

UNIVERSITY OF CAPE COAST

CHALLENGES FACED IN THE IMPLEMENTATION
OF THE IN-IN-OUT PROGRAMME IN TEACHER TRAINING
COLLEGES IN ASHANTI REGION

BY

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requirements for the award of the Master of Education
Degree in 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


22-10-2018

Name Envonam Atumu

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

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ABSTRACT

Teacher education system in Ghana has seen a number of changes as times go by. This study looked at the challenges faced by the present teacher education programme which focuses on basic education. Two teacher training colleges in the Ashanti Region - Saint Louis Training and Wesley Colleges were selected for the study. The descriptive cross-sectional survey research design was employed for this study. One hundred and twenty teacher trainees were originally sampled for the study but 112 responded by returning questionnaires given to them. Teacher trainee respondents were selected randomly whilst headteachers and opinion leaders selected purposefully. Questionnaire and interview guides were used for data collection and data analysed by computer software - the Statistical Package for the Social Sciences (SPSS). The results were presented using frequency tables and percentages.

The major finding of the study was that the general perception of respondents about the In-In-Out Programme was positive with few of them dissenting due to the challenges that are associated with it. There were challenges of adequate social, financial and time constraints. Also, there was a need for seminars and workshops for practising teachers and guidance and counselling services for teacher trainees. Additionally, teacher trainees had to combine the performance of many tasks at the same time. It was therefore concluded that the programme is a worthwhile educational policy and the benefits are far-reaching. Consequently, appropriate recommendations were made to educational authorities for remedies. It was recommended that beneficiary communities should be educated on the benefits of the programme and need to assist to make it a success.

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I am extremely grateful to my supervisor Dr. Y. A. Ankomah through whose magnanimity and encouragement this work has seen the light of day. My thanks also go to the Principals of the Teacher Training Colleges sampled, St. Louis and Wesley Colleges, all in Kumasi. In spite of their busy schedules and responsibilities the Principals were ready to give the needed help and in other cases delegate responsibility to other staff who could conveniently give the necessary information. I acknowledge and appreciate every effort of yours.

I wish to thank all respondents who include teacher trainees, mentors and supervisors for the various roles played to make this work a success. Thank you all and God richly bless you.

DEDICATION

I dedicate this work to my beloved husband Ishmael Samuel Eshun and son Joshua Nhyira Eshun

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CHAPTER ONE

INTRODUCTION

Background of the Study

Development in any country cannot be without education since it is the key to any development process. The major concern of educational planners and policy makers is to develop the quality of education in all countries. This has given rise to a widespread desire to change the content and structure of education to meet the social and economic needs of society. The present day technologies demand that the education of any developing country like Ghana should be structured in a way that would produce efficient human resource that would meet the manpower demands of today's technological world.

The process of formal education depends on many factors for its success including good curricula, appropriate textbooks and teaching-learning materials, adequate infrastructure among others. The fundamental activity in the process of formal education, however, is teaching and learning without which the success thereof cannot be determined. The other important practical issue in education is teacher supply since no educational institution can survive without that

Antwi (1993) explained that the availability of literature for students does not undermine the importance and presence of a good and qualified teacher in the teaching and learning situation. Educators will agree that, though machines may be or are used in the instructional process in most countries including Ghana, the role of the teacher in ensuring meaningful teaching and learning cannot be over-

emphasized

According to Rebore (1982), the aim of every school is to educate children, students or young adults in the country so as to help them meet the challenges that tomorrow will bring. Teachers and educational workers who have the needed knowledge, skill and ability are charged with the responsibility of meeting the needs of the younger generation and the nation at large in terms of equipping them with basic education. This can, however, not be done effectively without practical experience and skill possession. Sound teacher education is therefore fundamental and vital to the development and improvement of any educational programme, hence the need to seriously address the needs of men and women who make teaching their profession. Particular reference is to those who aid pupils in the development of socially acceptable skills and attitudes at the various levels of basic education in the country.

