UNIVERSITY OF CAPE COAST

IN-SERVICE TRAINING TOWARDS THE PERFORMANCE OF TEACHERS IN THE OFFINSO SOUTH MUNICIPALITY OF GHANA

MARTIN KPANEY TIETAAH

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BY

MARTIN KPANEY TIETAAH

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DEVELOPMENT

APRIL 2011

DECLARATION

Candidate's declaration

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

Candidate's signature………………………………. …… Date………………

Name: Martin Kpaney Tietaah

Supervisor's declaration

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

Supervisor's signature:…………………………. Date:……………………

Name: Dr. Kwabena Barima Antwi

ABSTRACT

This study investigated the effectiveness of in-service training (INSET) programmes on the performance of teachers in the Offinso South Municipality.

The study targeted all the 32 Junior High Schools with a total teacher population of 270. Simple random sample was used to select 19 schools while stratified sampling method was used to select five (5) teachers from each of the selected schools. Five (5) Circuit Supervisors responsible for the schools were added. Questionnaire and interview guide were used in the data collection.

Overall result of the study indicated that in-service training courses were actually provided for teachers in the Municipality however, follow-up programmes were non-existent. Almost half of the teachers were found to have had teaching experience of over ten years. Inadequate financial support, lack of adequately qualified resource persons to handle various aspects of INSET programmes and insufficient communication and untimely notices to teachers were the major factors preventing the effective organisation of INSET programmes in the study area.

Implications of the findings were discussed and the study recommended that the Ministry of Education (MoE) should work together with the Ghana Education Service (GES) to increase the budgetary allocation for staff development and training of teachers.

ACKNOWLEDGEMENTS

DEDICATION

To my late parents, Mr. and Mrs. Tietaah and my family.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ACRONYMS

CARE	-	Cooperative Action to Restore our Environment
CHAG	-	Christian Health Association of Ghana
DFID	-	Department for International Development
GCE	-	General Certificate Education
GES	-	Ghana Education Service
GNAT	-	Ghana National Association of Teachers
HRD	-	Human Resource Development
INSET	-	In-service Education and Training
JHS	-	Junior High School
MEO	-	Municipal Education Office
MOE	-	Ministry of Education
ODA	-	Overseas Development Association
PET	-	Programme for Effective Teaching
PTA	-	Parent Teacher Association
REO	-	Regional Education Office
RPTIM	-	Readiness, Planning, Training, Implementation and Maintenance
SSCE	-	Senior School Certificate Education
SDSI	-	Staff Development for School Improvement
SPSS	-	Statistical Package for Service Solution
TOT	-	Trainer of Trainers
TTC	-	Teacher Training College

UCC   -   University of Cape Coast

UNESCO   -   United Nations Education, scientific and Organisation

CHAPTER ONE

INTRODUCTION

Background to the study

People constitute the foundation of any organisation. Organisation is therefore a social entity formed by a group of people. To remain relevant and responsive, organisation need to engage in continuous human resource development (HRD). The field of HRD practice and research describes itself as emphasizing three major areas in work place organisation, training and development, career development, and organisational development (Desimone & Harris, 2002). Training courses can boost continuous quality improvement and enhance the sustainability of development programmes and the organisation. It provides organisations with a powerful tool to develop the capacity of their own staff and that of their beneficiaries. Training, however, needs to be designed and delivered in the right way for it to be effective. It is important to make the training sessions as interesting as possible (Management for Development Foundation, Training & Consultancy, 2009).

The extent to which people are motivated have more to do with an organisations success than any other factor. Therefore, great care should always be taken in selecting, training and motivating people. Vonderembse and White (1988) have indicated that the rapidly changing technological environment is

forcing private industries and governmental agencies to increase support for training and re-training.

Organisations are staffed and managed by people, and without people, organisations cannot exist. Peddler, Burgoyne and Boydell (1991) points out that an organisation which facilitates the learning of all its members continually transforms itself. According to Armstrong (2003, p3), "HRD is concerned with provision of learning, development and training opportunities, in order to improve individual, team and organisational performance".

Human Resource Development therefore implies developing the human capital to be able to manipulate and combine well with other factors for the achievement and improvement of a total organisational development which include developing the organisation as a unit and the working force that make up the organisation.

Ghana Education Service (G.E.S) is the only governmental agency basically in charge of the initial HRD in the country. In order to sustain its primary function, it behooves on Municipal and District Education Directorates to equip their human resources with the right knowledge, skills, training and attitudes. All employees should have the knowledge, training and expertise required to effectively fulfill their job responsibilities. Training is an on-going activity designed to increase the level of competence and expertise of staff. It is also an effective means of helping staff to gain a greater sense of ownership and responsibility on the job. Training and performance are components of human resource development in organisations. Ghana Education Service (G.E.S) as an

organisation therefore owes its members an on-going in-service Education and Training.

In recent years there have been increasing calls for greater accountability. Schools are required to have in place a control programmes which monitor teacher performance according to set guidelines. This is made possible by the kind and the amount of training given to the teacher. Training is defined as the process of exposing senior and junior employees to specific knowledge and skills in order to enable them perform specific job tasks (Acheampong, 2006). Cole (2004) sees training as any learning activity which is directed towards the acquisition of specific knowledge and skill for the purpose of an occupation or task. Performance, according to Byars and Rue (1994), is the degree of accomplishment of the task that makes up an employee's job. Performance is different from effort. It is measured in terms of results. For example, an employee could make a frantic effort in performing his or her duties at the work place and come out with little or nothing.

All over the world, irrespective of the level a teacher teaches, if the person has gone through some training to acquire the necessary knowledge and skills that will enable the person deliver, the person is considered a professional. This acquisition of academic knowledge and professional skills carried out by educational institutions is referred to as pre-service training including the ones by the Teacher Training Colleges (TTCs) and the universities. For examples the Institute of Education, in the University of Cape Coast and the University of Education, Winneba, provides such pre-service training. However, from

experience the initial training itself is inadequate; in the sense that it cannot provide all the knowledge and skills a teacher may need in future. More so, some aspects of the programme may not have been taught well to the trainee. Additionally, the pre-service institutions cannot cover everything that the teacher will need that will enable him or her function effectively in the classroom. Pre-service institutions can become resistant to change. Cole (1995) has indicated that some institutions have traditions they are reluctant to do away with. Under this condition, teachers who graduate from such institutions have difficulties to adhere to current situations, hence the need for further training, in the form of in-service to continue to expand their professional capacity.

Morant (1981: 97) credits Cane (1969), with the definition of in-service training as "In-service training is taken to include all those courses and activities in which a serving worker may participate for the purpose of extending his professional knowledge, interest or skills". Preparation for a degree, diploma or other qualification subsequent to initial training is included within this definition.

The need to continuously improve one's professional skills and practice is required for teachers in order to respond to a wide range of demands as a result of the rapid and ever changing world. The functions of further training especially in-service training (INSET) necessitates that it should be given the necessary attention. Much more effort should be made to develop training programmes to fit the needs of practicing teachers. Adentwi (2000) indicated that in Ghana, further training has been recognised and identified among others as:

- Induction courses for newly appointed and newly promoted teachers;

- Seminars which aim at updating knowledge in subject areas. It involves face-to-face teaching and demonstrations which last for about four days;

- Conferences designed for administrative personnel. This exposes personnel to new educational policies and programmes, which lasts for about three days;

- Workshops by subject associations. This is a task-oriented activity which last for about a week;

- Refresher courses for all categories of serving and administrative staff within the Ghana Education Service. This is designed to update teachers' knowledge in identifiable areas, which may last for more than one day;

- Top-up courses organised by the Teacher Education Division of the Ghana Education Service to upgrade teachers and certify them with Diploma in Basic Education;

- Distant Learning and Continuing Education, organised by the Institute of Education of the University of Cape Coast (U.C.C) and the University of Education, Winneba; and

- Sandwich programmes, organise by the University of Cape Coast and the University of Education, Winneba. The duration of these programmes are determined by the various departments concerned. However, it does not last more than eight (8) weeks.

