain low as do their achievements.

According to the Daily Graphic (1994) May 21 edition, the Minister of Education Mr. Harry Sawyer's revelation to Parliament on November/December 1993, the first Senior Secondary School results, showed that out of 42,105 students who sat for the SSSCE, only 1656 students passed, representing 3.9% in all the 9 subjects. In 1994, 48,945 candidates went for the SSSCE only, 2,604 passed in 9 subjects representing 5.32%.

In 1992, the Criterion Referenced Test conducted in the country for primary schools showed that in the 11,586 pupils who sat for the English Language, only 614 pupils representing 5.3% scored 50% or above. For Mathematics in the Criterion Referenced Test, the 11,488 pupils who were tested, only 241 pupils passed representing 2.1% who scored 50% or above. 94.7% failed in English language whilst 97.95 failed in Mathematics (Kraft 1994). All these show that the non-professional teachers who were not completely phased out, needed in-service training.

The qualitative, aspects of education must be concerned with a host of things which is taught and what is taught and how it is taught. It would also induce how they learn, and the responsiveness of content of education to the real needs of pupils and society. Coombs (1969) states that other important aspect of quality education included the efficiency and effectiveness of the education process, including how it is organized, planned and managed and above all with education change and innovation aimed at adapting education to the changing world.

Coombs (1969), all noted that educational planners, administrators and researchers have agreed that, any discussion on quality, availability of equipment, facilities, suitable curriculum, management system should be adaptable to the changing environment.

To achieve the objective of FCUBE, many favourable interventions with in-service training were put in place to salvage education in Ghana from sinking into the doldrums. Some of these are: the Quality Improvement in Primary Schools (QUIPS), Community School Alliance (CSA) Improving Learning though Partnership (ILP), The Mitchell Group (TMG) School Quality Standards (SQS), Whole School Development (WSD), Performance Monitoring Test (PMT) Criterion Referenced Test (CRT) District Headteacher Adviser (DHA), District Support Team (DST), District Teacher Support Team (DTST), Primary Education Programme (PREP), Parent Teacher Association (PTA), School Management Committee (SMC) School Performance Appraisal Meeting (SPAM), School Performance Improvement Plan (SPIP) and many others (World Bank, 2004).

Adaptability of In-service Training

According to Parson (1951), as cited in Brown (996), one way of assessing how effective an organization or a social institution (such as school) is managed, is its ability to adapt to internal as well as external environment. Change and the need for change can be seen in all aspects of human endeavour. Ovard (1966), held that moral values of the people of old have been set aside

replacing it with science in many aspects of religion which man has been forced to adjust to this dynamic revolution changes.

In-service training and educational management adaptability became a crucial issue at the UNESCO conference in Senegal (11th – 13th March, 1996), (International Conference on Education, Forty-fifth session of Geneva, (1996)) when participants were unanimous with the view that it should be a matter of priority for countries to launch education reforms that could anticipate the future needs of society in the 21st century which would be strongly dominated by science and technology (Education Innovation). If education plays its role well in moulding the child for today and the near future then education management must be responsive to this rapidly changing world.

In-Service Training through Interventions

One of the favourable interventions which salvaged education in Ghana from sinking into the doldrums was the Quality Improvement in Primary Schools (QUIPS). This programme was sponsored by the United States Agency for International Development (USAID). It has been in operation in Ghana since 1997/98. The QUIPS programme is a holistic approach which addresses facets of primary education (QUIPS/ILP: Learning from Experience; Journal and Agreement, 1999).

The Partnership Schools for the In-service Training

USAID in conjunction with Community School Alliance (CSA), Improving Learning through Partnership (ILP), and the Mitchell Group (TMG) is assisting the Ghanaian Ministry of Education with its basic education programme to improve primary education at the community, school and district levels. From 1996-2002, this project has worked in partnership with three schools in each district of the country to develop and test education strategies to create a quality learning environment through the development of School Quality Standard (SQS) (QUIPS, 1999 Improving Learning through Partnership, the Mitchell Group).

Community School Alliance (CSA) works with the community to help parents understand the importance of education and to assist them in contributing to an effective learning environment. Improving Learning through Partnership (ILP) works directly with district and school education personnel to provide clear examples to improve teaching practices, increased teacher-student interactions, and strengthen school community relationships. The Mitchell Group (TMG) monitors the project and provides information to Ministry of Education (MOE) to show that strategies are working and how this may be duplicated in other schools. Under USAID, leaders and co-ordinators all contribute to national level policy changes which improve the environment for decentralized, quality education. According to Quality Improvement in Primary Schools Programme (QUIPS, 1999) seven major areas have been focused. These are as follows:

1. **Improve Learning Environment**

   Strengthen district support for partnership schools, create and implement school improvement plans, Improve supplies and distribution of learning materials and renovate and construct physical facilities in the partnership schools.

2. **Promote More Effective Teachers**

   Train teachers in pupil-centred instructional practices, Test distance learning technologies for teacher training and classroom instruction, Improve supervision on both circuit supervisors and school heads, and build a sustainable in-service training system.

3. **Support Greater Community Involvement in School Improvement**

   Public awareness and education, strengthen community organizations which support public education and support communities to participate in the design, implementation and monitoring of partnership schools.

4. **Revise Primary Education Curriculum and Develop and Test Instructional Materials and Assessment Standards and Procedures**

   Reduce number of subjects in primary grades and increase instructional time for language learning, develop and improve primary curriculum, develop and test standardized pupil assessment instruments linked to revised curriculum. Train teachers in the revised learning and assessment tools and train staff of Ministry of Education (MOE) CRDD in management of the curriculum reform process.

5. **Improve the Educational Personnel Management System**

   Develop and implement a personnel, redeployment plan, Improve and implement policies, management systems and procedures for recruiting, hiring, posting, transferring and promoting educational personnel, establish a management system and standardized procedures for assessing teacher performance in the classroom and develop a management system and procedure for implementing incentives and sanctions for education personnel. Train MOE and district education personnel in the use of revised policies and procedures (Quality Improvement in Primary Schools Project (QUIPS 1999)).

6. **Increase the Capacity and Authority of Districts and Schools**

   Clarify roles and responsibilities of key education units and personnel, increased discretionary spending and resources at the district level and train districts and school personnel in planning, budgeting management of financial and personnel resources

7. **Improve School Quality Information and Analysis**

   Integrate SQS information into the MOE information management system, Train MOE personnel in information management system, train MOE personnel in information analysis and utilization and organize to promote sharing of information among community leaders, staff of partnership schools and district/central planners.

   Presently, USAID is working with 18 partnership school in six districts. Adansi   East, Atwima-East, Asunafo, Assin, Birim South and Bibiani-Ahwiaso

Bekwai. During the 1998-1999 school year, an additional 27 schools in nine new districts were added, these new districts include Mfantsiman, Abura-Asebu-Kwamankese. West Akim, East Akim, Dangbe West, Accra Ahafo Ano North, Asutifi and Sefewi Wiawso. Source (USAID Home page, World Bank, 1996).

Teacher Professional Development Profile and
In-Service Training Programmes

The goal of the Quality Improvement in Primary Schools/Improving Learning through Partnership (QUIPS/ILP, (1999) project was to assist the Ministry of Education of the Government of Ghana with Education Reform, particularly efforts to improve in-service training in basic education.

The profile describes the teacher in-service professional development programme in QUIPS/ILP, which was developed and implemented in close collaboration with the Government of Ghana (GOG).

The objective of the teacher in-service professional development of QUIPS/ILP was to improve the overall quality of teaching and learning at the classroom level using an appreciative inquiry/assets strengthening approach in working with district education staff, school level staff, and community members. The project worked within the context of the Government of Ghana's own educational reform programme aimed at improving basic education and its initiative for creating a system of free, compulsory universal basic education, referred to as FCUBE.

The programme helped teachers to improve their instructional skills and practices, allowing teachers to have a more positive impact in their schools. In this programme, teachers, headteachers, and circuit supervisors were able to try new methods and materials in a nurturing environment within their schools. The programme focused on lesson plan development and general planning, pupil-centred techniques, approaches for literacy, numeracy, and critical thinking; classroom supervision; and continuous assessment of pupil learning. The objective of the programme was identified through a collaborative process that included working with local stakeholders to improve the quality of teaching and learning in primary schools. (QUIPS/ILP: Learning from experiences: Journal and agreement, 1999).

The Principles of the Teacher Development Profile

One of the principles was the recognition of value and the potential capability of every teacher and district-level staff member. The second principle underlying the programme was the recognition of the importance of a multi-level strategy in working with people at various levels in the educational system to support learning at each level. A third principle was to make available an on-going programme of in-service training that reaches all teachers at the school level is an effective strategy for improving pupils' learning (QUIP/ILP, 1999).

Finally, the project was to create a core group of district-based trainers who were supposed to gradually become responsible for the implementation of the in-service training at supported schools and extend that training to other

schools in the district. QUIPS/ILP helped narrow the gap between central-level policy and the classroom experience of teachers and pupils. The programme was designed after a field study by international consultants to determine what teachers were doing in the classroom and what support they needed to improve instruction. The programme was initially implemented in three schools in each of the Ghana's 110 districts on pilot basis. The programme then expanded over time to twenty schools in a district. By year two, the project changed in scope, and Catholic Relief Service (CRS) became responsible for the three northern regions of the country (World Bank, 2004).

How the In-service Training was Organized

The QUIPS/ILP in-service teacher development (QUIPS.ILP, 1999) programme was based on the appreciative-inquiry approach. This approach re-orients the typical intervention from one that focuses on identifying weak to one that focuses on strengths and existing potential in the school and community. As a result, teachers are able to identify the resources and strengths of their schools and communities as a way of raising their awareness about the need to make changes. The professional development programme was carried out by the QUIPS/ILP consultants and then eventually became responsible for the professional development of teachers. This in-service teacher professional development programme included the following components: professional development of district level trainers; school based INSETS; and residential

professional development for teachers, headteachers and circuit supervisors (QUIPS/ILP, 1999).

According to QUIPS/ILP (1999), the district-level trainer component focused on teaching methods, classroom management, instructional leadership, school-level management, as well as facilitator skill development before the start of the school-based interventions. The focus of the residential instructional programme was teaching methods, class management, instructional leadership, school-level management and administration, and facilitator skill development.

The school-based INSET was designed on the basis of core pedagogical concepts and practices. The instruction involved each partnership schools in six school-based in-service instructional workshops over a two-year period of reinforcement through residential instructional programme. During the first year of this cycle, workshops were designed to include the following components; a practical orientation, demonstration lessons, gender equity, community involvement, experimental learning, self-study, self-learning, and use of an appreciative-inquiry. This school-based in-service training was conducted six times over a two-to three-day period at each school over a two-year period. During interval periods, circuit supervisors visited each of their schools at least once per month, to provide additional assistance. Project staff also provided additional assistance on a regular basis but in a less structured way (QUIPS/ILP: Learning from experiences: Journal and Agreement, 1999)..

The residual professional development component of teachers, headteachers, and circuit supervisors consisted of effective lesson planning and

presentation, instructional leadership, and school management. The programme included the following component: preparing lesson notes for English and Mathematics lessons, constructing teaching and learning aids for English and Mathematics lessons, giving and receiving feedback on teaching practices and creating plans to implement new teaching and learning strategies. All these interventions which called for intensive in-service training by QUIPS/ILP; West Akim District non-professional teachers were not left out.