Talking about the future of the educational system in Ghana brings to mind a statement of Richey (1963), that "the future strength of any educational system depends upon the extent to which good teachers are recruited for and remain in the profession" (p. 431). Antwi (1993) suggests that the solution to the problem of quality in secondary school education lies in educating and retaining qualified and dedicated teachers. The retention rate of teachers in the profession has a bearing, to some extent, on the limited retention of pupils in some communities as well as the poor quality of education reflected in the low levels of achievement among school children. The Ministry of Education (MOE) report quoting from World Bank Report (1989) states "In many of the remote areas

especially in the northern half of the country, the large majority (often more than 80%) of children completing grade 6 or even J S S were completely illiterate” (p 2)

Baiden-Amissah (2007), Ghana’s Deputy Minister of Education Science and Sports, commenting on the quality of education in Ghana as at 1987 stated that the illiteracy rate of sixty percent had fallen to thirty percent during the last twenty years. She added that, only forty percent of school age children were in school. This was attributed to the collapse of the economy which compelled some teachers to take up second jobs in order to make ends meet.

The fact that society is dynamic explains the issue that the environment as well as the people do not remain the same over the years. The old system of education, the curricula and syllabuses, the mode of administration and the teaching methods need to be enhanced and improved upon to be relevant for the modern society and time. The recognition that any system of education should serve the needs of the individual, the society and the nation as a whole gave rise to the proposed Educational Reform in Ghana. The nationwide implementation of the Educational Reform since the 1987/88 academic year has seen varied changes in the structure and curricula of schools over the years.

Teacher Education is one aspect of the educational sector that has gone through a series of changes with the aim of training and educating individuals to take up the responsibility of teaching children to fit into today’s fast changing world. One very important aspect of teacher training is the need for practical training. Since most professions thrive more effectively and meaningfully with

practical experience or training, it is worthwhile to expose individuals to such practical experience in preparing them to become professionals in any field of endeavor. People studying medicine go on housemanship, while other technical students do industrial attachment and trainee teachers go for teaching practice.

In addition to the changes in the education of teachers and the need for practical training, it has become very necessary to provide the 'to-be' professional teacher with enough on-the-job exposure to prepare him or her adequately before commencing as a fully-fledged teacher. This is sometimes referred to as 'practice teaching'.

The new pre-service teacher training programme involves a one year of practice teaching by the teacher trainees in their third and final year of the three year certificate 'A' Post Secondary Education Course. This is to ensure that upcoming and future teachers obtain training in areas such as basic competencies in environmental science, theoretical education, instructional skills, and be given opportunities to combine these competencies in closely supervised educational work-study programme prior to assuming a professional teaching career. The teacher training course structure in Ghana is referred to as 'IN-IN-OUT' programme. This is because two out of the three years spent on the course is spent in the training colleges undertaking the taught courses while the last year is spent outside the schools (colleges) doing teaching practice. Teacher trainees will spend the first two years on the college campus and will be taught using the conventional face-to-face methods. During the third or final year, the teacher trainees will be posted to schools where they will practice teaching but continue

their studies, based on distance learning methodology

The rationale of the IN-IN-OUT programme is to produce qualified and effective teachers for the basic schools through competency based training. The task of teacher training colleges in Ghana is to help prospective teachers understand the basic concepts and principles that support the philosophy of living with and in harmony with others in the society. In this connection, there is a strong emphasis on integrating the teaching of theory with performance in the classroom. The content of the programme would cease to place undue emphasis on academic studies, rather, the development of practical teaching skills will be stressed. Through this work-study programme in schools, lasting one academic year, teacher trainees will learn to teach by teaching and thus become competent and efficient basic school teachers. A whole academic year of attachment to schools will provide sufficient time for teacher trainees to practice teaching and become competent in teaching. This arrangement is in line with the school-focused mode of teacher education, which enables teacher trainees to benefit from performance as a critical method for acquiring competent teacher status.

The implementation of the IN-IN-OUT programme begun in the 2001/2002 academic year, and all the then final year students of all teacher training colleges in Ghana were posted to various basic schools within communities (i.e. towns) where the colleges are situated after undergoing a series of orientation sessions. Placement of the teacher trainees was made in such a way that they live in the various communities where they teach and not on the college campus, just like a newly posted teacher.