Also teachers who may have vacated teaching for a while may be given refresher courses and reinvigorated to perform to expectations. Adentwi (2000) further observed that, so much lip service is paid to in-service training in many

developing countries including Ghana. In practice, in-service training only serves to meet emergency needs. However, Morant (1981) has pointed out that much time spent in in-service activities do not necessarily lead to tangible results in terms of classroom performance. Adentwi (2000) stated further that, teachers and other staff are not able to determine their training needs because of lack of needs assessment. Some receive inadequate counseling on their professional development and thus participate in in-service training programmes that do not equip them with the skills they really need.

In this vein, such INSET activities, therefore, tend to be a waste of time and resources as far as the teachers are concerned. Without accurate data on teachers classroom needs, planning is definitely difficult and results are likely to be disappointing not only to the teachers, but also to those who deliver the in-service programmes. Thus, investigating into the effectiveness of training and performance as perceived by teachers in the Offinso Municipality will assist educational policies makers and planners to come out with an effective training programme that will be tailored to the needs of the teachers.

Statement of the problem

In a report edited by Greenland (1983), Asiedu-Akrofi in that report observed that on-the-job or in-service training is an indispensable aspect of the teachers' professional development, he indicated that most of the training sessions that teachers have been attending over the years have no relevance in the classroom situation, and hence the abysmal performance of some teachers.

6

Morant (1981) pointed out that the time spent in training activities has been wasted when such programmes were not applicable to the classroom needs. Many in-service programmes continue to use pre-service techniques on teachers who require quite different methods to broaden their knowledge and skills.

According to Ghana Education Service (G.E.S.) (2007), a baseline study was conducted which revealed that although in-service activities at the district and school levels have increased in the last few years but it does not reflect a change in teachers and head teachers performance and output, especially in instructional practices at the classroom level. The study therefore seeks to examine the effectiveness of in-service training to the performance of teachers in the classroom in the Offinso South Municipality in the Ashanti Region.

Adenwi (2000) cited Greenland (1983) that not much research work has been done in Africa on in-service training of teachers. He also pointed out that some research results suggests in-service training for basic school teachers is at unfinished state and that further investigation of such topics as INSET cost and measures of in-service effectiveness is urgently needed.

Objectives of the study

The general objective of the study was to examine the effectiveness of in-service training programmes on the performance of teachers. Specifically, the study sought to:

- Examine the professional background and rural-urban distribution of teachers;

- Identify teachers preferred format for in-service training;

- Identify the professional needs of teachers in relation to INSET;

- Identify the agencies/bodies responsible for organizing INSET;

- Identify measures that can be put in place to change the attitudes and beliefs of teachers towards teaching;

- Examine the effectiveness of in-service training programmes for teachers in the basic schools;

- Establish the extent in-service training has been able to improve teaching and learning in the schools; and

- Make recommendations for planning   in-service training programmes for teachers.

Research questions

The questions that guided the study were:

1. What is the Professional background and Rural-Urban Distribution of teachers in the Offinso South Municipality?

2. What forms of INSET are organized for teachers in basic schools?

3. How effective are INSET in helping to improve methodology and delivery in basic schools?

4. What are the agencies/bodies responsible for organizing INSET?

5. What are some of the problems that militate against INSET of teachers?

6. What are some of the measures that can be put in place to make INSET programmes effective and relevant in order to improve performance of

teachers?

7. What benefits from INSET help influence the attitudes and beliefs of teachers towards teaching?

Significance of the study

The results of this study will hopefully serve as a guide to what should go into the planning of in-service programmes for basic school teachers. Also, the results would be useful information to circuit supervisors, authorities and other stake-holders in education to improve and modify in-service training and methods to meet classroom demands. The study is likely to unfold the perceptions teachers have about in-service training which can help generate interest amongst other researchers to research into suggested topics for further research. Besides contributing to knowledge and the literature in human resource development and in-service training in particular, the research outcome will also be useful to researchers, academics students and professional human resource management practitioners interested in the subject of training and worker performance.

Delimitation

The study was limited to Basic schools in Offinso Municipality and covered nineteen (19) Junior High School (J.H.S.). The results of the study could only be used to generalize for schools in the Offinso Municipality but not for the whole country, because teachers in other Districts and Municipalities may have different views concerning in-service training programmes.

9

Organisation of the study

This study was to examine the effectiveness of in-service training programmes on the performance of teachers. The chapter one of this dissertation is the introduction. It includes background to the study which explains the background of the research problem. The statement of the problem, the purpose and significance of the research are well elaborated. More importantly, the research questions that are the primary focus of this dissertation are identified under this chapter. The scope and limitation of the study are outlined. The last part of this chapter comprises the organisation of the study.

Chapter two reviews relevant related literature. The researcher tried to identify, locate, and evaluate relevant previous studies, observations, opinions and comments related to the research. Chapter three explains the methodology used. It looks at the research design, the population and sampling, research instruments, data collection and data analysis procedures in the context of a descriptive research survey. The results and findings of the study are presented by research questions in chapter four while chapter five summarizes the key findings, conclusions, implications and possibilities for future research in this area.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

This chapter reviews literature relevant to the concept and themes of the study. Theoretical and conceptual review and empirical evidence are reviewed along the following themes: Concept and meaning of in-service education and training – INSET, Purpose of INSET, INSET and teachers' professional needs in Ghana, INSET of teachers and the agencies / bodies that organised INSET, challenges to INSET of teachers and Measures that can make in-service training programmes effective.

Concept and meaning of In-Service Education and Training – INSET

According to McGhee and Thayer (1961), on the job training is a formal or informal training done at the employee's work place. It is the most frequently used method of employee training in organisations. In this type of training, employees learn new procedures or improve their skills while performing their normal job duties. The training may occur formally by assigning a new employee to an experienced employee (mentoring).

Morrant (1981, p97) cites Cane (1969) that, "In-service training is taken to include all those activities and courses 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 within this definition".

Commenting on Cane's definition, Morrant (1981) indicates that Cane wrote about teachers' in-service training rather than their education. Morrant (1981) states that there is little doubt about a distinction between education and training, though the difference is not important. Training is concerned with the acquisition of skills and techniques using standardised procedures and sequences. In contrast, in-service education aims at bringing about teacher's professional, academic and personal development through the provision of a whole series of study experiences and activities of which training should be related as…but one aspect. He continues that, it is probably safer to employ the phrase, 'In-service education" which by implication is inclusive of its training. On the other hand, most people would like to use the term, "in-service education and training" (INSET).

Farrant (1982) defines In-service Education and Training as a lifelong process in which the teacher is constantly learning and adapting to new challenges of the job. Much of this training is self directed and is carried out by reading books and articles on education, by discussing with colleagues and supervisors matters concerning teaching, by attending courses and conferences on education.

According to Javis (1990, p.1304-5):

"In-service education is continuing education given to employees during the cause of their working-lives, which may

be in the house. It may also take the form of block release or even secondment. This training is normally conducted by employing agencies within the organisation itself without recourse to formal education".

A definition by United Nations Education, Scientific and Cultural Organisation (UNESCO) (1975) states that "in-service training is training designed for teachers who are already in professional practice and which they receive in the context of or during periods of varying length when their normal duties are suspended".

From the definitions, in-service education and training is intended to support and assist the professional development that teachers needs to experience throughout their career. This could either be voluntary or involuntary. Greenland (1983), cited by Adentwi (2000), suggest that in-service training programmes for teachers in English speaking African countries are of four main types:

- In-service training programmes for unqualified teachers was observed in countries like Nigeria, Zimbabwe, Sierra Leone and Liberia;

- In-service training programme for upgrading. This was designed to move pupil-teachers who have been given some form of training to higher grades;

- In-service training for new roles. It is intended for already qualified teachers to retrain to serve as trainer of trainers (ToT) or given specialized areas of training in areas of school life; and

- Curriculum related in-service training designed to introduce teachers to innovations taking place in the curriculum of schools or to help implement educational reforms.

Clearly, from the foregoing it can be inferred that, in-service Education and Training can be seen as training that is conducted at any time after an individual has been employed as a full time teacher.