As Loftis (1979) emphasized, teachers can contribute to the change process within their own classrooms – a place where experimentation with different strategies and new personnel behaviour may be tried. The question is to what extent is the non-professional teacher responsive to professional development. The researcher wants to find out.

Parent Involvement in School Management

As it was a demand for QUIPS/ILP, parents' involvements to improve quality teaching and learning in primary schools was crucial. Rubin (1978) cited that while some teachers and heads are reactive to parents involvement in school management, a great amount of evidence show that high achieving schools are those that involve parents and members of the community. Whole School Development (1999) supported that closer contact between parents and teachers gave each a more complete picture of child's ability and improve consistency in working towards desired goals. It also created the momentum for instructing School Management Committees (SMCs) and Parent Teacher Associations

(PTAs) were formed and called for in-service training with the intention to enhance communities' sense of ownership and participation in education service delivery. To deliver the objectives of FCUBE government adopted a large scale Whole School Development (WSD) programme which also supported parents' involvement that was designed and managed by the Ministry of Education with funding from the UK Department for International Development (DFID). WSD was viewed as a strategy to counter the paralysis that had come to characterize local decision making in basic education by devolving control of education to districts, schools and communities.

The main focus of this report was to examine three main issues with respect to the WSD programme in Ghana:

i.   the strengths and weaknesses and identify what has worked, and why

ii. discuss the key lessons which have been learnt regarding WSD as an effort to improve the quality of primary education and

iii. the implications for education policy of this intervention in Ghana.

In-Service Training and Teacher Effectiveness

The WSD focused on how effective the trainees will be and how that In-service training worked. Macheil, (1973) asserted that successful teachers see teaching as an interesting and worthwhile challenge which approached by assuming personal responsibility for their student's learning. They foresaw problems which they believed could be overcome and were thus motivated to search for solutions. Less successful teachers saw teaching as mere as a dull

job, responded to responded to problems by giving up, did not assume personal responsibilities for students' learning and discussed problems as if they were too serious to be solved. They believed that they could not make a difference.

Nicholls (1978), in a similar vein postulated, that judgment of self-competence or subject judgment of ability to perform effectively in a situation are important facets of one's sense of self. Boampong cited in Maehr (1993) found that a person's confidence in their ability seeks challenges; those who lack confidence avoid challenge. Bandura (1977) distinguished between outcome and efficacy expectancies. That was, individuals believe that particular activities will produce certain outcome, but if they entertain serious doubts about whether they can perform those activities successfully, or whether they play an instrumental role in achieving those outcomes will not influence their behaviour. Self-efficacy derives from perceptions of performance accomplishment and social persuasion, particularly if reinforced by organizational activities and condition that promotes individual success. Cliff (1982) observed that 'the ultimate sanction of dismissal is rarely applied to teachers when there is gross misconduct rather than mere incompetence in almost invariably the reason'. The study wants to find out how the in-service training promises greater efficiency and precision to non-professional teachers.

Improvement of School Effectiveness

The notion of school improvement has evolved more or less from the tradition of research into school effectiveness where attempts have been made to

isolate critical inputs and processes that are likely to produce the best outcomes in terms of achievement results. This study was primarily concerned with the equation: what makes a school effective and usually looked at teacher qualities and instructional practices for answers. From an ideological perspective schools are cast in the same mould as social organizations where success is judged by result and outcomes (Morley & Rassool, 1999). With time and as understanding about how complex the nature of 'effective' schools are there has been a shift in interest to be looking at processes of school improvement and the links between processes and outcomes (Gray, 1999). School improvement studies have been more sceptical about single-cause explanations of improvement, and have come to recognize the full variety of changes going on in schools and which interact with student characteristics to produce difference in student learning outcomes. Essentially, therefore, the meaning of school improvement has come to stand for how schools are able to improve their effectiveness over a period of time and is particularly concerned with activities that bring about this change. As Gray (1999) points, it gives particular salience to efforts towards change which focus on student achievement and the classroom and organizational conditions which support it.

Hopkins (2002) suggested that there are two ways in which the term school improvement is used: one is in terms of "the efforts to make schools better place for students to learn and … "as a strategy for educational change that enhances student outcome as well as strengthening the school's capacity for

managing change". According to Harris (2002), this definition highlights the importance of school improvement as a process of changing school culture.

Teachers as Agents of Change

Loftis (1979) emphasized that teachers can contribute to the change process within their own classrooms – a place where experimentation with different strategies and new personnel behaviour may be tried. If teachers are not trained to acquire the requisite to increase effective basic education system through quality improvement in teaching and leaning, the low level of effectiveness of public schools and its effect on achievement will never be erased. Has there been any difference between the performance of non-professional teachers before and after in-service training? The study seeks to find out.

Harris (2002) cited two important assumptions about school improvement as; first, it is those managing the school from within who are the critical agents of change. Secondly, internal conditions in terms of management, ethos, support system etc. are important to motivate and sustain the school's efforts to improve. Apart from mobilizing change at the school level, the literature also raises the importance of multi-level intervention to promote school improvement.

On the other hand, Hopkins (2002) stated that school improvement reforms have attempted to change the professional and organizational culture of schools – to promote a more collegial environment with emphasis on

collaboration and professional relations among the staff and extended to the local community, but has also given considerable attention to teacher development activities as a way to improve student behaviour, learning and achievement. Change is sought at all levels of the school: classroom, teacher level, engaging teachers in professional dialogue and development and change in the school culture with the support of external professional agencies. Thus the focus is on the school as the unit of change.

Gray (1999) suggested four ways of strengthening school improvement. Loose descriptions of what has happened, starting with how things were and step by step description of what has happened since then more systematic description where headteachers involved in effective school improvement programmes estimate how much change has occurred using different outcome measures such as changes in staff morale and pupil achievement; judgment by people external (e.g. inspectors) to the schools about how much change has taken place; Judgment about extent of improvement based on 'harder' measures such as examination and test results.

School Improvement Initiatives and Whole School
Development In-Service Training

Ideas about school in-service training improvement derived in developed countries have generally influenced and shaped the similar initiatives in less developed countries, notably the whole School Development (WSD) initiatives which have been used as vehicle to improve the quality of primary education.

Treating the school as the unit of change, school in-service training improvement initiatives gave birth to the idea of whole school change as an education reform drive meant to harness improvements in management strategies, In-service training, monitoring and evaluation and target setting in school development plans, teacher appraisal and others to orchestrate a complete cultural and organization of schools to improve performance (Whole School Development Training Document, 1999).

WSD can be found in various development projects in South Africa and Sri Lanka for example. In places like South Africa the focus has been on achieving a systemic and targeted intervention programme to work 'holistically' with schools at all levels to improve performance. Sayed (2000) emphasized that in Sri Lanka, the emphasis has been on revision of textbooks, school quality. In the developing world context generally the notion of WSD is fed by two inter-related ideas: educational decentralization and change management strategy at school level.

In-Service Training on Educational Decentralization

One of the interventions to safeguard education from its falling state was educational decentralisation. Education delivery in many low income countries is often characterized by a top-down approach, where decisions are taken at the centre and expected to be implemented at all schools irrespective of their peculiar circumstances and needs (Akyeampong, 2004). Education is delivered as a one size fit all. This tends to create a dependency of school on central

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government direct intervention to address problems of quality when in most instances these are best handled through the combined efforts of head teachers, schools and their local communities. In effect the whole school development philosophy is that schools can achieve significant improvement in terms of the learning outcomes of pupils, if there was effective educational decentralization.

Education decentralization as understood under WSD is a strategy for enhancing the participation and involvement of all key partners in planning and decision-making. The assumption underpinning the policy is that a decentralized education system is more responsive to local needs and nurtures a culture of ownership, partnership, and commitment. It has been noted that it is a 'process of effecting positive change in the classroom to be owned by headteachers, teachers and the community' when they are given in-service training for that effect.(International Conference on Education forty-fifth session , Geneva (1996).

Change Management and School Conditions through In-service Training

Improving the 'whole school to improve student performance is also about change management as the school improvement literature suggests. As a change management strategy, it is concerned with changing the 'whole school's organizational culture and structure, and also the school community relations. In these changing relationships, headteachers are given in-service training that encourages them to adopt a more open and participatory management style, where parents, school management boards and students are considered crucial

partners in the day-to-day functioning of schools. WSD programmes also target poor school conditions for improvement. School conditions, in terms of infrastructure and facilities correlate quite strongly with quality primary education (World Bank 2004), WSD thus emphasizes the 'rehabilitation' of school buildings and the provision of resources such as textbook, furniture and stationery by SMC and PTA. (WSD Training Documents (1999) Whole School Development World Bank 2004)

In-service Training on Commitment to Child-Central Learning

Avalos (1985) suggested that school improvement initiative recognizes that how a child learns to produce knowledge is very important if this is to lead to improvement in school performance. Thus, all school improvement programmes make an effort to give in-service training to improve the quality of the child's experience of learning. Typically, teaching in many developing countries is characterized by authoritarian, teacher-centred approaches that are lined to behaviourist approach in learning. Teachers are given the in-service training thus, in the context of education in developing problem-solving skills in the content of group and project work. It is important to add that this reflects a movement away from behaviourism and towards constructivism with its emphasis on the child's active learning. How well this shift will stabilize given the deeply rooted behaviourists traditions in most developing world school instructional systems (Tabulawa 1997, Jessop & Penny 1998) remains one of the biggest challenges facing WSD initiatives.

WSD in Ghana: Framework and Focus on In-service Training

As noted earlier, WSD in Ghana is the Ghana Education Service (GES) intervention strategy for achieving the objective of FCUBE. Thus, the WSD programme has been operated through the existing structures of the GES headquarters, regions and districts. At the regional and district levels decentralization support structures made up of District Support Teams (DSTs) and Zonal co-ordinators are engaged to manage the intervention. The DSTs were made up of three groups of consultants in the three key FCUBE areas which were to give in-service training on: quality of teaching and learning, access and participation, and management efficiency. With all these, headteachers, teachers, PTA/SMC where given In-service training.   The in-service training intervention sought to promote the following: (WSD Training Programme Document, 1999).

a. Child-centred primary practice in literacy, numeracy and problem-solving with the view to improve the quality of teaching and learning in basic school classrooms.

b. Community participation in education delivery

c. Competencies of teaching and learning through school-based in-service training

d. Participatory planning and resources management at school and district levels

e. Improve efficiency in resource management

At the heart of the WSD process in Ghana is the provision of support to headteachers and teachers to improve the quality of teaching and learning in schools. This focus is rooted in the belief that quality teaching provided by competent teachers will result in effective teachers (WSD Training Programme Document, 1999). To achieve quality schooling outcome, WSD workshops for headteachers and district support personnel focus their attention on three instructional areas for improvement – literacy, numeracy and problem solving. Headteachers and circuit supervisors are given in-service training, and are in turn expected to provide similar in-service training at local, district and school levels. The in-service training also places considerable emphasis on child-centred pedagogy, the use of appropriate teaching and learning materials, and the use of the local environment as important learning resources (WSD Training Programme Document, 1999):

As is typical of school improvement strategies in developing world context, WSD in Ghana has also attempted to improve the partnership between headteachers, teachers and the community. Participants at WSD workshops are taught how to develop a 'whole School Action Plan' that emphasizes this tripartite partnership arrangement in addressing teaching and learning needs in schools. Specifically, this action plan includes target setting and appraisal for the school, designing and preparing school budget for inclusion in district budgets and, a plan of action to promote community involvement in the work of the school (WSD Training Programme Document, 1999). By promoting local ownership and community participation in schools. WSD programmes have

given In-service training to sensitize the school community into action to address the problem of pupil's poor learning and achievement in many primary schools especially in rural settings.