Prior to the placement of teacher trainees is the identification and selection of schools to be used as sites for the year long practice teaching. This is done by the teacher training colleges in collaboration with the Education offices of the districts, where the trainees will practise, and the Teacher Education Division of Ghana Education Service. This is to ensure that appropriate schools are selected for the attachment programme.

The School Attachment Programme involves three major issues:

1. living in a new community
2. participating in planned activities within the school and the local community
3. preparation for completion of course and certification

The responsibilities of teacher trainees during the school attachment programme as well as the outlined activities, in addition to the rules and regulations for the 'out' programme are clearly outlined in the manual provided for students. This manual issued by Ghana Education Service (GES) and Teacher Education Division (TED) is to serve as a guide for the teacher trainees on the School Attachment Programme (SAP).

Furthermore, it is a policy decision (GES/TED, 2001b) that the first batch of teacher trainees should be posted to primary schools except for those offering French and Technical Skills because of the idea that the demand for teachers in the foreseeable future would be greater at the primary level than at the Junior Secondary School level. The goal of teacher education, therefore, should be geared towards meeting such a need.

Included in the policy, among other issues is the accommodation for teacher trainees and the need to combine teaching with their studies. The policy decision under the IN-IN-OUT programme is that, during the period of school attachment, steps should be taken to ensure that accommodation for the teacher trainees in the various communities is rent-free in the meantime. This is based on the fact that teacher trainees currently do not pay any fees for lodging on their college campuses. Also, teacher trainees will combine teaching with studying, in that the out-segment is a requirement prior to their certification for which they would be examined. Generally, since teachers from the 3-year post secondary teacher training colleges teach in basic schools, emphasis must be placed on their practical training at such levels aside the peer teaching they practice in the second year of their stay at college.

The major concern of educational planners as well as policy makers in most countries is to improve the quality of education as it is one of the crucial keys to development. This has resulted in a widespread desire to change the structure and content of education to meet the demands of the present society due to new social and technological needs that have emerged in most developing countries. One important need is manpower to handle new technologies which are emerging. This demands that pupils are exposed to more practical subjects for the promotion of economic and general growth of any country. This calls for quality in the practical training of teachers. Another side of the issue is that, the current educational reform has exposed pupils to a variety of technical, vocational, agricultural and academic subjects, hence the teacher must also have a new orientation.

Statement of the Problem

The introduction of the IN-IN-OUT programme into the curriculum of teacher training colleges is a step in the right direction which is aimed at improving the quality of professional teachers in a technological era. It is also to help make the teacher a true agent of change in order to reflect the new expectations of society. The last year of the three-year post secondary course is spent in both rural and urban communities by the pre-service teachers and much attention needs to be given them to ensure the achievement of specified goals on one hand and the success of the programme on the other. The inception of the New Structure and Content of Education has seen several changes in the expansion, access and enrolment of pupils at all levels of education.

The teacher is one of the major implementers of any reforms in the education sector and must be well informed to take up their roles in their respective levels. Teacher training colleges are therefore faced with the challenge of training, educating and equipping trainees to be responsible for teaching basic schools in the country.

The basic school education programme on one hand is undergoing a new reform and the teacher training programme on the other hand has also changed to its present system of In-In-Out programme. The latter is supposed to efficiently train secondary school graduates who are admitted into the teacher training colleges within a three-year period to teach in these basic schools effectively.

The three-year period of training teachers by the programme is split into two years of course work and one year of practical work. How would the trainees

colleges blend these two aspects (academic and practical) of its programme in order to ensure that the individual trainee is well equipped for the job of teaching in the basic school?

There are challenges that are envisaged in the In-In-Out programme of teacher training colleges as regards placement of trainees in practising schools/communities, monitoring and supervision as well as accessibility and communication. Secondly, challenges could be in the area of inter-personal relationships of mentees, mentee-mentor, mentee-supervisor mentee-community as well as mentee-pupils. These challenges, if not identified in time and well managed, can be the beginning of serious problems that will undermine the success of the In-In-Out programme and the teacher training programme as a whole. It is therefore necessary to identify and address the challenges faced in the implementation of the In-In-Out programme in the teacher training colleges.