INSET and teachers' professional needs

Most people in business need training from time to time. Few people are hired for a new job with all of the necessary knowledge and skills. Therefore, all new employees should require some training. Experienced employees can change from average to expert workers with additional training either within or without the organisation. Training allows them to improve methods and procedures, learn to operate new equipment and prepare for promotions. In-service education and training programmes can remind experienced employees of information they may have forgotten, such as safety practices and techniques for improving the speed and accuracy of their performance.

According to Morrant (1981), the starting point for any in-service education and training is aimed at meeting teachers' professional needs. He has therefore identified four of such needs. These include:

Induction Needs: Many times during the teacher's career he/she will have to embark on new and unfamiliar duties relating to a new position to which he/she has just been appointed. The first may be when the new teacher having left

college or university starts work in a new school or community. Sometimes it could involve moving from one school to another, promotion to head of department, deputy head or head teacher, are examples. This teacher is bound to be faced with problems arising from inexperience or lack of confidence or at worst, sheer ignorance of what the task entails. The teacher will demonstrate experience that will require the needs for induction. This has to be dealt with from the day of appointment. Intentionally, this training will be professionally practical in their aims. Much of this form of in-service education depends on informal advice given in respect of a specific task, which may be by short intensive formally organize courses in or out of school;

Extension Needs: In this situation, according to Morrant (1981), the teacher may need to widen his or her professional horizons. For example, a teacher in the middle of his career as head of department might want to obtain a better grip of curriculum theory or expertise in the principles of school management. Such a teacher is experiencing an extension need. To meet such needs, as extension needs, in-service programme should be organized in such a way that, activities of the training would widen the teachers' knowledge or experience through the furthering of one's education at the university or any higher form of education;

Refreshment Needs: Majority of teachers from time to time need to be refreshed. Teachers who after a period away from class need to update themselves on teaching a particular subject. Teachers who for one reason or another have not taught a subject for which they were originally trained or those who have occupied the same post for a long time need to be refreshed. In Morrant (1981)

view, teachers re-entering the profession after a break in service and for the teachers to re-familiarizing themselves with the methodology of a subject or handling a particular age group need probably short and intensive periods of in-service education and training; and

Conversion needs: Morrant (1981) further indicates that teachers due to transfer to entirely different jobs in schools if they have received previous preparation for the new work may experience conversion needs. When a teacher initially trained for primary school is moved into secondary school or when a history specialist is requested to teach a shortage subject such as Mathematics in the same school may experience what is called 'lateral conversion need'. Also, when a teacher is promoted to assume more weighty responsibilities or experiences as period of anti-appointment to a dissimilar kind of post may experience what can be described as 'vertical conversion needs'.

Morrant concludes by arguing that to convert laterally, teachers have to acquire a whole body of academic knowledge as well as its accompanying methodology. In contrast, to meet vertical conversion needs, in-service training will tend to have task created and preparatory function aimed to provide the potential appointee with skills, techniques and knowledge of doing a new type of promoted job for retirement.

Rebore (1982), argues that in the process of assessing teachers professional needs, the following can be of considerable help.

The teacher needs assessment survey has been very effective. Most surveys take the form of a checklist containing many areas of possible needs and interests;

Source of information is the community survey, which is administered to parents, usually through a school based organisation such as Parent Teacher Association (PTA). This community survey may reveal concerns about a wide range of issues such as grading, student groupings, discipline and drugs used by students. As certification requirements vary from state to state and school to school, the director of staff development needs to keep all teachers informed about their requirement and plan appropriate courses for them.

According to Rebore (1982) another source of information is curricula research. Staff development programmes can be planned to correlate with future curriculum changes. Staff development is regarded as an initiative that aimed at supporting staff in the work they do. Sadtu (as in Conco, 2004) suggest that there should be a professional development plan for teachers that concentrate on community outreach, notably community participation, influencing community opinions, and development and advocacy work. These skills ought to be useful throughout teachers working lives and should be taught from the moment they take up employment, as a team as well as an individual endeavour.

Swanepoel and Erasmus, (2000) explain that Staff development should result in the following:

- Improve the standard of performance of employees, once their training needs have been identified;

17

- Prepare them for future positions; and

- Help the individual to make better decision and increase job satisfaction

Giving the above outcomes, it becomes clear that staff development can raise teachers' performance levels and prepare the individual for change in the organisation (Conco, 2004).

Staff Development Programmes; Writing on staff development programmes, Rebore (1982) state that as an organisation, a school need well qualified administrators, teachers and other personnel to accomplish its mission. As job requirement within a school become more complex, the importance of staff development or continues learning increases. It is literally very difficult if not impossible today for any teacher to enter the profession and remain in it for more than 40 years with his/her skills basically unchanged. Therefore, staff development or continuous learning programmes are not only desirable but also an activity to which each school system must commit human and financial resources if it is to maintain a skilled and knowledgeable staff.

Commenting further, Rebore (1982) argue that the last decade has seen a myriad of research on staff development as a consequence of this research, many models have been suggested. These include, programme for effective teaching (PET); readiness, planning, training, implementation and. maintenance (RPTIM); and staff development for school improvement (SDSI). A common thread connecting all these models is the goal of producing effective instruction through clinical supervision.

The national Education Association Division, according to Rebore (1982), has come up with 19 methods used in programme delivery: Classes and courses, institutes, conferences, workshops, staff meetings, committee work, professional reading, individual conferences, field trips, travels, camping, work experience, teacher exchange, research, professional writing, professional association work, cultural experiences, visits and demonstrations, and community organisation works.

Rebore (1982) adds that individualized programmes are one alternative to the traditional programmes design models. These allow the individual maximum creativity in matching personal interest and needs to the goal and objectives of the school. Teachers who engage in personalized activities usually improve their teaching skills.

In line with Rebore's (1982) assertion, Rachel (2004) offered guide lines and recommendations for professional development and in-service training. According to Rachel, the goal of in-service and staff development, historically, has always been to improve weak areas of practice. In recent times there has been, shift to a developmental model that emphasizes growth and collegiality. This model prepares teachers to participate in decision-making and advance professionally. Rachel offers a variety of in-service approaches to assist teachers in developing their practice and professionalism. Some of the in-service programmes include hand-on participatory activities, mentoring, collaborative learning, training teams, individualized training, goal-setting, and follow-up training.

Rebore (1982) elaborates that staff development programme centers around creating instructional learning situations. First, a certain amount of planning must precede the instructional learning situation in order to determine the most appropriate learning structure for the subject matter that will be taught. For example, staff development programme designed to help teachers construct metric system materials for classroom use should be preceded by explaining the metric system to teachers who are not proficient with the system.

Secondly, Rebore (1982) says the environment of learning must be effectively managed. A comfortable and simulating environment certainly enhances learning and especially for adult teachers learners. These programmes should be scheduled on days when the school is not in session or provide teachers with released time from their regular duties so that they can attend during the working day. Rebore continues that the instruction must have some practical application for the adult learner. They must be sure that the material can help them in their work. That learning rarely takes place at a constant rate, rather it fluctuates according to the difficulty of the subject matter or skill to be learned and the ability of the learner.

Summing up, Rebore (1982) indicates that INSET programmes are an organic process that will continually change to meet the needs of individual staff members and needs of the school district. All the same, the success of any staff development programme depends on the commitment of each individual with each level of the school district.

Ryan and Cooper (1984) have also argued that group study is another common mode of continuing learning for the teacher. Ryan and Cooper further states that one other method of continuing learning comes through supervision. School districts provide teachers with professional advice in what amount to one-to-one help. Although supervision can sometimes be quite threatening, particularly to non-tenured teachers, it offers an opportunity to obtain valuable information about one's techniques and skills.

According to Albert (1977), a glance at some of the offerings from in-service programmes in a number of schools systems reveals not only the variety of topics but also reflects the increasing practice of surveying the interests of individual teachers for their preference. Some of the self-development opportunities include contract learning, utilising media in classroom, community participation in school concerns, and project CARE – Cooperative Action to Restore our Environment.