Another important feature of WSD in Ghana is the attempt to foster better organization of schools into clusters ranging from five to eight. Cluster in-service workshops are meant to form the focus and centre of school improvement activity. Teachers from individual schools form a single school-based in-service unit and the group of five to eight schools, the cluster unit. Here again, partnership roles with headteachers are expected to work in close collaboration with 'District Teacher Support Teams' (DTST) to offer instructional and management support to school. It is expected that headteachers within a cluster will meet with the DTSTs to identify common unsolved problems relating to teaching and learning in the schools forming the cluster. These problems then become the basis for a cluster-based workshop in which DTSTs and headteachers act as resource personnel. Where solutions to problems are beyond the expertise of headteacher and the DTSTs other cluster centres are to be approached for assistance.

In the final instance, the problem is relayed to the National WSD coordinator for support. Thus for WSD in Ghana the school cluster has more or less come to represent the unit of change for school improvement. In conclusion, the WSD programme in Ghana has been framed within the context of a policy of educational decentralization underpinned by a change

management strategy that is aimed at improving quality of teaching and learning, access and participation in primary schools.

To conclude, all these intervention in-service training measures have given the non-professional teachers pedagogical background to improve their performance and practice better within their classroom, the researcher wants to find out. Then to what extent the non-professional teacher responsive to professional development, in what ways does in-training promise greater efficiency and precision to the non-professional teachers. Lastly, how does in-service prepare non-professional teachers towards mainstream teaching.

CHAPTER THREE

METHODOLOGY

Research Design

This chapter discusses the method used in obtaining information for the research work. It talks about the design, population, sample and sampling technique used and instrument for data collection. It also discusses the pilot testing, procedure for data collection and data analysis.

The research design used was descriptive survey. This design according to Fraenkel and Wallen (1993) enables one to observe, describe and document aspect of a situation as it occurs rather than explaining them. It has the advantage of producing a good amount of responses from a wide range of questions to a large number of individuals either by mail, telephone or in person. It also provides the most accurate picture of events and seeks to explain people's perception and behaviour on the basis of data gathered at a point in time.

Gay (1992) argues that, descriptive survey describes and provides an understanding of a phenomenon usually with simple descriptive statistics. Descriptive survey aims at increasing statistics, knowledge and understanding as well as establishing relationships. It therefore calls for the need to gather relevant and appropriate data as well as analyzing and interpreting data. The descriptive survey was chosen and used as an appropriate method for the study

since some of its advantages out lined above enabled the researcher to observe, describe and document aspects of the situation as they occurred in the field rather than just explaining them. It enabled the researcher to answer questions on the target population even as the respondents continued with their day to day activities at their place of work.. Kottak (2000) said the descriptive study involves the collection of data in order to either test a hypothesis or to answer questions covering the current status of participants in a study.

Population

The target population for the study was made up of all the non-professional teachers in the public basic schools in Ghana. West Akim District in the Eastern Region of Ghana was selected. The District has one hundred and forty-one (141) public primary schools and eighty-nine (89) Junior Secondary Schools which have been divided into thirteen (13) circuits. Table 1 below explains the Non-professional teachers in 13 circuit in West Akim district.

There were about one thousand, one hundred and fourteen (1,114) teachers in the basic level of public schools, out of which 137 teachers were Non-professionals in the school in the 2004/2005 academic year. Seven of the circuits were selected and the Non-professional teachers in those circuits were used.

Table 1

Number of Non-professional Teachers and Their Distribution Among the Circuits in West Akim District

S/N	Circuit	Primary		J. S. S.		Sub-total		Total
		Male	Female	Male	Female	Primary	J.S.S.	
1	Adeiso I	4	2	2	1	6	3	9
2	Adeiso II	8		8		8	8	16
3	Asikasu	4		4		4	4	8
4	Mepom	3	1	5		4	5	9
5	Nyanoa	11	1	10	1	12	11	23
6	Asuokaw	10	1	7		11	7	18
7	Asamankese I	5		3		5	3	8
8	Asamankese II	2	1	1		3	1	4
9	Anum	1		1		1	1	2
10	Oworam	14		3		14	3	17
11	Ekoso	2		2		2	2	4
12	Osenase	2	1	2		3	2	5
13	Akanteng	7		7		7	7	14
	Totals	73	7	55	2	80	57	137

Sample and Sampling Procedure

The total number of non-professional teachers in the West Akim District in the 2004/2005 academic year was one hundred and thirty-seven (137). These number of non-professional teachers were unevenly distributed among the thirteen circuits with the rural circuits having larger numbers than the urban ones.

In all, one hundred (100) of the non-professional teachers in West Akim District were selected by the researcher for the exercise. This group, which was made up of males and females also of Primary and Junior Secondary School teachers, made up of the sample population. A cluster random sampling method was used because the teachers were already put in circuits and would give a fine representation of the lot. The name of each of the thirteen circuits in the district which were boldly written on different pieces of paper, were folded. These pieces of papers were put in a box, which was vigorously shaken, and seven of the pieces of papers were picked one after the other without looking into the box and also without replacing them. The seven circuits that were picked out of the lot included Adeiso I, Mepom, Asuokaw, Owuram Nyanoa, Asamankese I and Akanteng.

Instrument for Data Collection

The set of self-composed questionnaire that contained both opened and closed ended questioned were designed for the data collection. This was quite appropriate and suitable for two reasons. In the first place the entire respondents could read and write and could therefore be able to respond to the questionnaire. Secondly they could also use their own time to go through the questionnaire,

make some references to school or personal data or records where necessary without any undue pressure. It could also do away with all anxieties, suspicions and apathies. Nwana (1990) advances that pre-arrangement are necessary to be made before hand. The researcher also gave the respondents the chance to give the questionnaires back to her.   Those interviewed were also given prior information to curtail delays and disappointments. It was also important to give the respondents ample time for the interview.   The areas considered during the design of the questionnaire included the following:

    i.   Background of the non-professional teachers

    ii. Proficiency level before and after INSET.

    iii. The efficiency level of the non-professional teachers before and after (INSET) in-service training.

       iii.   The non-professional teacher effectiveness after the in-service training.

Pilot Testing

Seifert and Hoffung (1994) maintain that there are some difficulties of ensuring that questions to be answered using descriptive survey design are clear and not misleading. This is because according to them survey results could vary significantly based on the working of questions. It can also produce unreliable results since it delves into private matter that people may be untruthful about. They further indicate that questionnaire required respondents who can articulate their thoughts well and sometimes even put such thought into writing. Another weakness of the descriptive survey according to Frankel and Wallen (1993) is the

difficulty in getting adequate number of questionnaire completed and returned to enhance achievement of meaningful analysis. To ensure that these weaknesses were minimized.

Some of the questionnaires were taken to three schools in Adeiso II, Asikasu and Anum circuits for pilot study; a nearby circuit to Adeiso I and Asuokaw circuits. These circuits were chosen because the Non-professional teachers there have the same in-service training background and use a similar curriculum.

For the conduct of the pilot testing, all the twenty six Non-professional teachers in the three circuits were selected and interviewed using the interview guide prepared by the researcher. Apart from the interview, copies of the questionnaires were given to them to provide their own individual responses.

The pilot testing of the instruments helped to improve the instruments. Because the researcher saw it worthwhile to add new questions like "I am more confident in my approaches as a teacher;" I do no longer feel inadequate, I have increased in competency level and INSET has challenged me to join main stream teaching. The changes observed after the pilot testing was that the Non-professional teachers lesson notes, pupils output of work, pupils attendance registers, Continuous Assessment, Cumulative Records and pupils report cards were all checked.

The Non-professional teachers admitted that before INSET, they were given few class exercises to the pupils with some not marked. They manufacture marks to fill the Continuous Assessment and pupils Cumulative Records. How to mark and close the pupils' attendance registers were a headache and the filling of

the conducts and attitude in the pupils' reports cards was wrench to them. But now in-service training has made them more confident in their approaches as teachers and do no longer feel inadequate. The researcher saw that the real performance of their pupils and the result figures were reliable.

Procedure for Collecting Data

The set of questionnaire prepared by the researcher was distributed to the hundred (100) Non-professional teachers selected. According to Frankel and Wallen (1993) there is the difficulty of getting an adequate number of questionnaires completed and returned to a enhance achievements of meaningful analysis to curtail this weaknesses; questionnaires were directly handed over to respondents personally, and there researcher had time to explain the questionnaires to the respondents. Respondents were directly handed over and explained to respondents. Respondents were promised that information supplied would be treated with confidence. This was to help the respondents to provide their own independent opinions on the questionnaire items given them. Respondents were all teachers and could read and write. Forms of anxieties, apathies, suspicions and the like that could hinder the free flow of information was taken away.

In the view of Nwana (1990), pre-arrangement are necessary to be made before hand. The twenty-six (26) non-professional teachers in Adeiso II, Asikasu, and Anum circuits who were to be interviewed were given advance information for about two weeks. To cut down delays and disappointments, respondents were given copies of the questionnaire so that, they get ample time to prepare for the

interview. The non-professional teachers were told to return the questionnaire to the researcher after two weeks.

To start with, the non-professional teachers in the new circuits which was a little far away from the other two circuits were interviewed followed by Asikasu and Adeiso II circuits respectfully. This strategy was employed to stop the non-professional teachers to influence their friends at the nearby circuits. Not to disrupt the contact hours of the pupils; the non-professional teachers were interviewed during the break time periods.

The questionnaires were also collected during the break time period. In all, six months were used in the collection of the data, starting from September, 2005 to February, 2006.

Completed questionnaires were collected and returned to researcher via the District Education Office staffs who were visiting the respondents. Out of the 100 questionnaire given out, 40 answered questionnaires were collected, 9 respondents were transferred from the districts and 3 respondents were hospitalized. (out of reached or ineligible).

Calculation of rate of return;

1. Refusal to respond

2. Ineligibility to respond

3. Inability to locate respondent

4. Respondent located but unable to make contact

The most common reason for non-response was that the respondent refuses to answer all the questions or be involved in the research, but does not

give a reason. Such non-response can be minimized by paying careful attention to the methods used to collect the data. Alternatively, some of the selected respondents may not meet the research requirement and so will be **ineligible** to respond. Non-location and non-contact create further problems, the fact that these respondents are **unreachable** means they will not be represented in the data collected.