Purpose of the Study

The study is aimed at assessing the impact of the IN-IN-OUT programme implementation in teacher training colleges. It seeks to identify the challenges that are inherent in the implementation process of the IN-IN-OUT programme in some training colleges in the Ashanti Region of Ghana.

The perception of trainees about the In-In-Out programme is that they will enjoy the support of trained teachers on the field. This perception is so because the trained teachers have some degree of experience that the trainee teachers are yet to have. It is quite natural that those who have been on the field for one term would have some more experience than those who are yet to be initiated. The

perception of trainee teachers is that of enjoying free logistics for example electricity, water and free accommodation

It can be reasoned without difficulty that money would be one of the crucial needs of teacher trainees. As students resident on campus, they were fed three times a day in addition to the monthly allowance they receive from the Government, however on the field it must be their responsibility to fend for themselves

The researcher acknowledges that there will be differences as per the male and his female counterpart. The males will have the challenge of having time to cook while the females battle with classroom responsibilities such as marking exercises, inspecting home work, and fending for themselves

For success of such a programme support services like counseling becomes an indispensable tool that the trainee teacher would need to help him or her cope with the programme. Students' perception would be that they would enjoy frequent visits by their school counselors and same from their mentors

The purpose of this study is better understood in the words which states you cannot use yesterday's tools for today's job and expect to be in business tomorrow (Pecku, 1998). The study actually seeks to find out the difficulties encountered at the various stages of the implementation of the IN-IN-OUT programme in teacher training colleges

Research Questions

The following research questions formed the basis of eliciting information from respondents

1. What are the perceptions of respondents about the D-D-DEET programme of teacher training?
2. What challenges are faced in undertaking the programme?
3. What support services can be provided for training teachers?

Significance of the Study

The study is intended to assess the impact of the D-D-DEET programme being a relative newcomer in teacher training colleges in Ghana. It is enable educational planners and policy makers to see the extent to which the programme has been successful, and also see how best to address the challenges in the implementation process that would be identified.

New educational reforms cannot make any progress without a sound teacher training programme. The Government would therefore need to integrate into the teacher education process to ensure the successful implementation of educational reforms. Principals of teacher training colleges can also be helped from the challenges identified and provide support services for teacher education mentors as well as supervisors.

Delimitation

The study was delimited to teacher training colleges in the Western Region. The research was carried out in two training colleges namely Wesley Training and Wesley College in the Kwadasu Metropolitan. The former is a private training college while the latter is a public institution.

The study covered communities in which the training colleges are located. Selected training colleges are undertaking their training programme. The study is

limited to Primary and Junior Secondary Schools where the student teachers from Wesley and St Louis Training colleges are doing their teaching practice

Limitations

Some student teachers had to be relocated after teaching for one term for security reasons. Such trainee teachers are sure to have some ill feelings and negative perceptions about the teaching practice programme and this is believed to constitute a limitation to the findings.

The extent of coverage of the research outside the colleges will depend to a large extent on the communities that are prepared and ready to accept and accommodate teacher trainees for any session of the teaching practice period which will last for a whole academic year. Admittedly, some of the permanent teachers would take the teacher trainees for granted, for the simple reason that they are still in school. Another conceivable fact is that the rate of supervision by supervisors will be irregular since they are torn between teaching their regular classes at college and going for teaching practice supervision. Students on practice also have to fulfill a requirement for certification by writing a project. Students are therefore expected to meet their supervisors at an appointed date. Sometimes student trainees go to meet the absence of their supervisors, this obviously is a waste of time, energy and money therefore impacting on their studies.

Definition of Terms

Teacher Trainees They are students of teacher training colleges both on campus and outside on practice. They are also referred to as Trainee Teachers or

'Student Teachers'

IN-IN-OUT Programme The course structure of the 3-year Certificate 'A' Post Secondary Schools currently being practiced. This consists of two years on campus and one on teaching practice.

Out Segment It is the one-year teaching practice programme for all final year students of teacher training colleges in Ghana. It is sometimes referred to as School Attachment Programme, (SAP).