Purpose of INSET and impact on attitudes and beliefs of teachers

Teaching is a field that is dynamic, with innovations, necessitating up grading of skills and education of teachers for the successful implementation of reforms. The behaviour and attitudes of teachers towards teaching and learning and their knowledge banks are the result of the impact of in-service training (Ramatlapana, 2009). The Ministry of Education (MOE, 2002), indicates that the programmes of INSET offered by the MOE have sought to serve the following purposes:

- Provide professional and academic training for pupil teachers in the Primary and Junior High Schools;

- Provide briefing courses for newly promoted or newly appointed professional officers of the ministry;

- Provide refresher courses for teachers and tutors at the Secondary School and Teacher Training College level;

- Expose teachers at all levels of pre-university education to new methods, approaches and techniques of teaching;

- Assist teachers in the preparation and use of audio-visual aids;

- Provide opportunities for heads of institutions, tutors and teachers to meet to discuss professional matters related to their levels of teaching;

- Assist teachers to meet specific challenges or demands brought along by curricular innovation, resulting from changed situations or educational reforms;

- Keep abreast of societal demands. In this ever changing society teachers need to understand and interpret the new demands society is placing on all its institutions and on the school in particular;

- Help teachers to develop and evaluate curriculum materials; and

- Provide opportunities for professionals to socialize in order to share ideas about their work.

The speed, nature and scope of the changes taken place around us have been coupled with a radical re-orientation of the function, organisation and character of work, the easy, stereotypical and prescriptive solutions of yesterday

22

will not fit tomorrow's situation. In this regard, In-service education and training is now considered as an integral part of teacher education and professional development. Educational authorities seemed to agree that increasing standards for pre-service education of teachers will not necessarily lessen or eliminate the need for continued in-service preparation and professional growth.

Teachers, like other professional such as doctors and lawyers must continue with their education after their graduation through in-service education and training. This is because all professional people must strive to acquire, on continuous basis, new ideas, skills and attitudes to enhance their competencies and productivity and to effectively cope with the inevitable changes that occur in the world of work. So the success of general education programmes in the years immediately ahead depends upon the adequacy of provisions for the in-service education and training of staff members.

In 1975, a document of UNESCO (as cited in Greenland, (1983) argues that, if education is to meet the demands of our time and of the coming decades, the organisation content and methods of teacher education must be constantly improved by searching for new educational strategies and concepts.

In view of the continuous innovation and development of general and pedagogical knowledge, and of the constant change taking place in education systems and the increasingly creative character of pedagogical activities, it does not seem possible to equip the student teacher with knowledge and skills which would be sufficient for his whole professional life. Hence, a comprehensive policy is needed to ensure that teacher education is recognized as a continuous co-

coordinated process which begins with pre-service preparation and continues throughout the teachers' professional career. In such a system, pre-service and in-service education should be integrated, fostering the concept of lifelong learning and the need for recurrent education (UNESCO, 1975).

Rebore (1982) has find out that staff development or in-service education can offer the teacher the opportunity to update the skills and knowledge in a subject area. The knowledge explosion has created the need to reinterpret and restructure former knowledge in a subject area. A teacher can no longer assume, on the basis of past learning, that he/she understands all the nuances of a subject area. Commenting on the importance of in-service education and training to teachers,

Albert (1977) says an increasing common practice is to get teachers ready for changes and to give them opportunity to make changes. In other words "Credit" is given as incentives which usually apply to the periods teachers are supposed to earn in five-year period for promotions and salary increases. Albert, (1977) stressed that the system-wide in-service programme is for individual information which ranges from general cultural growth to specific how-to-do-it in a certain teaching situation. Most successful in-service programmes showed that by providing teachers with what they want, brings security, which will allow a base for these changes.

Adentwi (2000) asserted that in-service education and training programmes are usually supplementary to the initial training that the teacher has received at college. According to him, this is to keep the teacher abreast with new

24

ideas, new ways of doing things and changes taking place on the educational front. According to Morrant (1981), INSET aims at widening and deepening teachers' knowledge, understanding and expertise including skills, techniques and powers of judgment in respect of their professional work by means of activities designed to attain this purpose.

Bodies/Agencies of INSET in Ghana

In 2000, the Ministry of Education (MOE) policies and strategic plan for education sector, indicated that, groups within the MOE which have been carrying out INSET functions have been the curricular and courses branch at Accra, the inspectorate, District Education Officers and serving head teachers and lately the various subject organisers based at the regional and district offices, subject associations, the University of Cape Coast and the Ghana National Association of Teachers (GNAT). Other non-governmental organisations such as Care International, World Vision International Plan Ghana among others are now involved in INSET. A variety of resource people, according to the Ministry of Education (2000) policies and strategic plans for education sector, will also enhance a staff development programme. Among the most available and knowledgeable are teachers, senior staff members, college and university professors, professional consultants, teachers' organisation representatives and administrators.

In reviewing the agencies providing INSET serves in Ghana, Adentwi (2000), citing Manu (1993) mentions G.E.S as the body that conducts INSET on

25

implementation and interpretation of new curriculum, promotion and courses to enable some categories of teachers to be qualified for promotion, orientation and induction courses for newly trained teachers or newly promoted teachers and officers of the G.E.S. Refresher courses for all categories of serving and administrative personnel to update their knowledge in identifiable areas are also organised by G. E. S.

The Ghana National Association of Teachers (GNAT)

The GNAT also conducts INSET and courses to prepare teaches to pass promotion interviews and promotions, book development, workshop to train teachers in techniques for writing examination, and classes to enable teachers upgrade their academic credentials.

National Level Courses

The MOE (2000) policies and strategic plans for Education sector, states that the National courses are organised once a year and may be single-subject courses or joint courses at which some attempt is made at integrating subject areas. Courses of this nature include the series of teacher vacation courses in primary school methods which have been held for college tutors, primary school head teacher and teachers. There have been workshops and courses organised at the national level on the introduction of curricula such as the introduction of science in primary schools in 1968; the introduction of the 4-year training collage English syllabus in 1971; and the orientation courses for newly appointed

Ghanaian Language organisers on the adoption of the new Language policy in 1970. Such courses have usually had assistance from the British Council and the British Overseas Development Assistance (ODA) now Department for International Development (DFID) and other donors.

Regional and District Courses

In the MOE (2000) policies and strategic plan for Education sector, non-residential courses are organised for smaller groups of teachers college tutors and field officers by specially trained subject specialists at the regional or district offices. At the beginning of 1970–1971, about 45 such subject specialists in English, Mathematics and Science were at work in the regional offices as area subject organisers.

In addition to mounting original courses, area subject organizers also provide follow-up courses and visits and offer professional advice and help to classroom teachers. The staffs of the curricula and courses branch exercises a co-coordinating and supervisory role over the activities of the area subject organisers and provide them with the requisite orientation for the performance of their duties by way of briefing courses and seminars. The various subject organisers are encouraged to plan their courses together and to attempt, during their courses, to provide techniques which facilitate greater integration of the various subject areas.

Other providing institutions are institutions whose academic staff and programmes have a clearly discernible identity with the teaching and professional

growth of teachers. Some of these are the universities, the university colleges and institutes of higher learning, the Institute of Education, Cape Coast University, Institute of Educational Planning and Administration and teachers' centers. Most of the programmes run by these universities lead to the award of certificates, diplomas and masters in educational studies.

Challenges to INSET of teachers

Organisations provide training to those who are most likely to benefit from it, individuals prefer to be trained in things that interest them and in which they can improve. Educational authorities also seem to agree that increasing standards for pre-service education of teachers will not necessarily lessen the need for continued in-service preparation and professional growth. There is however, a number of problems militating against effective and efficient organisation of INSET programmes.

Firstly, Morrant (1981) indicates that the starting point for any in-service education and training is aimed at meeting the teacher's professional needs. In addition, because education is an inherently difficult and complex process and circumstances are constantly changing, problems will inevitably arise in individual schools and class rooms. These problems are best diagnosed by the teachers most closely concerned because only they know the students and the context sufficiently well. INSET activities should therefore be closely geared to the study and solution of these problems.