As part of the research report there will be the need to include the **response rate.** Neumann (2000), suggests that when calculating this, all eligible respondents should included**.**

1. **Total response rate** = $\underline{\text{Total number of response}}$ multiply by 100
   Total number sample – ineligible

Total number sampled was 100

The ineligible 12

Total number of response = 40

Therefore, total response rate = $\dfrac{40}{(100\text{-}12)}$ x 100 = $\dfrac{40}{88}$ x 100 = **45.5%**

Data Analysis

In analysing the data, the responses to the questionnaire by the respondents were put into tabular form for interpretation and analysis. Presentations were also made in the form of graphs and other statistical tables for discussion and analysis. The findings and figures were converted into percentages for easier analysis and understanding. The statistical method used in analysing the data were simple percentages and descriptive analysis. These statistical methods were chosen because they were easy to be used and can also easily

understood by the reader. Percentages were calculated for the issues analysed. They were the following:

1. Proficiency of non-professional teachers before INSET.

2. Proficiency of non-professional teachers after INSET.

3. Efficiency level before and after INSET

4. Non-professional teacher efficiency before INSET

5. Non-professional teacher efficiency after INSET

6. Non-professional teacher effectiveness after INSET

7. Number of times non-professional teachers have attended INSET

8. The type of in-service training the non-professional teachers preferred most

9. The type of in-service training mostly organized.

10. The type of in-service training that should be mostly organized.

11. Challenges that faced the organisation of in-service training.

12. Suggestions to improve the organisation of in-service training.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter is organized to analyse the data collected from the Non-Professional teachers on in-service training. The study used seven circuits out of thirteen circuits in West Akim District. Hundred Non-professional teachers were selected from these seven circuits for this study.

The study sought to find out whether the Non-professional teacher is more responsive to professional development. It was to find out how in-service Training promise greater efficiency and precision to the Non-professional teachers. The study was to find out if there was any difference between the performance of Non-professional teachers before and after in-service training, and finally how does In-service Training prepare Non-professional teachers towards mainstream teaching.

Table 2 indicates the background and the of non-professional teachers qualification. Table 3 also indicate. the non-professional teachers teaching experience.

Table 2

Teacher Qualification – Background of Non-Professional Teachers

Qualification	No. of Teachers	%
M. S. L. C.	9	22.5
S. S. S. C. E.	21	52.5
G. C. E. 'O' Level	5	12.5
G. C. E. 'A' Level	2	5.0
Diploma	0	0.0
Others	3	7.5
Total	40	100.0

(Source: Field Data)

Table 3

Non-professional Teachers' Teaching Experience

No. of Years Teaching	No. Non-Professional Teachers	%
1-3	15	37.5
4-6	15	37.5
7-10	4	10.0
Above 10	6	15.0
Total	40	100

Source: Field Data, 2005

From Table 2, it could be seen that 9 teachers representing 22.5% were Middle School Leaving Certificate Examination holders. 21 were Senior Secondary School Certificate Examination holders representing 52.5%. Then 5 teachers were General Certificate Examination Ordinary Level holders representing 12.5%. 2 were General Certificate Examination Advance Level holders representing 5.0% and 3 were others like N. V. T. I. and C. T. I. certificate holders representing 7.5%. There was no Diploma holder among the Non-professional teachers. Table 2b shows that 15 non-professional teachers have taught between 1-3 years representing 37.5%. Another 15 Non-professional teachers have also taught between 4-6 years representing 37.5%. 4 Non-professional teachers have taught between 7 and 10 years representing 10.0% while 6 Non-professional teachers have taught for 10 years or more representing 15.0%

Table 4 also shows that the category of schools the non-professional teachers were teaching.

Table 4

Category of Schools

Category of Schools	No. of Non-professional Teachers In Various Schools	%
Pre-school	4	10.0
Primary	32	80.0
J. S. S.	4	10.0
Total	40	100.0

Source: Field Data, 2005

Table 4 indicates that 4 Non-professional teachers were teaching in the pre-schools representing 10.0%, 32 Non-professional teachers were teaching in the Primary School representing 80.0% and 4 Non-professional teachers were teaching in the Junior Secondary School representing 10.0%.

Table 4 gives details about the number of times the non-professional teachers have participated in school-based INSET from 2003 to 2005 academic year.

Table 5

Participation in School-Based INSET

No. of Times Attended	No. of Non-professional Teachers who attended	Percentage %
1	5	12.5
2	13	32.5
3	12	30.0
4	6	15.0
5	4	10.0
6	0	0.0
Total 21	40	100.0

Source: Field Data 2005

From Table 5, it could be seen that 5 of the Non-professional teachers have attended school – Based INSET only once representing 12.5%. 13 teachers representing 32.5% have attended twice. 12 Non-professional teachers representing 30.0% have attended thrice. 6 Non-professional teachers

representing 15.0% have attended four times and 4 Non-professional teachers have attended five times representing 10.0%.

The indication here might mean that, the non-professional teachers were given excuses to absent themselves from the in-service training. The observation may mean also that some of the heads ignored the school base inset which they are supposed to organise twice a term.

Table 6 indicates the number of times the non professional teachers have attended Cluster Based INSET.

Table 6

Participation in Cluster Based INSET

No. of Times Attended	No. of Non-professional Teachers who attended	%
1	2	12.5
2	3	32.5
3	17	30.0
4	15	15.0
5	3	10.0
6	0	0.0
Total 21	40	100.0

Source: Field Data, 2005

Table 6 shows that 2 of the Non-professional teachers indicating 5.0% have attended only one of the Cluster INSET, 3 of them representing 7.5% have attended twice.   17 Non-professional teachers have attended thrice indicating

70

42.5%. 15 non-professional teachers indicating 37.5% have attended four times, while 3 of them representing 7.5% have attended five times.

Table 7 indicates the number of times the non-professional teachers have attended the district-based INSET.

Table 7

Participation in District Based INSET

No. of Times attended	No. of Teachers Attended	%
1	14	35.0
2	12	30.0
3	10	25.0
4	4	10.0
5	0	0.0
6	0	0.0
Total 21	40	100.0

It could be seen from Table 7 that 14 of the Non-professional teachers representing 35.0% have attended District INSET once. 12 of the Non-professional teachers have attended twice representing 30.0%. 10 showing 25.0% have attended three times and 4 have attended four times representing 10.0%. This portrait that district INSET are not regularly organised. However, all these indications show that, in-service training is mostly organised from school based level to district based level.

Research question one which states that to what extend the non-professional teacher responsive to professional development was designed to find

the proficiency level of non-professional teachers before and after In-service training.

Classroom Observation Instrument

Classroom Management

Key definitions of what constitutes poor, satisfactory, good, very good and excellent:

Poor – 1 mark

Satisfactory – 2 marks

Good – 3 marks

Very good – marks

Excellent – marks.

1. **Poor:** Much time for teaching and learning is wasted. Many learners are off-task and teacher does not attempt to get them on task, learners sit in rows facing the teacher and classrooms not print rich.

2. **Satisfactory:** Some time for teaching and learning is wasted due to late beginning of lesson. Some learners are off-task and teacher notices and tries to get few of them on task. Learners sit in rows facing the teacher but work as a whole class. Learners work as displayed in the classroom.

3. **Good:** Some time is wasted due to interruptions not handled efficiently. Some learners are off-task and teacher notices and tries to get them on-task. Learners sit in groups but work as whole class. Some learners work and few Teaching and Learning Materials are displayed.

4. **Very Good:** Teacher and learner activities begin promptly: interruptions are handled partially; most time is used for teaching and learning. Few learners are off-task. Teacher notices and get some of them on-task. Learners sit in groups, in pairs or individually. Both learners' work and teaching and learning materials are present but not well displayed.

5. **Excellent:** Teacher and learner activities begin promptly an interruptions are handled quickly. Class time for teaching and learning is maximized. Task are achieved on time. All learners are on-task, doing what the teacher expects and the teacher notices off-task learners and gets all of them on-task. Classroom arrangement allows for group work with the teacher, group or pair work for learners and whole class.

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1. **Poor:** No lesson plan. Teacher shouts, give stern looks, punishes learners and learners seem afraid of teacher. No interaction among learners. Teacher also does not encourage learner interaction. Teacher's attention is on only boys or only girls. No TLMs are used by the teacher or the learner. Teacher's explanations are not clear to learners. Learners listen to teacher answer recall questions and copy from the chalkboard. Teacher does not assess learner understanding. Teacher's feedback is harsh and does not encourage learners to try again.

2. **Satisfactory:** Lesson plan contains only objective and teacher and learner activities. Teacher is neither stern nor friendly few learners actively

participate and most learners watch. Learners are allowed limited interaction with each other. Teacher calls on boys and girls to participate but demonstrates a preference for one over the other. Teachers alone uses TMLs. Some explanations are not clear to learners. Teacher asks questions that have more than one correct answer. Teacher assesses understanding of few learners during the lesson. Teacher gives feedback to whole class only.

3. **Good:** Lesson plan contains objectives, relevant previous knowledge and teacher and learner activities. Teacher is warm, and friendly. Learners do not appear to fear teacher. Some learners actively participate and few learners watch. Some learners are encouraged to interact with each other. Teacher calls on and encourages boys and girls equally. Learners are engaged with appropriate TLMs. Teacher's explanations are clear to learners. Learners are involved in discussions. Teacher assesses understanding of some learners during the lesson. Teacher gives some feedback to groups and individuals.

4. **Very Good:** Lesson plan contains lesson objectives, relevant previous knowledge, TLMs teacher and learner activities and core points. Teacher is warm, friendly and approachable, and positively corrects learners. Most learners actively participate in learning activities while a few only watch. Learners are encourage to interact with each other and some engage purposefully. Teacher call on and encourages girls and boys equally. Teacher introduces appropriate TLMs and learners engage with the TLMs. The teacher makes no error in content. Explanation are clear to learners.

Learners are involved in discussions and some learners share their own idea. Teacher assesses understanding of most learners during lesson. Teacher gives some feedback to groups and individuals. Feedback encourages learners.

5. **Excellent:** Lesson plan contains lesson objectives, relevant previous knowledge, TLMs, teacher and earner activities, core points and evaluation. Teacher is warm, friendly and approachable. Teacher interacts with learners and encourages them to succeed, using positive means. All learners actively participate directly in learning activities. Teacher successfully promotes learner interaction; whole class is active and lively, learners share ideas and leaning materials among them. Teacher treats girls and boys equally, calls on girls and boys, encourages boys and girls to succeed, gives both roles as group leaders, uses gender sensitive TLMs. The use of TLMs is maximized in the lesson. The teacher shows that he or she knows the content being taught. Explanations are clear and the teacher uses several examples. Learners are involved in discussions, problem solving, analyzing and creative activities. Teacher assesses understanding of all learners during the lesson in various ways. Teacher consistently gives feedback to groups and individuals. Feedback encourages learners.