Practice Teaching (Also known as Teaching Practice) It is the process whereby teacher trainees are attached to various basic schools in and around the town in which the training college is located to teach under the supervision of the existing class teachers (mentors).

Mentors They are the regular teachers in the Basic schools where trainees practice teaching.

Supervisors The teaching staff of teacher training colleges who are assigned to supervise the teacher trainees on teaching practice. They are also referred to as Link Tutors.

Peer Teaching A form of teaching practice in which trainees teach their colleagues. It is also known as On-Campus Teaching Practice or OCTP.

UTTDBE Untrained Teachers Diploma in Basic Education. A training programme intended to upgrade pupil teachers in rural Ghanaian communities by the Government of Ghana.

PRINCOF Principals' Conference. An annual Conference Of all Principals of teacher training colleges in Ghana.

Organisation of the Study

The study was set out in five chapters. Chapter One is the introduction and it deals with the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitation, limitations of the study and definition of terms.

Chapter Two deals with the literature review which gave theoretical and empirical guidance to the study. Chapter Three discusses the research methodology, which encompasses the research design, population, sample and sampling procedure, research instruments, pilot testing of research instruments procedure for data collection and data analysis plan.

Further on, Chapter Four deals with the presentation and discussion of results of data. The final chapter, Chapter Five contains overview of the study, summary of findings, conclusions, recommendations and suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

Various theories have been propounded to explain the learning process. This chapter will analyze some theories on perception of teaching as well as the teacher education profession, the quality of teachers as well as the teacher education process amidst the educational reforms. The outcry and upsurge of girl-child education, equality of boy-girl enrolment in schools, quality teacher education, among others are issues related to the educational sector of the nation. Ghana.

Social Learning Theory

Social learning theory is one of the behavioral learning theories which places emphasis on social stimulus and cues and behaviors and internal mental cues. Within the learning and conditioning perspective, Bandura (1977) and other social learning theorists argue that personality consist of patterns of human responses that are learned. They argue further that people can learn a new response by just watching others without being reinforced for response. According to social learning theorists, people can learn a new response by just watching others without ever having made the response themselves and without being reinforced for the response.

Blackstone (1983) postulates that observational learning does not necessarily require live models, but has been found to be effective when the model is presented symbolically as in films, television, and in books. For example Gage (1991) elaborating further on this view affirmed that

It will be sad if we could not learn from observing others in our world. We would spend much time and make more mistakes in our attempt to acquire the knowledge, skills and attitudes of our culture. But fortunately, we learn appropriately correct responses from our friends, parents and teachers by observing both their behavior and consequences of their behavior (p. 4)

It could be inferred from the above that individuals living in a social setting depending on the objective conditions may copy from their role models in that particular society through observation. Observation forms an integral part of the teacher training process. In the present IN-IN-OUT scheme of things teacher trainees are required to do one month observation of a professional teacher at work and the whole school climate. This observation to some degree predisposes the teacher trainee to some of the likely challenges that may confront him or her after graduating from college as well as learning some roles and skills of the profession.

According to Bandura (1986), a child learns one by one each of the many behaviors and attitudes that his or her society demands. This learning is accomplished partly through imitation of role models and partly through rewards and punishment. He further stressed that anyone could be a model, parents, priests, friends, siblings and even characters on the television or those read about in books. Bandura's views imply that as the child associates with the people around her, certain attributes and ideas are picked from them through imitation.

This apparently shapes her behaviour and attitudes

Gage (1991) has also observed that exposure to a model can affect a person's behavior, facilitating already learned behavior. The implication of Bandura and Gage's social learning theory include the following that it is likely that a trainee teacher associating himself or herself with a role model who does not believe in educating oneself can also be influenced in her perception or attitude along the same line. Secondly, when an individual's position on the education of girls is almost the same as that of his or her model, the latter's behavior or performance may simply elicit the former's previously learned response. Lastly, one's exposure to a model who does not believe in the education of females for instance does not necessarily mean he or she has to follow his or her (model's) footsteps, but can try to avoid her influence based on the constraints of the environment in which one finds herself.