Newton (1988) observes that there are too often a mismatch between the needs of teachers (whether personal needs or those arising from the school context in which they were working) and the content of courses. Such mismatch arose partly from inadequate analysis or understanding of the problem by course organisers, partly from inadequate description of course content and partly from the unsystematic way in which teachers select courses. It also arose partly from the heterogeneous course membership. Even when a mismatch did not occur, and a course is of potential value to the participants, they were often unable to utilise new knowledge and skills acquired on the course because they were unable to influence what was happening in their schools, whether for reasons of status, lack of resources, lack of appropriate feedback mechanisms from the course to the schools or some combination of these.

Financing INSET programmes has proven to be one of the major problems. The decision about what approach to take for training depends on several factors including the amount of funding available for training. Cascio, (1992) indicates that self-directed informal training can be very low-cost; however, the leaner should have the capability and motivation to pursue their own training. Further other-directed, formal training is typically more expensive but is often the most reliable to use for the learner to achieve the desired knowledge and skills in a timely fashion. In line with this, Greenland (1983) indicates that several INSET programmes rely, at least in part, on overseas funding which may be forfeited if the donors' time-scale is not adhered to.

Strategies to make INSET programmes effective and relevant

The Ministry of Education (MOE, 2000), states that INSET has assume increasing importance in the work of the MOE during the 1960's. The recognition of the increasing need for co-ordination and effective planning were instrumental in the appointment of a full time INSET officer with responsibility for coordination and administration of courses by the MOE before 1968-69.

An INSET review committee was established as part of the inspectorate. In November, 1970 the INSET officer was designated chief organiser of courses with the following duties now integrated with the functions of the curriculum;

- Co-ordinate the work of the various groups within the MOE concerned with INSET;

- Act as liaison between the Ministry and Bodies outside the Ministry involved in INSET;

- Ensure that new concepts and techniques incorporated into nationwide courses are cleared with the chief Education Officer;

- Process overseas awards for the training of course organizers for the approval of the minister;

- Examine the personnel needs of the various subject organizing units and to recommend how such needs could be met; and

- Be responsible for preparing annual programmes, budgeting and disbursement of funds for courses.

Summary

In the education sector INSET is training designed for teachers who are already in professional practice. It is a lifelong process in which the teacher is constantly learning and adapting to the new challenges of his/her job by reading, attending courses and conferences on education. The need for INSET among others is to update the skills and knowledge of teachers, keep teachers abreast of societal demands, enable teachers become acquainted with research in the instructional process on new methods of teaching and become acquainted with the advances in instructional materials and equipment.

From the review of the literature, it has come to light that in-service education and training of teachers are basically to satisfy teacher's professional needs of induction, extension, refreshment and conversion. Most of the writers, for example, mentioned workshops conferences, visits and demonstrations, field trips and professional readings, and writing as some of the methods of staff development programmes. The relevance of this literature review was to enable the researcher relate how these views pertain to the study in the Offinso Municipality of Ashanti Region.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter discusses the methodology used for this study. This involves the research design, sources of data, study population, sampling procedures, and instruments for data collection are described. Also the procedure for analysis of the data is highlighted.

Research design

The descriptive study design was used for the study. According to Amedahe and Gyimah (2003), descriptive study is a vivid presentation of a particular situation. It can be on a large or small scale. This design makes use of various data collection techniques such as pre-testing, questionnaires, observations, interviews or examinations of documents which this study implore to collect data from J.H.S teachers and circuit supervisors.

Sources of data

The sources of data for the study were primary and secondary. Primary data was obtained through the administration of questionnaire. The list of Junior High Schools (J. H. S.) and their staff population were   also obtained through the

municipal education office and school records as the secondary data.

Study population

The population for the study comprised J.H.S teachers and circuit supervisors. There are 32 Junior High Schools in the Offinso Municipality. The total number of teachers in the 32 schools is 270. Out of the 32 schools, 19 were included in the study.

Sample size

To ensure adequate representation of the target population and increase sampling precision, 95 teachers (35%) of the total population of the Junior High Schools were used as the sample size. Five circuit supervisors responsible for the schools were also added to bring the total sample size to 100. The 5 circuit supervisors were included in the study because they are directly responsible for the supervision of the teachers.

Sampling procedures

Simple random sampling using the lottery technique was used to select the 19 schools for the study. This procedure provides an unbiased selection of a cross-section of the population sampled for the study (Amedahe and Gyimah, 2003). Stratified sampling method was used to select five teachers from each of the selected schools. In each stratum, simple random sampling using the lottery technique was again used to ensure unbiased and equitable selection of the sample

size from the schools.

Instruments of data collection

Questionnaires and interview guides were used for the study. These instruments were chosen because they are very effective for securing factual information about practices and conditions of which the respondents were presumed to have knowledge about. Classroom teachers and circuit supervisors were to respond to separate sets of questionnaires.

The classroom teachers' questionnaires consisted of three sections. Section A seeks for the background information of the respondents while section B requires respondents' occupational characteristics. Section C tries to find out teachers involvement in INSET. A five-point Likert scale was used in section C in which teachers were to agree or disagree on a statement at different levels.

The researcher was aware of the problems associated with the used of questionnaires alone, for example, the problem of misunderstanding of some questions or different people also perceive ideas differently; as a result the study involved structured interview guide for circuit supervisors to clarify some questions or issues that were perceived to be misunderstood.

Pre-testing of instruments

Before the real administration of the questionnaire and interview guide, pre-testing of the research instruments was conducted in Christian Methodist J H S and State 'B' J H S in circuit 'A' in the Offinso South Municipality to find out

whether the items in the questionnaire would meet the needed responses. These schools were chosen because they have similar characteristics of the study area. One circuit supervisor was purposively selected. After the pre-testing of the questionnaire and interview guide, there was 100 percent response rate to all the items indicating the absence of ambiguous items and therefore, were found to be suitable.

Actual fieldwork

The researcher visited each of the short listed school to administer the questionnaire by himself. This enabled the researcher to explain the rationale for the exercise and encourage independent work to increase the reliability of responses. This also facilitated prompt and easy retrieval of the questionnaires. Interviews were held with circuit supervisors to obtain information that may not be adequately catered for by the questionnaire.

Procedure for data analysis

There were two kinds of questionnaires and an interview guide, one for the teachers and the other in addition to the interview guide for the circuit supervisors. Questionnaire for teachers and circuit supervisors were analysed using quantitative method of data analyses. That is, the data were grouped into frequencies and percentages to answer the research questions. The data was coded and fed into the computer using Statistical Package for Service Solution, version 12 (SPSS). Each questionnaire was given a code number to facilitate easy

identification. Consideration was given to the first research question before the next one using the responses on the questionnaires.

Data obtained from the interview checklist were put into specific theme emerging from the responses. Pie chart was also used to illustrate some background information of respondents.

Limitations to data collection

One limitation was the sampling method used to select the circuit, which was basically purposive and convenience approach. Therefore the findings of this study can only be generalized within the sampled circuits, but could not be generalized for all circuits in Ghana. The researcher also encountered certain difficulties during the data collection in some circuits even though arrangements had been made earlier. It was difficult to get some of the respondents who had sent their schools' sports teams for the inter District soccer competition. This delayed the collection of the data as the researcher had to wait until they return

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the results, analysis and discussion of the data gathered from the respondents. The results were obtained from the data analysis and are presented in tables and interpretations are done according to the relevant tables.

Professional background and Rural-Urban Distribution of teachers

To answer this question, data on participants' background information was obtained. The rationale behind this question was relevant to their professional needs in relation to INSET. That is, those involved in INSET should desire for it. Every teacher needs basic qualification to be a professional. The professional backgrounds of respondents are shown in Table 1. The table shows that slightly less than halve of the teachers who responded to the questionnaire were post-secondary school teachers. That is the minimum qualification to be a professional teacher. About one-fifth of the teachers have no professional qualification (only hold GCE and SSCE). Only 4 percent indicated they were 1st degree holders. Eight percent of the respondents belong to other qualifications not stated.

On the question of the calibre of teachers in the various circuits, 40 percent of the circuit supervisors said they have only trained teachers in their circuits. About 80 percent of them indicated that they have both trained and untrained teachers, with the greater number being untrained. The interview session with the circuit supervisors revealed that those circuits with large numbers of untrained teachers were in the rural areas.