Table 8

Proficiency of Non-professional Teachers before INSET

Activities	Poor Score		Satisfactory Score		Good Score		V. Good Score		Excellent Score		Total No. of N.P. Trs	Total % Score
	No. of N.P. Trs	%	No. of N.P. Trs	%	No. of N.P. Trs	%	No. of N.P. Trs	%	No. of N.P. Trs	%		
Classroom Mgt.	19	47.5	10	25.0	6	15.0	4	10.0	1	2.5	40	100
Teaching English	15	37.5	18	45.0	3	7.5	2	5.0	2	5.0	40	100
Teaching Maths	14	35.0	17	42.5	5	12.5	3	7.5	1	2.5	40	100
Teaching Science	18	45.0	15	37.5	3	7.5	2	5.0	2	5.0	40	100

Key: N.P.Trs – Non-professional Teacher

Table 9

Proficiency of Non-professional Teachers after INSET

Activities	Poor Score		Satisfactory Score		Good Score		V. Good Score		Excellent Score			
	No. of N.P. Trs	%	No. of N.P. Trs	%	No. of N.P. Trs	%	No. of N.P. Trs	%	No. of N.P. Trs	%	Total No. of N.P. Trs	Total % Score
Classroom Mgt.	5	12.5	7	17.5	10	25.0	6	15.0	12	30.0	40	100
Teaching English	7	17.5	10	25.0	10	25.0	8	20.0	5	12.5	40	100
Teaching Maths	4	10	7	17.5	17	42.5	7	17.5	5	12.5	40	100
Teaching Science	7	17.5	8	20.0	15	37.5	6	15.0	4	10.0	40	100

(Source: Field Data, 2005)

In table 8 and 9, Research question one asked the respondents whether the non-professional teacher is responsive to professional development. Table 8 and 9 attempt to answer this research question. Looking at the statistical data above in table 8, proficiency before INSET and according to the key definitions and the classroom observation instrument used, Classroom Management was 47.5% for poor score, 25% for satisfactory score, 15% for good score, 10% for very good score and 2.5% for excellent score. Though the non-professional teachers were managing their classroom better with poor score of 47.5% proficiency after INSET, under the same classroom management in table 9, poor score reduced drastically to 12.5%, satisfactory score also reduced from 25.0% to 17.5%, good score increased from 15%. to 25%, very good score increased from 10% to 30% and excellent score again increased from 2.5% to 15%. There has been a significant improvement of 12.5%. It is important to note that before INSET the excellent score was 2.5% and this increased to 15% after the INSET.

Again, the non-professional teachers have the view that they have heavily influenced by the Teaching of English with the poor score of 37.5%, satisfactory score of 45%, good score of 7.5%, very good score of 5% and excellent score of 5%. Teaching Mathematics before INSET with the poor score of 35%, satisfactory score of 42.5%, good score of 12.5%, very good score of 7.5% and excellent score of 2.5%. teaching Science before INSET in table 8 had the poor score of 45%, satisfactory score of 37.5%, good score of 7.5%, very good score of 5% and excellent score of 2.5%. Table 9, proficiency after INSET has indicated a tremendous performance change. Poor performance score in the teaching of English reduced from 35% to 17.5%, satisfactory score reduced from 45% to

25%, good score increased from 7.5% to 25%, very good score also increased from 5% to 20% and excellent score increased from 5% to 12.5%. the study reveals a significant increased in performance of the non-professional teachers after INSET.

The teaching of Mathematics also saw a significant improvement in performance after INSET in table 9. Proficiency before INSET in table 8, non-professional teachers' poor performance score reduced from 35% to 10% which indicates an improvement score of 25%. Satisfactory score also reduced from 42.5% to 17.5% which also shows 25% improvement in performance. Good score increased from 12.5% to 42.5%, an improvement score of 30%. Very good score also increased from 7.5% to 17.5%, an improvement score of 10% and excellent score increased from 2.5% to 12.5% which saw an improvement score of 10%.

Lastly, the Teaching of Science before INSET in table 8 had a poor score of 45% and after INSET in table 9 reduced to 17.5%, a significant performance score of 27.5%, satisfactory score reduced from 37.5% to 20% with a significant improvement score of 17.5%, good score increased from 7.5% to 37.5% with a remarkable improvement score of 30%, very good increased from 5% to 15% indicating 10% improvement score. Excellent score increased from 2.5% to 10% an increase of 7.5%. This really shows that the non-professional teacher is responsive to professional development. Figure 2 supports this development. From Table 9 above, classroom management had an excellent score of 15% and a poor score of 12.5% which indicates 2.5% increase. From Table 8 it was indicated that the excellent percentage score for proficiency before INSET ranges between 2.5% and 5%. Figure 2a clearly indicates this performance. From Table 9 above,

the statistics given indicates a tremendous increase in good score performance after INSET. Very good percentage score ranges between 15 and 30 and excellent percentage score ranges between 10 and 15 percentages. Poor percentage score before INSET ranges between 35 and 47.5 percent, while after INSET, the poor percentage score ranges between 10 and 17.5 within the same classroom environment. There has been remarkable improvement in non-professional teachers' proficiency level.
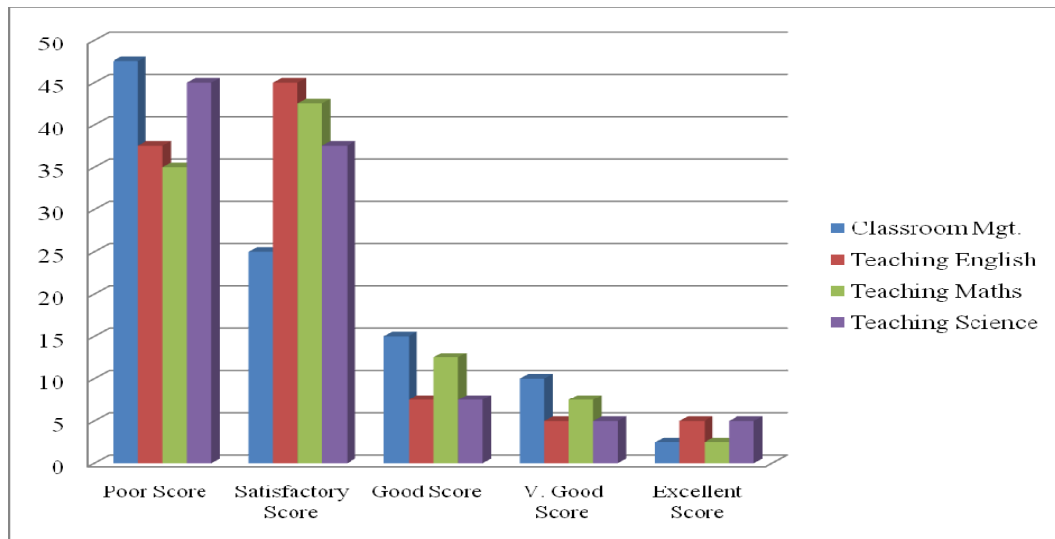
Figure 2: Proficiency of Non-Professional Teachers Before INSET
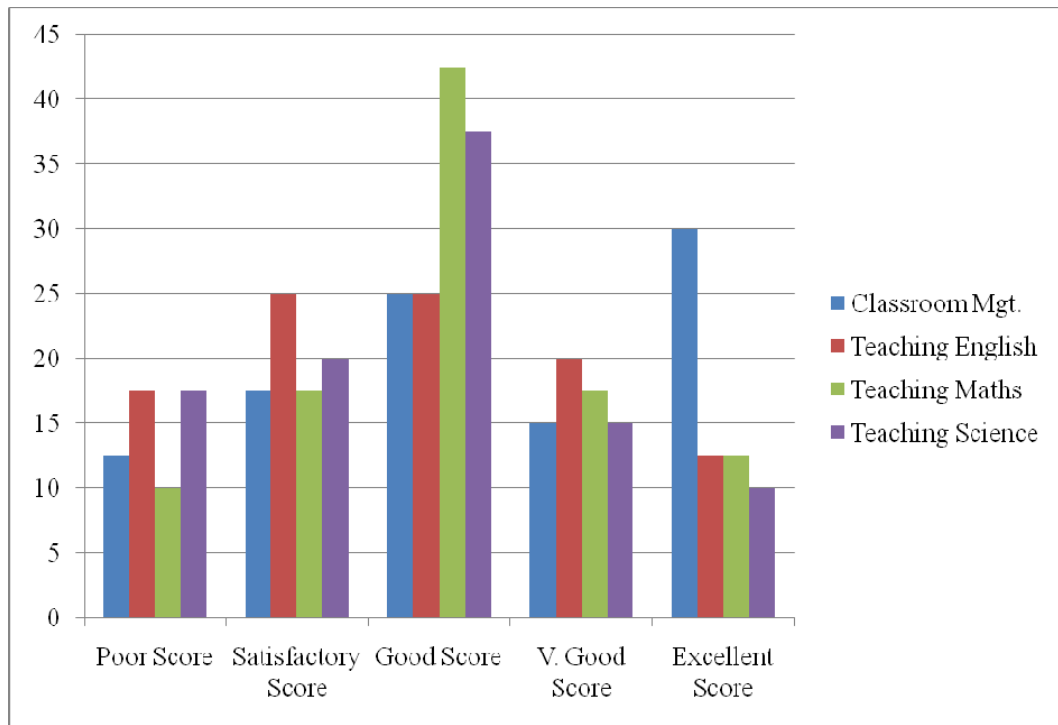
Figure 3: Proficiency of Non-professional teachers After INSET

This is seen in figure 3. This shows that performance scores have changed from bad to good. This tremendous change gives an answer to the first research question. There is much to suggest that non-professional teachers are more responsive to professional training after they have gone through In-service training rather than before.

According to Rubin (1978), In-service education aims at widening and deeping teachers knowledge, understanding, and expertise that include skills, techniques and power of judgement in respect of their professional work by means of activities designed primarily to attain this purpose.

Boampong (2007) cited in Musaazi (1982) viewed that, the Head concerns himself or herself with individual excellence of children. Success is measured by the progress of each student towards the achievement of his or her maximum potential. The Head and his staff and the Education officers have to work hand in hand to stimulate in each Non-professional teacher the spirit of thoughtful formulation and worthy goal, acquisition of knowledge and understanding.

Efficiency Level Before and After INSET

Research question number two was how does in-service training promise greater efficiency and precision to the non- professional teaches? This question was specifically designed to find out the efficiency level of the Non-professional teachers before and after INSET. The significant part of this was to find out how In-service Training promises greater efficiency and precision to the Non-professional teachers.

From Table 10, the statistics indicated that the efficiency of Non-professional teachers before INSET was not encouraging. Under poor percentage score classroom management was 45% with excellent score of 5%, which was the third on the table. Teaching English was 37.5% with an excellent score of 5%, being the second performance on the table. Teaching Mathematics had the poor score of 47.5% with excellent score of 2.5% was the fourth and the poorest on the

table. Teaching Science had the poor score of 25% with the excellent score of 17.5%, was the first and good performance on the table.