According to social learning theorists, people are more likely to imitate models who have been rewarded for their behavior than those who have been punished (Bandura, 1993). Erickson (1996) also emphasized that throughout childhood and adolescence, we identify ourselves with many other people such as relatives, older peers, etc. It is through these identifications that we adopt many attitudes. This implies that whether children and adolescents develop positive or negative attitudes, depends upon the adults they identify themselves with earlier in life.

A Different Dimension of Perception

A different dimension to the study of perception involves a decision

process, a placement of information into a network of meaningful categories developed largely from prior learning. Past experience in certain situations lead us to expect certain events with a higher probability than others. In other words, the individuals are alert for certain things (situation or occurrences) that have often happened in the past. The individual more or less ignores the unlikely possibility of rare events. This buttresses the fact that experiences gained by teacher trainees on teaching practice would help them understand the challenges they are likely to face in the profession as they get to their permanent stations after school (certification). This would be because they are familiar with such occurrences (Johnson, 1988).

The practical experience of trainee teachers would actually arm them for the possible situations they would meet at their stations (Tamakloe, 1998). While on the out programme, practicing, the trainees are expected to learn alongside in preparation for their final examinations. This is a new experience and challenge altogether since the individual pre-service teacher would have to make arrangement for his or her feeding, and other personal needs, in addition to learning independently. The backlog of teachers seeking further education and degrees has called for Distant Education, which would be to the advantage of pre-service teachers who have already been exposed to learning a distance away from their classroom and by some kind of correspondence, well before they get the opportunity to be part of the actual Distant Education programme.

An individual's environment and past experiences are important in his understanding and acceptance of a particular concept or event. The success or

process, a placement of information into a network of meaningful categories developed largely from prior learning. Past experience in certain situations lead us to expect certain events with a higher probability than others. In other words, the individuals are alert for certain things (situation or occurrences) that have often happened in the past. The individual more or less ignores the unlikely possibility of rare events. This buttresses the fact that experiences gained by teacher trainees on teaching practice would help them understand the challenges they are likely to face in the profession as they get to their permanent stations after school (certification). This would be because they are familiar with such occurrences (Johnson, 1988).

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An individual's environment and past experiences are important in his understanding and acceptance of a particular concept or event. The success of

failure of certain events in the past can affect the individual's perception. The case of distant education, even though a novelty in Ghana may be assimilated readily since it is directly related to many past experiences such as learning by correspondence, rapid results and most importantly the teaching practice programme of teacher training colleges (Antwi, 1993)

Programme Implementation: Monitoring for Effectiveness

For the smooth running and sustenance of any system, there is the need for stock taking in terms of monitoring the output of such a system for effective evaluation. Casley and Lury (1987) observed that if resources are being provided then any efficient management should make checks to see that they are being delivered efficiently to the targeted population, being used as intended by the project design and having the effect they were planned to have. The source further explained that monitoring detects failures under the areas mentioned, so that the authorities involved can take remedial actions by adjusting and adapting procedures and allocations.

Casley and Lury (1987), concerning evaluation of any designed programme, argued that, the important approach used in a programme like this is to survey and evaluate the efficiency of the product within the content of researching and describing the overall performance and reaction of students and heads of departments. This in effect results in the researcher (and users of the research) having a better understanding of the challenges and being able to evaluate them more effectively.

Koerner and Bruce (2007) argue that "a truly civilized society is not

stagnant or dormant, it is endlessly spinning in an evolutionary state of change". This implies that in such a world, the expectations of the schools have also changed. In other words, since teacher education must meet the needs and expectations of changed schools in a changing world, stake holders must be in the position to adjust and change their inputs (and supplies) accordingly. Such changes in the system when implemented can only be effective if they are well supervised and monitored.

The need for change in the course structure of schools including teacher training colleges to meet the needs of the time can not be over emphasized. Horton and Raggatt (1990) explained that change in schools' curriculum is inevitable but it is bedeviled with numerous challenges. The challenges however must be dealt with as the changes are implemented and monitored.

The Teacher Education Process

Teacher Education in Ghana has not followed any policy and has been described by some as uncoordinated (Pecku, 1998). Pecku observed that teacher education in Ghana had been ad hoc and changes respond to the needs and circumstances of the moment.