The data collected shows that about 70 percent of the teachers work in the urban set up. Very few teachers representing 30 percent were found in the rural areas and were interviewed. Most of these were non-professional teachers. Naturally, most teachers, especially professional teachers would not like posting to remote areas where they lack most social amenities. From the interview, there is the tendency for teachers to be in the district capitals to satisfy one of their professional needs which is teachers Extension Needs. A teacher working in urban centre would be privileged to have access to reading materials/facilities for studies.

This result is consistent with Morrant (1981) affirmation that most teachers stay in urban centers to enable them get access to materials to further their education at the University or any higher form of education.

Table 1: Academic/professional qualification of teachers

Qualification	Frequency	Percentage
GCE	5	6.0
SSCE	16	17.0
Post-Secondary	45	47.0
HND/DBE	17	18.0
1ST Degree	4	4.0
Others	8	8.0
Total	95	100.0

Source: Field work, 2009

Table 2 shows the percentage of teachers responding to the questionnaire by religious affiliation. The responses indicate that a teacher in the study area is either a Christian or a Muslim. Over 82 percent of the teachers were Christians, While 18 percent of them were Muslims.

Table 2: Religious affiliation of teachers

Religion	Frequency	Percentage
Christian	78	82
Muslim	17	18
Others	0	0
Total	95	100

Source: Field work, 2009

When respondents were asked to indicate their region of origin, about 68.5 of the teachers indicated that they were from Ashanti Region and 31.5 were from the other regions of Ghana.   Table 3 shows that about two-fifth of the teachers

were civil servants. While one-fifth of the teachers were employed, as many as 31.5 percent were unemployed.

Table 3: Previous job experience of respondents

Previous Job	Frequency	Percentage
Unemployed	30	31.5
Employed	19	20.2
Civil servant	40	42.0
Others	6	6.3
Total	95	100.0

Source: Field work, 2009

Table 4 shows the percentage of teachers' teaching experience. The table shows that slightly more than one-fifth of the respondents have less than 3 years working experience.

Table 4: Teaching experience of respondents

Teaching experience	Frequency	Percentage
Less than 3 years	22	23.1
3-6	19	20.0
7-10	9	9.5
10 or more	45	47.4
Total	95	100.0

Source: Field work, 2009

The Table shows that 23.1 percent of the teachers are new and inexperience and therefore in-service training courses are necessary for them to

build up their capacities for effective delivery. About 47.4 percent indicated they have 10 or more years of teaching experience. This category of teachers needs refresher courses. From the table it shows that there is low rate of teacher job turnover in the study area.

Figure 1 shows the responses from circuit supervisors by the number of years in service as circuit supervisor. About 78 percent (77.8) percent of the circuit supervisors said they have been supervising for five years and above.
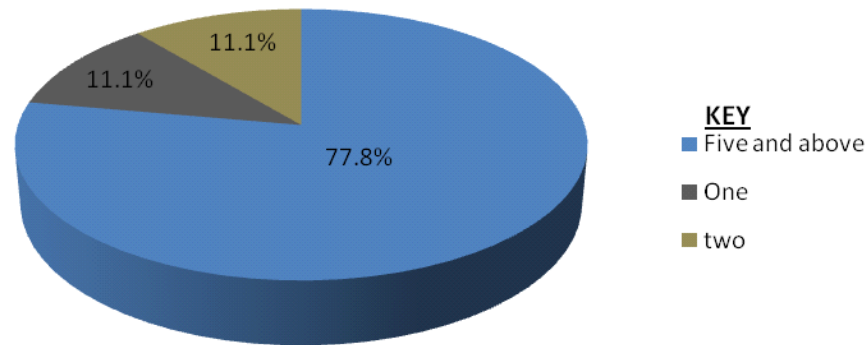
Figure 1. Number of years in service
Source: Fielwork, 2009

Table 5 shows the respondents of teachers by their ranks. The table shows that more than two-fifth of the teachers were superintendent. It shows that about 72.6 percent of the teachers comprising pupil teachers and Superintendents are completely or fairly new in the service and will therefore be handicapped of a professional need which Morrant (1981) termed as Induction Need. This is so because when the new teacher has left college or university and start work in a new school he/she will experience this need, and which need to be dealt with from the day he/she is appointed.

41

Table 5: Rank of teachers

Rank	Number of teachers	Percentage
Pupil Teachers	29	30.6
Superintendent	40	42.0
Principal supt.	20	21.1
Assist. Director	6	6.3
Total	95	100.0

Source: Field work, 2009

Also, the table indicates that, more than one-fifth of the teachers belong to the officers' class which is principal superintendent and above. There is therefore the need for INSET for these categories of teachers, once they can be given responsible position to handle. According to Morrant, a teacher promoted to assume more weighty responsibilities may experience what can be described as Conversion Need, and should therefore be trained as such.

All the circuit supervisors interviewed were between the ranks of Principal Superintendents and Assistant directors. This is an indication that in terms of personnel, the municipal directorate has qualified man-power to manage the inspectorate division. This is in line with the Ministry of Education policies and strategic plan for Education (2000) which has it that, an INSET committee be established and be comprised of senior staff members of the rank of principal superintendents and assistant directors.

Forms and effectiveness of INSET for methodology and delivery

Table 6 shows the percentage of various forms of INSET obtained by teachers. The table shows that more than halve of the respondents confirmed not attending any of the INSET mentioned. The three highest disagreements to the forms of INSET that teachers have ever attended were seminars, promotion courses and demonstration in that order. The least form of disagreement of INSET teachers have ever attended was induction course. Only about two-fifth of the respondents agreed attending INSET as induction and workshop. Attending seminars as form of INSET was the least confirmed (33.7%).

Table 6: Forms of INSET gained by teachers

Response	Form of INSET					
	Induction	Workshop	Seminars	Demonstration	Conferences	Promotion courses
Positive	41.0	41.0	33.7	38.9	39.0	37.9
Uncertain	3.2	0	2.0	0	0	0
Negative	55.8	59	64.3	61.1	61	62.1
Total	100.0	100.0	100.0	100.0	100.0	100.0

Source: Field work, 2009

When circuit supervisors were interviewed on the forms of INSET they would like for teachers, 80 percent of the supervisors said they prefer refresher courses for their teachers as compare to the other forms such as Induction courses, Workshops, Seminars, Demonstrations, Conferences and Promotion courses. At

the interview session some of them justified their choice by the calibre of teachers they have in their circuits who have been working for more than three years. Such teachers need refresher courses to reinvigorate them for the work. However, about 20 percent of the supervisors said they prefer workshops and seminars.

Again, when Circuit supervisors were asked how often they attend INSET courses organised by the Municipal Directorate, all of them confirmed they ever attended INSET organised by the Municipal Directorate, but not so often. This means that all the respondents have not been benefiting enough from the advantages of in-service training courses to enable them supervise the teachers on what have been taught at the training courses.

To further ascertain as to how effective circuit supervisors were, in the discharge of their duties, they were asked, as to whether they have ever organised INSET and how often. It was revealed that just 40 percent of the respondents said they have organised INSET five (5) times while 60 percent agree that they have organised INSET only two (2) times. This is an indication that all the circuit supervisors have organised in-service training before and are well informed on how these training courses are being organised. When they were further probed to find out why they were not able to frequently organise in-service training courses, the major reason given was lack of funds.

Table 7 shows the responses of participants' concerns on call for further training. Hudson (1954) states that Teachers, like doctors and lawyers must continue with their education after their graduation through in-service education and training. Base on this, respondents were asked whether they have ever

attended any in-service training course after school. About 74.7 percent of the respondents answered to the affirmative while 21.1 percent said they have not attended any in-service training course since they completed school. About 80 percent said they were not consulted for the identification of their problems before courses were organized for them. This means there was no involvement of teachers prior to the organization of INSET. This is in contradiction with Morrant (1981), who indicated that the starting point for any in-service education and training is from identification and solving of teachers' professional problems. All the same, 69.5 percent indicated that the courses they attended contributed positively to their professional development. About 26.3 percent said they could not use the knowledge acquired through these in-service training courses to solve their peculiar classroom problems. This is in support of Morrant (1981) who pointed out that much time spent in in-service activities does not necessarily lead to tangible results in terms of classroom performance.