Table 10

Non-professional Teacher Efficiency Before INSET

Activities	Poor Score		Satisfactory Score		Good Score		V. Good Score		Excellent Score			
	No. of N.P. Trs	%	No. of N.P. Trs	%	No. of N.P. Trs	%	No. of N.P. Trs	%	No. of N.P. Trs	%	Total No. of N.P. Trs	Total % Score
Classroom Mgt.	18	45	9	22.5	7	17.5	4	10.0	2	5.0	40	100
Teaching English	15	37.5	10	25.0	8	20.0	5	12.5	2	5.0	40	100
Teaching Maths	19	47.5	8	20.0	9	22.5	3	7.5	1	2.5	40	100
Teaching Science	10	25	9	22.5	7	17.5	7	17.5	7	17.5	40	100

Source: Field Data

Table 11

Non-professional Teacher Efficiency After INSET

Activities	Poor Score		Satisfactory Score		Good Score		V. Good Score		Excellent Score		Total No. of N.P. Trs	Total % Score
	No. of N.P. Trs	%	No. of N.P. Trs	%	No. of N.P. Trs	%	No. of N.P. Trs	%	No. of N.P. Trs	%		
Classroom Mgt.	4	10	5	12.5	4	10.0	19	47.5	8	20.0	40	100
Teaching English	3	7.5	3	7.5	11	27.5	17	42.5	6	15.0	40	100
Teaching Maths	3	7.5	5	12.5	12	30.0	10	25.0	10	25.0	40	100
Teaching Science	5	12.5	4	10.0	6	20.0	8	20.0	17	42.5	40	100

Source: Field Data

Classroom management which was a big problem to the Non-professional teachers moved from 5.0 to 20%.Class management maintain its third position on both table before and after in-service training. Due to pupils fluency in English, the non-professional teachers taught they were teaching the English Language very well. . The teaching of English which was second on table is now forth on the table after efficiency in-service training. Figure 4 clearly shows that before efficiency INSET, excellent score was 5%   and after efficiency in-service training the performance score was 15%. From table 10, the clock has changed. There was vast improvement in the performance of the Non-professional teachers after efficiency In-service training

The teaching of Mathematics which was first on the table with excellent score of 2.5% is now second on the table with an excellent score of 25%.There has been a dramatic improvement of 22.5% increase. Before efficiency in-service training the excellent score was 7.5%,The highest score for excellent efficiency was 42.5% after the in-service training. and it was on the teaching of Science with the poor score of 5%.
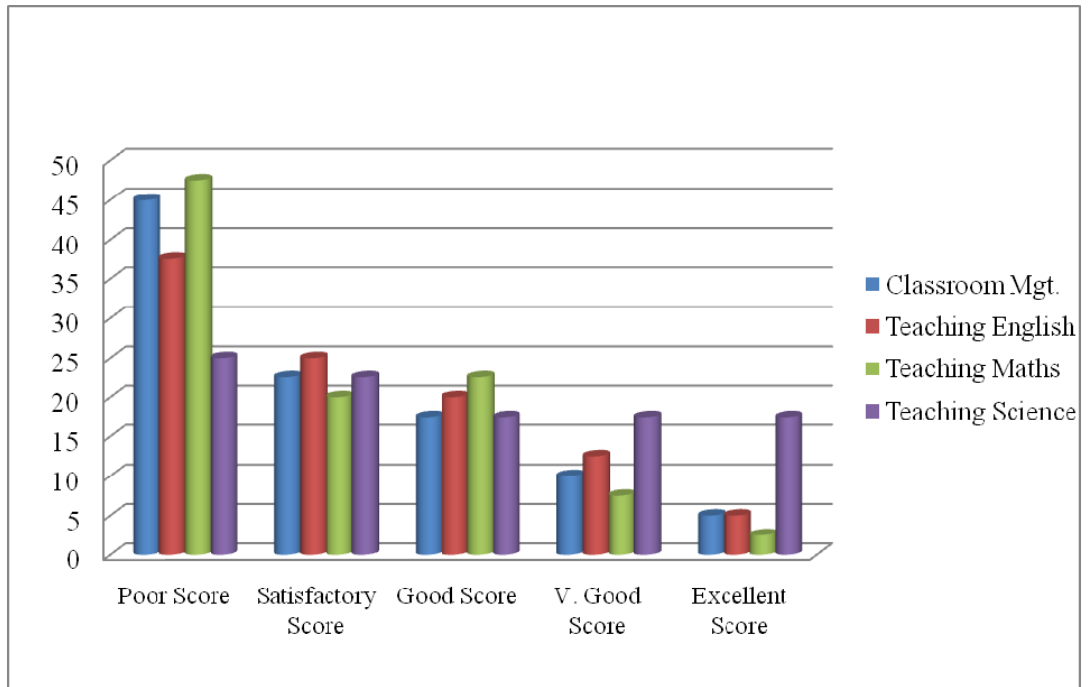
Figure 4: Efficiency of Non-professional teachers Before INSET
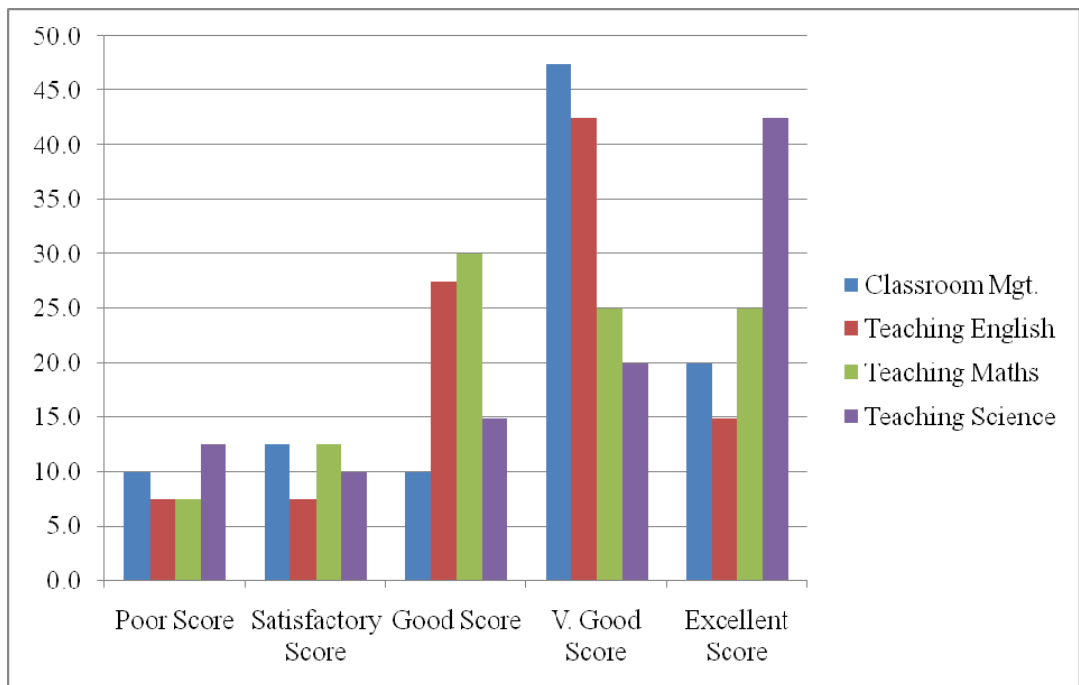
Figure 5: Efficiency of Non-professional teacher After INSET

In this view, it would be very rewarding if teachers especially Non-professional teachers at the basic level would do away with the traditional pedagogy of teaching by attending In-service training. As is suggested by Burrell (1976) that there exists among teachers a vast reservoir of untapped expertise and experience. If they are given the opportunity, good teachers are capable of drawing on these and using them as a starting point for professional renewal and growth. This breakdown answers the research question two stating therefore that In-service training promises greater efficiency and precision and that experimentation has greatly enlarged the potential for improvement. The above results indicate that In-service training has a positive impact on the Non-professional teachers especially in their lesson presentation.

From the above discussion, the results of the analysis before In-service training showed relatively poor performances of the teachers.   Classroom instructional strategies, that is classroom management, lesson presentation, the use of teaching learning materials and the teaching of subjects like English, Mathematics and Science were not encouraging. But after the In-service training there has been a tremendous improvement in the Non-professional teachers' performance. This is truism to a statement made by Rubin (1978) that "not only have better schools become a matter of considerable importance to the society but it has also become increasingly obvious that any new procedure, constituting a potential improvement, can be dissipated in the hands of an incompetent practitioner.   The reform of curriculum, the invention of superior teaching technology, the investment is specially designed experiences for children with

learning disabilities are all of negligible consequence if the teacher who puts them to use is ineffectual" (pg. 6). The data gathered in the research questions 4 respond to the non-professional teacher effectiveness after INSET. The research question three sought to identify the difference between the performance of non-professional teacher before and after the INSET.

Table 12

Non-Professional Teacher Effectiveness after INSET

Activities	Poor Score		Satisfactory Score		Good Score		V. Good Score		Excellent Score			
	No. of N.P. Trs	%	No. of N.P. Trs	%	No. of N.P. Trs	%	No. of N.P. Trs	%	No. of N.P. Trs	%	Total No. of N.P. Trs	Total % Score
Classroom Mgt.	4	10.0	5	12.5	6	15.0	10	25.0	15	37.5	40	100
Teaching English	3	7.5	7	17.5	6	15.0	11	27.5	13	32.5	40	100
Teaching Maths	5	12.5	6	15.0	5	12.5	12	30.0	12	30.0	40	100
Teaching Science	4	10.0	4	10.0	8	20.0	10	25.0	14	35.0	40	100
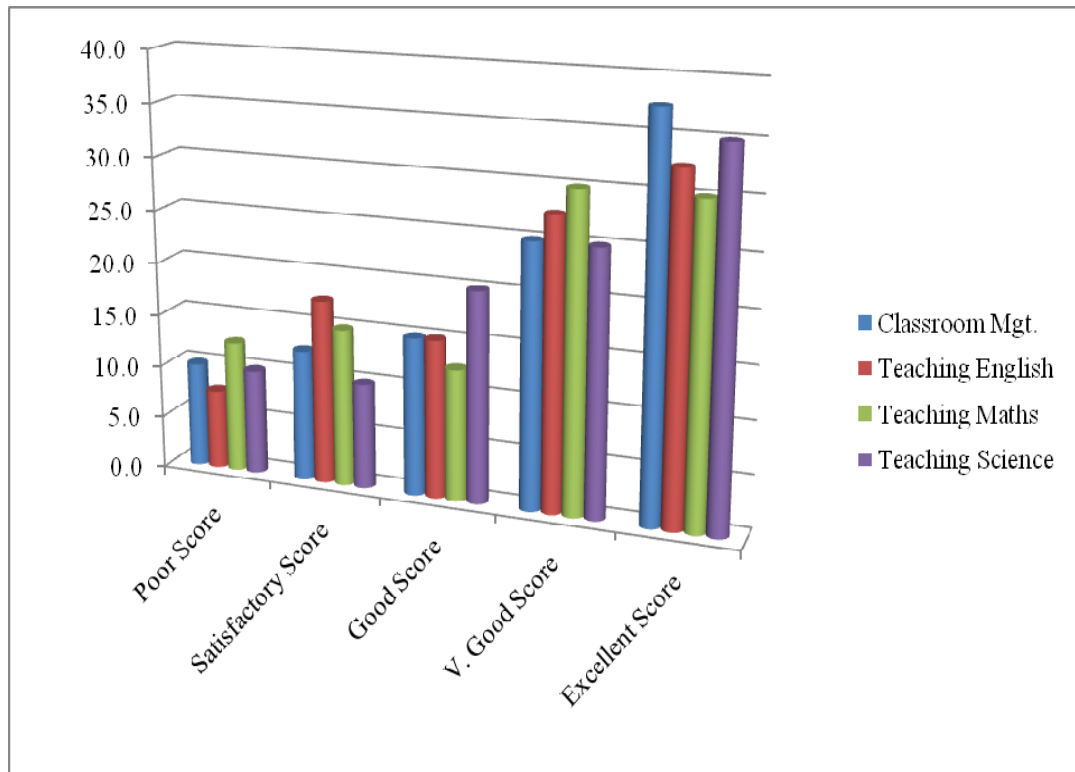
Figure 6: Non-professional teacher Effectiveness After INSET

Table 12 and figure 6 clearly indicate the responses of the non-professional teachers and their performance after the In-service training. The breakdown is as follows. Classroom Management is 25% for very good score; 27.5% for teaching English, 30% for teaching Mathematics and 25% for teaching Science. The excellent score ranges between 30% and 37.5%. The findings here suggest that, there has been a tremendous difference in performance of non-professional teachers before and after INSET. This difference in performance is quite substantial in-service training keeps non-professional teachers abreast with quality teaching and learning. It is like a mirror given to the non-professional teacher to point out their strengths and weaknesses in the processes of teaching and learning. Morant (1981)

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supports that, In-service training enables non-professional teachers to perform better by ensuring better methods of lesson delivery in the classroom.