Table 7: Percentage of Teachers responding to call for further training

Concerns	Yes	Neutral	No	Total
Attend INSET after school	74.7	4.2	21.1	100
Involvement in INSET organization	80	3.2	16.8	100
Usefulness of INSET	69.5	4.2	26.3	100

Source: Field work, 200

Agencies/bodies responsible for organising INSET in Offinso South

Table 8 shows percentage of Teachers indicating the agencies/bodies responsible for organising INSET. The three highest knowledge level responses of bodies responsible for organising INSET were in Municipal Education Office the school and Regional Education Office respectively. As many as 88 percent of the respondents, do not agree with the statements that NGOs are solely responsible for organising INSET for teachers in the study area. More than half of the respondents do not agree that the school alone is responsible for organising INSET. In addition, Table 8 shows that not only one body is responsible for organising INSET though five percent of the respondents were undecided on MOE. It therefore shows that there must be a collaborative effect between all the bodies to organized INSET for teachers.

Table 8: Agencies/bodies responsible for organising INSET in Offinso South

Responses	the school	MEO	REO	MOE	NGO
Agree	45	30	32	31	22
Disagree	54	67	66	64	88
Undecided	1	3	2	5	0
Total	100	100	100	100	100

Source: Field work, 2009

Challenges that militate against INSET

Table 9 shows the responses of teachers on the problems that are

militating against the effectiveness of INSET in the municipality. From the table, it is indicated that funds are the greatest problem militating against INSET. As many as 95.9 percent of the respondents indicated that financial difficulty was their major problem. Slightly less than half of the respondents agree with follow up materials and courses at circuit level as the major problems militating against INSET. Also, when circuit supervisors were interviewed, they confirmed that funds were the major problem. That is, funds for accommodation, travel and transport, and materials fall under this category. This problem is in support of Cascio (1992), who indicated that self-directed informal training is less costly. On the other hand, other-directed, formal training is typically more expensive but is often the most reliable to use for the learner to achieve the desired knowledge and skills. Greenland (1983) indicated that several INSET programmes rely at least partly on overseas funding, and which may be forfeited if the donors directives are not adhered to. About three-quarters of the teachers indicated lack of adequately qualified resource personnel, while about half indicated lack of effective communication and that they were not notified on time. Respondents (both teachers and circuit supervisors) also indicated lack of follow-up and evaluation, which is in consonant with Garavan (1997) who indicated that training programmes are not followed up and evaluated due to people not convinced of the purpose or benefits of follow up and evaluation , time-consuming and that the cost of follow-up tend to outweigh the benefits.

Table 9:   Challenges that militate against INSET in theOffinso South Municipality

Problems	Agree
Finance	95.9
Personnel	76.4
Early notice	58.9
T&T	55.8
Communication gap	54.6
Materials	49.5
Follow up	48.4
Courses at circuit	45.0
Accommodation	42.1
Total	57.4

Source: Field work, 2009

Recommendations for improving in-service training courses by teachers

Table 10 presents teachers views on the ways of improving in-service training courses. In the table, it is indicated by respondents that early notice to them will help improve the organisation of in-service programmes in the municipality. Almost sixty percent of the respondents were in support of that. About 56 percent of the respondents suggested the provision of traveling and transport expenses. About 50 percent of them mention materials and 42.1 percent indicated accommodation for participants in order to improve the organisation of

in-service training and education in the Municipality. This unfortunately has always been a problem as indicated by both teachers and circuit supervisors when they were asked to state the problems militating against effective organisation of INSET in the Municipality.

Table 10: Recommendations for improving INSET by teachers

Recommendations	High	Low	Total
Accommodation	42.1	57.9	100
T&T	55.8	43.2	100
Follow up	48.4	51.6	100
Materials	49.5	49.5	100
Courses at circuit	45.3	54.7	100
Early notice	58.9	41.1	100
Total	49.8	50.2	100

Source: Field work, 2009

Greenland (1983) indicates that several INSET programmes rely at least in part on donor funding, and which may be forfeited if the donor's time-scale is not adhered to. In support of Morrant (1981), 48.4 percent of the respondents indicated that follow up to ensure that what has been learnt at the in-service training courses is being implemented will help to improve the organisation of INSET in the Municipality. About 45 percent (45.3%) advocated for the organisation of in-service training courses at the circuit level.

Benefits of INSET

Table 11 shows the benefit teachers associate with in-service training programme. The respondents indicated that there had been a change in their status and attitude after training. This is consistent with the claim by Amstrong (2003) that one of the benefits of training is to help improve the quality of staff. The majority of respondents (65.3%) indicated that they learnt new methods of teaching. This support Morrant (1981), that INSET aims at widening and deepening teachers' knowledge, understanding and expertise including skills, techniques and powers of judgment in respect of their professional work by means of activities designed to attain this purpose. About 56 percent (55.8%) said they acquired new knowledge. Adentwi (2000) states that INSET keeps the teacher abreast with new ideas, new ways of doing things and changes taking place in the educational front. Forty-seven percent indicated that the INSET helped them in their promotion interviews, revised what they had already learnt, and served as briefing courses for them. Again, Adentwi (2000) states that in-service education and training programmes are usually supplementary to the initial training that the teacher has received at college. Greater number of respondents (63.2%) said INSET boosted their morale for teaching, and 69.5 percent said it boosted their confidence in teaching. About three-quarters of the teachers indicated that INSET had developed in them some positive attitudes towards teaching. This is in support of Albert (1977), who said an increasing common practice is to get teachers ready for changes and to give them opportunity to make changes. He further stated that generally speaking, the system-wide in-service programme is

for individual information which ranges from general cultural growth to specific how-to-do-it in a certain teaching situation. And that most successful in-service programmes showed that by providing teachers with what they want brings security, which will allow a base for these changes.

Table 11: Benefits teachers associate with in-service training programmes

Benefits	Agree
Positive attitude	75.8
Boost confidence	71.6
New methods	65.3
Moral for teaching	66.3
New knowledge	55.8
Promotion interviews	47.4
Revise what is learnt	47.4
Briefing courses	47.4
Total	59.6

Source: Field work, 2009

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter summarizes the entire study, draws conclusions and makes recommendations based on the findings.

Summary

In recent times, some concerns have been expressed about the falling standards of education in the Ashanti Region in general and in the Offinso Municipality in particular. Some factors have been identified for this state of affairs. Amongst them are staff developments and factors that influence teacher's performance. But the hard fact is that the explosion of knowledge, frequent changes in the syllabi, textbooks and skills of teaching are issues the teacher has to grapple with. In-service education and training programmes are designed to help the teacher out of these problems. This study investigated the effectiveness of in-service training programmes on the performance of J H S teachers in the Offinso Municipality, and also finds out whether the in-service training courses are making the desired impact and suggest ways of improving and ensuring effective organisation of these courses.

A sample of 95 teachers and five circuit supervisors were used for the

study. These were selected through a random sampling method. The main instruments used were questionnaire and interview guide.

Findings

The following were the key findings from the study:

- It was found out that in-service training courses were actually provided for teachers in the Municipality. Most of these took the form of refresher courses, Induction courses, Workshops, Seminars, Demonstrations, Conferences Promotion courses among others.

- The study also revealed that follow-up programmes to find out what teachers were doing after attending these courses was non-existent

- Qualification and teaching experience of respondents were desirable; most of the teachers were trained professionals who hold 4-yr-cert 'A', Post-Secondary certificates with a few having higher certificates and diplomas. Almost halve of the teachers were found to have had teaching experience of over ten years and therefore could be well vested with the problems of the classroom.

- Inadequate financial support, lack of adequately qualified resource persons to handle various aspects of INSET programmes, insufficient communication, and untimely notices to teachers were the major factors preventing the effective organisation of in-service programmes in the study area. It was also found out that in-service training courses were actually provided for teachers in the Municipality. Most of these took the

form of induction and workshops. The study also revealed that follow-up programmes to find out what teachers were doing after attending these courses was non-existent.