The above results indicate that in-service training has a positive impact on non-professional teachers especially in their lesson presentation. Samples to the questionnaire are in appendix 'A'.

The Non-Professional Teacher Effectiveness after In-service Training

Coombs (1969) states that one other important aspect of quality education included the efficiency and effectiveness of education process, including how it is organized, planned and managed and above all with education change and innovation aimed at adapting education to the changing world.

The data gathered also answers the research question four which is sought to find out whether In-service training is preparing the non-professional teachers towards mainstream teaching. Table 12 and figure 6 indicate clearly the non-professional teachers preparation towards mainstream teaching. The breakdown shows that classroom management had the poor score of 10% and very good score of 25% with excellent score of 37.5%. Teaching of English had the poor score of 7.5% and very good score of 27.5% with the excellent score of 32.5%. A very remarkable improvement. Teaching mathematics had the poor of 12% and very good score of 30% with excellent score of 30%. Teaching science also had the poor score of 10% and very good score of 25% with excellent score of 35%.

All these wonderful performance indicate that In-service training has given the non-professional teachers the flair, knowledge, expertise and courage to join the

mainstream teaching. As it is indicated in the Circuit Supervisors' handbook, In-service training helps to counter the isolation that non-professional teachers may feel. It encourages creativity.

Table 13

Views on Non-Professional Teachers on Number of Times They Have Attended In-service Training

Number of times attended	Number of Non-professional teachers attended	Percentage
Weekly	-	-
Fortnightly	-	-
Monthly	2	7.7
Twice a term	18	69.2
Four times quarterly	6	23.1
Total	26	100.0

Views of non-professional teachers on the type of in-service training and their impact on them academically and professionally

Table 14

Type of in-service training that has impact on non-professional teachers

Type of INSET	Number of Respondents	Percentage
(i) only	2	7.7
(i) and (ii) only	2	7.7
(ii) and (iii) only	12	53.8
(i), (ii) and (iii) only	8	30.8
(i), (ii), (iii) and (iv) only	2	7.7
None of these		
Total	26	100.0

Key: i. School based   ii. Cluster based   iii. District level   iv. National level

Table 13 shows the number of times the non-professional teachers attended in-service training. 26 non-professional teachers selected from the 3 circuits for the interview, 2 representing 7.7% attended INSET every month. 18 non-professional teachers representing 69.2% attend it twice a term and 6 of them representing 23.1% also attend it 4 times quarterly. The response in table 12 shows that, really, non-professional teachers attend in-service training not less than twice a term.

From Table 14, it could be seen that, 12 non-professional teachers representing 53.8% prefer cluster based and district lever INSETS, 8 of them representing 30.8% prefer the three; that is school based, cluster based and district level. 2 of the non-professional teachers representing 7.7% prefer school based only, 2 of them representing 7.7% again, prefer school based and cluster based INSETS only and non of the non-professional teachers prefer national level. From

the findings, it is seen that cluster based INSET and district level INSET are very important in the promotion of effective teaching and learning.

Table 15 discusses the views of non-professional teachers on the type of in-service training mostly organised school based INSET.

Table 15

Views of non-professional teachers on the type of in-service training mostly organised

Type of INSET	Weekly		Fortnightly		Twice a term		4 times Quarterly		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
School Based	-	-	-	-	24	92.3	2	7.7	26	100
Cluster Based	-	-	-	-	22	84.6	4	15. 4	26	100
District Level	-	-	-	-	20	76.9	6	23.1	26	100
National Level	-	-	-	-	-	-	-	-	-	-

From Table 15, out of 26 non-professional teachers 24 agreed that school based INSET is organised at least twice every term. 2 of them also have the view that they organise School INSET 4 times quarterly. 22 non-professional teachers representing 84.6% were also with the view that, cluster based INSET is organised twice a term 4 of the non-professional teachers representing 15.4% also have the view that cluster based INSET is organised 4 times quarterly. 20 of them also hold that district level INSET is organised twice a term and 6 of them hold that, it is organised 4 times quarterly. The national level INSET is scarcely organised.

Table 16

Views of the non-professional teachers on the in-service training that should be mostly organised

Type of INSET	Number of Non-Professional Teachers	Percentage
School based	2	7.7
Cluster based	18	69.2
District level	6	23.1
National level	-	-
Total	26	100

Table 16 indicates that most teachers prefer cluster based and district level INSETS. 18 non-professional teachers representing 69.2% prefer cluster based INSET to any other INSET. 6 of them prefer district level and 2 of them prefer school based INSET. This can then be seen that, the majority of the respondents have the view that cluster based INSET has positive impact on them. It may also mean that, cluster based INSET is well organised that school based INSET. Some non-professional teachers have the view that, the lead teachers use the same style of teaching and no difference in methodologies. Lack of many for logistics, materials and equipments may be a contributing factor.

Presentation of Interview Data

Problems that faced the organisation of in-service training

1. Lack of money for logistics, materials and equipments

2. Non-professional teachers' failure to take advice

3. Low follow-up visits

4. Low motivation and stimulation during INSET

5. Lack of differences in methodologies and learning styles

6. Long due of organisation of INSET

These are the main challenges that non-professional teachers and organisers of INSET face during the organisation of INSETS. The problems include lack of money for logistics, resources, materials and equipments; non-professional teachers failure to take advice of the organisers; Low follow-up visits by circuit supervisors, training officers, A/D supervision and Heads of basic school; Low motivation and stimulation by the organisers of INSETS during the in-service training; Lack of differences in methodologies and learning styles by the lead teachers and some facilitators and lastly unreasonable long intervals of the organisation of the in-service training.

Non-professional teachers should be well motivated and sensitised by Circuit Supervisors, Training Officers, Heads of basic Schools and even the District Directors to take instructions from the facilitators and monitor very well. The data assessment to Merton (1968), Herman (1947) and Halpin (1966) who stated that supervision of instructions enables students to perform well by ensuring better methods of lesson delivery in the classroom. Also schools with superior

supervising programmes have better teaching techniques which considerably improves pupils' achievement. lastly supervision can effectively carried out when materials and logistics are provided to support it.

Suggestions from the interviewees to improve

the organisation of in-service training

(i)   In-service training should be organised at reasonable intervals for all teachers especially non-professional teachers

(ii)   In-service training in different methodologies should be organised for all teachers especially the non-professional teachers since there are considerable differences between adolescent learning styles and a child learning styles, for a change in ability with age demands the use of suitable methods in teaching.

(iii)   Supervisors should enhance their supervisory effectiveness by acquiring new strategies for stimulating the professional as well as the non-professional teachers so that educational organisation functions effectively in meeting societal objectives

(iv)   Teachers should be motivated and stimulated during In-service training. Even well qualified and efficient teachers selected for and placed in a system lose some of their effectiveness through professional frustration, inappropriate assignment or duties. Since in-service is a facilitating function, it should help to remove the obstacle to good teaching and at the same time provide the stimulus for creative work.

(v)   Adequate logistics and financial support from Ghana Education Service should be given to circuit supervisors to do follow-up visits, to check the real performance of the non-professional teachers whether they are practising what they learnt or not.

(vi)   The Director (Inspectorate Division) should once a while lead the National Inspectorate Team to visit some remote districts and schools to supervise on behalf of the Director-General and his Deputies and also organise in-service training for the teachers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This Chapter presents the overview of the study, summary of the findings of the study, conclusions, recommendations and suggestions for future research.

Overview of the Study

The purpose of the research was to investigate whether in-service training given to the non-professional teachers in the public basic schools in West Akim district could improve their performance and method of teaching. The research was also to examine whether the in-service training would have any significant impact on them academically or professionally. Hundred non-professional teachers from 7 circuit schools were selected for the study. In all forty respondents were involved in the study.

The main research instruments used were a set self-composed questionnaire and an interview guide. The questionnaires were personally administered. A pilot testing of instruments was done in the following circuits, Anum, Adeiso II and Asikasu. This was to test the validity of the instrument used. Personal contacts were made by the researcher to conduct the interview while the questionnaires were collected with the assistance from West Akim District Education office for the

researcher by, an Assistant Director in charge of Statistics and Data in West Akim Education office.

Descriptive survey design was used in collecting data. the responses were coded and fed into the computer using the Statistical Programme for Social Science (SPSS) and Microsoft Excel Data. Presentations were made in the form of graphs and other statistical tables or discussions and analysis. The findings and figures were converted into percentages for easier analysis and understanding.

Percentages calculated for the following were; Proficiency of Non-professional teachers before and after In-service Training. Efficiency of Non-professional teachers before and after In-service Training. Non- teacher effectiveness after In-service Training.

Summary of Findings

1. Seventy five percent (75%) of Non-professional teachers agreed that, a very good performance in teaching and learning for Non-professional teachers, In-service training serves as a yardstick for improving professional retraining programmes.

2. The study revealed that there has been a tremendous improvement in 81.1% of non-professional teachers' performance after In-service Training.

3. Majority of Non-professional teachers agreed that, skills and expertise gained from In-service have challenged them to join the mainstream teaching.

4. Almost all the respondents admitted that, there is a great difference between professional and Non-professional teaching; for teaching is not only knowing and telling but skills, expertise, flair, knowledge and techniques are needed to develop the mission better, especially at the level of pedagogy.

5. Majority of Non-professional teachers about 91.2% accepted the fact that, In-service training really had impact on them academically and professionally on their teaching, pupil-teacher relationship, participation in co-curricular activities, advanced preparation of lesson notes, teaching within time allocated and keeping of records.

6. Seventy one point five percent (71.5%) of Non-professional teachers prefer cluster based INSET to school based since they share ideas with other colleagues from different schools and learn new ideas and techniques from them. About 54.0% also prefer district based INSET since they also experience new environment.

7. It was observed that 75% of Non-professional teachers admitted that, circuit supervisors monitor the utilisation of the In-service training twice a term.

8. The study showed that, Non-professional teachers face some problems and challenges when In-service training was organised for them. They are:

   a.   Lack of money for logistics, materials and equipments

   b.   Non-professional teachers' failure to attend in-service trainings.

   c.   Low morale and low monitoring of the utilisation of the In-service training.

d. Facilitators always on the same methodologies and same learning styles.

9. Some suggestion made by Non-professional teachers include:

a. In-service training should be organised at reasonable intervals.

b. Non-professional teachers should be motivated and stimulated during In-service training.

c. In-service training in different methodologies should be organised for non-professional teachers.

d. Adequate logistics and financial support from Ghana Education Service should be given to the circuit supervisors to do follow-up visits.

Conclusions

It can be concluded from the study that In-service training has impacted positively on non-professional teachers academically and professionally. Non-professional teachers responses revealed that, in-service training is one of the yardsticks to revitalise teaching and learning as the primary basis for improving professional retraining.

In-service training has given the Non-professional teachers the pedagogical effectiveness and has enhanced the proficiency level shown in the ability to manage their classrooms well, preparing their lesson notes on time, teaching within time allocated, mark and close pupils' attendance registers and keeping records.

Another conclusion is that, before In-service training, Non-professional teacher performance was relatively poor. The classroom instructional strategies, that is, classroom management, lesson presentation, the use of teaching-learning materials and the teaching of some subjects like English, Mathematics and Science were not up to standard. This really shows that, In-service training thus promise greater efficiency and precision to Non-professional teachers and also non-professional teachers are responsive to professional development.

To conclude, training officers and Heads of basic schools who organise the In-service training face a lot of challenges which make the work less effective. These challenges should be addressed from time to time so that they can organise In-service training and monitor it as well.

Some suggestions were given by respondents to help improve the organisation of In-service training; these suggestions show how Non-professional teachers are responsive to professional development and how it has prepared them towards mainstream teaching.

Recommendations

The results of this study have provided the necessary information to the regular non-professional teachers at the basic level. From the findings and observations of the non-professional teachers, so far in-service training is concerned of the following recommendation to teachers, non-professional teachers, stakeholders, the government and the Ministry of Education, as well as Ghana Education Service are appropriate.

i. In-service training should be organized at reasonable intervals for all teachers especially non-professional teachers.

ii. In-service training in different methodologies should be organized for all teachers especially the non-professional teachers since there are considerable differences between adolescent learning styles and a child learning styles, for a change in ability with age demands the use of suitable methods in teaching.

iii. Supervisor should enhance their supervisory effectiveness by acquiring new strategies for stimulating teachers as well as the non-professional teachers, to ensure that the educational system functions effectively in meeting societal objectives.

iv. Teachers should be motivated and stimulated during in-service training. Even well qualified and efficient teachers selected for and placed in a system may lose some of their effectiveness through professional frustration, inappropriate assignment on duties or because of input in administration practices. Since in-service training is a facilitating function, it should help to remove the obstacle to good teaching and at the same time provide the stimulus for creative work.

v. Adequate logistics and financial support from Ghana Education Service should be given to Circuit Supervisors to do follow-up visits, to check the real performance of the non-professional teachers, whether they are practicing what they learnt or not.

vi. The Director (Inspectorate Division) should once a while lead the National Inspectorate Team to visit some remote Districts and schools to supervise on behalf of the Director-General and his deputies and also organize in-service training for the teachers.

vii. It is recommend for further studies be carried out in the following areas to bring out different opinion.

Recommendation for further studies:

1. The impact of In-service training on professional teachers in West Akim District primary schools.

2. The impact of In-service training on non-professional teaches in private schools in West Akim district.

3. The number of In-service training that should be organised for both non-professional and professional teachers within one academic year. Case study; West Akim District.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR TEACHERS

THE IMPACT OF IN-SERVICE TRAINING ON NON-PROFESSIONAL TEACHERS IN WEST AKIM DISTRICT

This questionnaire is designed to obtain information on the impact of in-service training on non-professional teachers in west Akim District. All information given will be kept confidential. Thank you for taking part in this exercises. Please, answer the following questions in the various sections as accurately as possible

SECTION A

BACKGROUND OF NON-PROFESSIONAL TEACHERS

1. Name of School: …………………………………………………………………

2. Town/Village (where you teach):……………………………………………

3. Category of school: (Please tick one)

   i. Pre-school [ ]   ii. Primary [ ]   iii. J. S. S. [ ]

4. Position

   i. Headteacher [ ]   ii. Class teacher [ ]   iii. Subject teacher [ ]

5. State class/Subject taught: ………………………………………………………

6. What is your highest academic qualification…………………………………

7. In which year did you obtain your certificate? …………………………………

SECTION B

8. For how long have you been teaching? (Please tick one)

   i. 1-3 years [ ]   ii. 4-6 years   iii. 7-10 year [ ]   iv. Above 10 [ ]

9. How many of the following INSETS have you attended?

   i.   School Based   [1]   [2]   [3]   [4]   [5]   [6]

   ii. Cluster Based   [1]   [2]   [3]   [4]   [5]   [6]

   iii. District Level   [1]   [2]   [3]   [4]   [5]   [6]

   iv. National Level   [1]   [2]   [3]   [4]   [5]   [6]

   iv. Any other (specify): …………………………………………………

   v. iv. None [ ]

SECTION C

AREA/TOPIC OF PROFICIENCY

Indicate the level of performance in each of the following areas or topics before after attending inset. Please tick the appropriate score on the scale;

Poor is [1]   Satisfactory is [2]   Good is [3]   Very Good is [4]   Excellent is [5]

SCALE

AREA	BEFORE INSET	AFTER INSET
10. Classroom Management	[1] [2] [3] [4] [5]	[1] [2] [3] [4] [5]
11. Teaching English	[1] [2] [3] [4] [5]	[1] [2] [3] [4] [5]
12. Teaching Maths	[1] [2] [3] [4] [5]	[1] [2] [3] [4] [5]
13. Teaching Science	[1] [2] [3] [4] [5]	[1] [2] [3] [4] [5]

SECTION D

AREA/TOPIC OF EFFICIENCY

Indicating the level of your efficiency in the following areas before and after attending in-service training. Please, use the scale provided.

Poor is [1]   Satisfactory is [2]   Good is [3]   Very Good is [4]   Excellent is [5]

SCALE

AREA	BEFORE INSET	AFTER INSET
14. I am able to use the syllabus to plan my lesson	[1] [2] [3] [4] [5]	[1] [2] [3] [4] [5]
15. I am able to plan my scheme of work	[1] [2] [3] [4] [5]	[1] [2] [3] [4] [5]
16. I am able to prepare my lesson Notes adequately	[1] [2] [3] [4] [5]	[1] [2] [3] [4] [5]

AREA	BEFORE INSET	AFTER INSET
17. I am able to complete and Submit my lesson on time	[1] [2] [3] [4] [5]	[1] [2] [3] [4] [5]
18. I am able to respond to pupils needs	[1] [2] [3] [4] [5]	[1] [2] [3] [4] [5]

19. I am able to manage my class [1] [2] [3] [4] [5]   [1] [2] [3] [4] [5]

20. I am able to effect change in
    Delivery practices   [1] [2] [3] [4] [5]   [1] [2] [3] [4] [5]

21. I am able to achieve my
    Lesson objectives   [1] [2] [3] [4] [5]   [1] [2] [3] [4] [5]

22. I am able to prepare and use
    My TLM adequately   [1] [2] [3] [4] [5]   [1] [2] [3] [4] [5]

23. I am able to distribute questions
    Fairly within the class   [1] [2] [3] [4] [5]   [1] [2] [3] [4] [5]

24. I am able to teach within the
    time allocated   [1] [2] [3] [4] [5]   [1] [2] [3] [4] [5]

25. I am able to mark the pupils
    exercises accurately and on
    schedule   [1] [2] [3] [4] [5]   [1] [2] [3] [4] [5]

26. I am able to evaluate and
    assess my pupils accurately [1] [2] [3] [4] [5]   [1] [2] [3] [4] [5]

27. I am able to mark and close
    pupils attendance register
    before close of school   [1] [2] [3] [4] [5]   [1] [2] [3] [4] [5]

28. I able to keep my records
    up-to-date   [1] [2] [3] [4] [5]   [1] [2] [3] [4] [5]

29. I am able to build teacher
    Pupil relationship   [1] [2] [3] [4] [5]   [1] [2] [3] [4] [5]

30. I am able to take part in
    co-curricular activities [1] [2] [3] [4] [5]   [1] [2] [3] [4] [5]

SECTION E

TEACHER EFFECTIVENESS AFTER INSET (IMPACTS OF INSET)

	TRUE	FALSE	CAN'T TELL
31. I have increased in knowledge and skills	[ ]	[ ]	[ ]
32. I am more confident in my approaches as a teacher	[ ]	[ ]	[ ]

33. I do no longer feel inadequate   [ ]   [ ]   [ ]

34. I have increased my competency level   [ ]   [ ]   [ ]

35. I work better than some professional teachers   [ ]   [ ]   [

36. INSET has challenged me to join

    main stream teaching   [ ]   [ ]   [ ]
37. I am making an effort to attend teacher
    training college or enroll in Distance
    Learning Programme   [ ]   [ ]   [ ]

38. I explain government educational

    policies to parents   [ ]   [ ]   [ ]

39. I am making an effort to assist children living

    in the remote rural areas to get formal education [ ]   [ ]   [ ]

40. I am advising friends of my caliber to join
    the teaching profession   [ ]   [ ]   [ ]

INTERVIEW GUIDE FOR THE NON-PROFESSIONAL TEACHERS

The purpose of this piece of interview was to gather information about the type of in-service training they practiced most in the three circuits and the impact on them academically and professionally. Respondents were not to write their names. This was to ensure the respondents about the confidentiality in whatever contribution they would make towards this study. Respondents were required to answer all questions by giving appropriate information in the spaces provided or selecting the appropriate answers among the alternatives given.

SECTION A

Types of In-service Training and their impact on them academically and professionally

1.   How do you often attend In-service training in a term?

        Weekly [   ]   Fortnightly [   ]

        Monthly [   ]   Quarterly [   ]   Twice a term [   ]

2.   What types of in-service training are organized in your circuit?

        School based [   ]   Cluster based [   ]

        District level [   ]   National level [   ]

3.   What type of in-service training do you personally prefer most?

        School based [   ]   Cluster based [   ]

        District level [   ]   National level [   ]

        (a) I only [   ]   (b) I & II only [   ]   (c) I, II, & III only [   ]

        (d) I, II, III and IV [   ]   (e) none [   ]

4.   In your opinion, which in-service training should be organized most?

School based [   ]   Cluster based [   ]

District level [   ]   National level [   ]

SECTION B

1.   How often do the following officers monitor whether the in-service training
        is being used?

(a) Once every two weeks   (b) once a month   (c) Once a term

(d) once every year

i. Head teacher   ii. Training officers   iii. Circuits Supervisors

iv. A/D Supervision

2.   Do you put the in-service training given you into practice?

(a) Strongly agree   (b) Agree   (c) Disagree   (d) Strongly disagree

3.   What are some of the problems you face during in-service training?

(a) Accommodation   (b) Place where the in-service training is organized

(c) Financial   (d) Logistics   (e) All of them

SECTION C

Problems face during the organization of in-service training and how to improve
them.

1.   What main problems do you encounter during the organization of in-service
      training?

2.   Please, provide your answers in the spaces provided.

i.   ……………………………………………………………………

ii.   ……………………………………………………………………

iii. ………………………………………………………………………

iv. ………………………………………………………………………

v. ………………………………………………………………….………………

3. Kindly recommend ways and means of improving in-service training in

Adeiso I, Mepom and Asuokaw Circuits.

Please, provide your answers in the space provided

i. ………………………………………………………………………

ii. ………………………………………………………………………

iii. ………………………………………………………………………