- There was an improvement in teaching and learning in the Classroom. Most of the teachers conceded that INSET have contributed positively to their teaching and professional growth and development.

- Most of the teachers agreed that the INSET have boosted their confidence and increased their morale for teaching. A greater number of teachers indicated that these courses have inculcated in them positive attitudes towards teaching, since the future of their profession is secured.

Conclusions

The findings of the study indicated that teachers in the Offinso Municipality have been attending in-service training and education courses in the Municipality. The implication is that both untrained and trained teachers are constantly refreshed, and knowledge and skills up-dated. However, lack of adequate financial support culminating in inadequate transportation, materials and lack of funds for follow-up posed great challenges to the effective organisation of these training courses. This state of affairs may be attributed to insufficient budgetary allocation for organizing in-service training programmes. This may imply that the duration of in-service courses would normally be cut short, provision of materials for the courses would also not be adequate. In the light of these, the effective organisation of in-service courses maybe limited.

Recommendations

The following recommendations are made to make the organisation of in-service education and training courses more effective to bring about maximum benefits to teachers in the Basic Schools in the Offinso Municipality.

Based on the outcome of the study therefore the following actions are suggested;

- The Ghana Education Service in conjunction with Ministry of Education should try to increase the budgetary allocations for staff development and training of teachers. This will enable responsible bodies to organize INSET for teachers so that they can always be abreast with the changing times.

- The Municipal Assembly should always try to allocate and make available some funds from their Common Funds for staff development programmes in the Basic Schools. The success of the Free and Compulsory Universal Basic Education depends on a well developed staff. Increase in allocation of funds for staff development programmes in the Offinso Municipality will make it possible to meet the cost of logistics for running these courses, paying teachers traveling and transport allowances and follow-up programmes.

- As the immediate frontline officers in the supervision of schools, circuit supervisors should be made to attend all in-service training courses organized in the Municipality. By this, they would be in the position to exercise effective supervision over their teachers. Besides, circuit

supervisors would be able to make a follow-up to these courses. With the knowledge acquired, circuit supervisors can organize remedial courses for teachers who will benefit from such courses.

Suggestions for further studies

- The study recommends that any other person or group of researchers interested in this study could replicate the research in some parts of the region, outside the study area since my study could not cover the entire region or country.

- The study would further recommend that a study could be undertaken to find out the causes of no frequent organisation of INSET for teachers.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR TEACHERS

I am a post-graduate student of the Institute for Development Studies (IDS) of the University of Cape Coast pursuing an M.A. Degree in Human Resource Development. I am doing study on the topic, 'In-Service training towards the performance of teachers'. You have been selected as one of the people who could contribute to the study. I should be most grateful if you could spare some of your precious time to answer the following questions. Please be assured that all information you volunteer will be treated as confidential and will only be used for academic purpose.

Section A: Respondents background

1.   Sex: Male   (   )

            Female   (   )

2.   Indicate you academic qualification.

    (a)   G C E 'O' Level

    (b)   SSCE / WASSE

    (C)   3 Year Certificate A Post Secondary.

    (d)   HND / DBS

    (e)   University first degree

    (f)   Any other (State)

3.   Place of work: …………………………….

4.   Marital Status: ……………………………….

5.   Religious Affiliation: ………………………..

6.   Region of origin: ……………………………

Section B: Occupational characteristics

7.   Indicate your previous job:

     a)   Unemployed

     b)   Self employed

     c)   Civil servant

     d)   Others, state…………………………………..

8.   Teaching experience.

     (a)   Less than 3 years

     (b)   3-6 years

     (c)   7-10 years

     (d)   11- 14years and above

     (e)   15+

9.   Rank: ……………………………..

SECTION C: Teacher involvement in INSET

NO	STATEMENT	SA	A	U	D	SD
10	I have often been invited for in-service training course after completion					
11	I have always been consulted and my needs identified before the in-service					

	training course is mounted					
12	In-service training programmes I have attended contributed positively to my teaching.					
13	In-service training programmes should take the form of induction courses.					
14	In-service training courses should take the form of workshops.					
15	In-service training courses should take the form of seminars.					
16	In-service training courses should take the form of demonstration lessons.					
17	In-service training courses should take the form of conferences.					
18	In-service training programmes should take the form of promotion courses.					
19	I have attended in-service training programmes organized by the school.					
20	I have attended in-service training programmes by the municipal directorate					
21	I have attended in-service training programmes organized by the Regional directorate.					

22	The municipal directorate should provide teachers with materials at the course and in the schools.					
23	The municipal directorate should provide accommodation during these courses.					
24	The municipal directorate should organize courses at the circuit level.					
25	The municipal directorate should provide T&T for teachers					
26	The municipal directorate should give early notices to teachers for courses to be taken.					
27	The municipal directorate should make follow-ups to make sure that these teachers are practising what they have learnt					
28	I have learnt new methods of teaching from attending in-service training programmes.					
29	I have acquired new knowledge from attending in-service training programmes					
30	Attending in-service training programmes helps in promotion					

	interviews					
31	Attending in-service training programmes helps one to revise what one has learnt at the training college.					
32	In-service training serves as briefing courses for new teachers					
33	In-service training courses increased your moral for teaching.					
34	The in-service training courses I have attended have boasted my confidence as a teacher.					
35	In-service training courses you have attended have brought about some positive attitudinal changes in you as a teacher.					

APPENDIX B

QUESTIONNAIRE FOR CIRCUIT SUPERVISORS

I am a post-graduate student of the Institute for Development Studies (IDS) of the University of Cape Coast pursuing an M.A. Degree in Human Resource Development. I am doing study on the topic in-service training towards the performance of teachers. You have been selected as one of the people who could contribute to the study. I should be most grateful if you could spare some of your precious time to answer the following questions. Please be assured that all information you volunteer will be treated as confidential and will only be used for academic purpose.

1. How long have you been a circuit supervisor?

    (a)   1 year   (b)   2 years   (c)   3 years

    (d)   4 years   (e)   5 years and above

2. Indicate your rank in the G.E.S. Tick the applicable one to you.

    (a)   Senior Superintendent…………………

    (b)   Principal Superintendent………………

    (c)   Assistant Director……………………..

3. Have you ever attended any in-service training course(s) organized for teachers in the Municipality?...............................

4. If yes to question 3, how frequent?

    (a)   Very often

    (b)   Often

    (c)   Not so often

5. Have you ever organized any in-service training for your teachers?

   Yes…………….   No………………

6. If yes, how regular?

   (a)   Once   (b)   Twice   (c)   Many

   times

7. As a circuit supervisor what form would you like in-service programmes

   for teachers to take?

   (a)   Refresher courses……………

   (b)   Seminars and workshops……………..

   (c)   Demonstration lessons…………………

   (e)   Any other (state)…………………..

8. What caliber of teachers do you have in your circuit?

   (a)   Untrained

   (b)   Trained

   (c)   Both trained and untrained

   (d)   Newly trained teachers only

   (e)   Any other (state)…………………………………

9. Kindly state three most difficult problems that make it impossible for you

   to organize in-service training.

10. In your opinion which three things can be done to improve the

    organisation of in-service training programmes in the municipality?

    ………………………………………………………………….

APPENDIX C

INTERVIEW GUIDE FOR CIRCUIT SUPERVISORS

1. You have been attending in-service training courses after your initial training, what are some of your impressions on how these courses were organized. E.g.

    a. Were you provided with course materials to work with?

    b. Were you fed? If yes, how many times a day?

    c. Were teachers accommodated? It yes, were the accommodation adequate?

2. Did you enjoy your participation in terms of?

    a. Resource persons?

    b. Content of the training?

    c. Timing of the course.

    d. Distance to the course centers?

3. After training were your teachers able to implement the skills and knowledge they acquired?

4. Was there any follow-up by the organizers of the courses?

5. Have you benefited in any way from attending these in-service training courses so far?

6. What suggestions would you like to make to improve on subsequent training courses?