This has resulted in as many as nine categories of teachers existing within the country's educational system. They include:

- 1 Two-year Post-Middle Teacher's Certificate 'B' holders
- 2 Two-year Post-B Teacher Certificate 'A' holders
- 3 Four-year Post Middle Teachers Certificate 'A' holder
- 4 Two-year Post-Secondary Teachers Certificate 'A' holders

- 5 Three-year Post Secondary Teachers Certificate 'A' holders
- 6 Two-year Post Diploma B-Ed Degree holders
- 7 Three/ four-year B.A., B.Sc. with diploma in education
- 8 Or Four-year B Ed Degree holders (p 60)

It has however, been proposed under the 1995 educational reform concerning teacher education that the basic qualification to be earned from the upgraded teacher training colleges in Ghana will be a diploma (Pecku 1998). According to Dzobo (1972), a summary of the proposed new structure for teacher education in the country is as follows:

- 1 Three-year pre-service Diploma in Basic Education
- 2 Two-year in-service Diploma in Basic Education to upgrade certificate teachers in the service
- 3 Two-year in-service Bachelor of Education Degree open to all Diploma holders who qualify
- 4 A programme for continuing education of teachers and other personnel through the use of short courses to upgrade the knowledge and skills of such personnel without necessarily upgrading their qualification (p 66)

Lamakloe (1997) is of the view that teacher educators must themselves be **teachers par-excellent**. He asked that teachers must have the ability to

Give convincing teaching and be living examples worthy of emulation by **teacher trainees**.

Follow the motto: **Discit Docere** (i.e. learning to be able to teach)

Be numbered among the "learned" who "instruct many in virtue" (p 62), among other characteristics

Teaching Practice (Practicum)

Stone (1995) had this to say about teaching practice "one of a variety of terms applied to that part of a student teacher's professional training is that it involves the student in trying to teach pupils" (p 862) Other terms used synonymously for the concept of teaching practice include student teaching, field of experience, practice teaching, school attachment program and practicum. These differences are as a result of cultural biases but their basic characteristics are very much the same. Additionally, Stone, stated that in practice teaching in most teacher training courses, trainees engaged in practical training, spend several weeks in schools practicing to teach pupils. They are guided by tutors in the training institutions and by co-operating teachers. The guidance is mostly in the form of discussion prior to teaching, occasional observation by a tutor or co-operating teacher of the trainee, and a post-teaching discussion when the tutor or the co-operating teacher comments on the student's performance (Oduro, 1998). I believe it is one thing going through the above processes but whether these processes of supervision are followed judiciously is another issue.

Practice teaching being a major aspect in the curriculum of teacher training institutions cannot be over-emphasized and teaching practice is an essential component of any teacher training course. It is perhaps, the most important. It is the responsibility of every college to organize effective teaching practice programs for its trainees (Oduro, 1998).

Ghana Education Service usually has a curriculum development section whose major duty is to plan and develop curricula for educational institutions. Usually, the curriculum requires the teacher trainee to have at least 12 weeks of training for a basic teacher training course in most countries. In Ghana the introduction of the IN-IN-OUT programme for teacher training colleges gives the teacher trainees the exposure to practice teaching for a whole year during the "out" period.

Stone (1995) was of the view that broadening of the practicum beyond the boundaries of the school is the most critical issue in the United States of America teacher education for the 1990's. Stone cited a number of authorities who indicated that the roles to be played by the school and the community are not adequately addressed.

Problems of Practicum

Mensah (1991) has observed that supervisors from the training colleges visit the schools to which their students have been assigned to supervise them and some get there when the class has already started. They find a comfortable spot to sit at the back of the classroom and start writing comments on the assessment forms. Before or by the end of the lesson, the student has been rated. The supervisor then holds a post-observation conference with the student during which the student receives feedback.

The assessment is generally under three headings: Strong points, points for discussion, and suggestions. The teacher trainee is given a copy of the Assessment Form at the end of the conference and is left on his own until the next time the

supervisor comes around

According to the Society of Education Officers (1975), who have observed that for teachers to perform their duties efficiently, they must be students' themselves. Consider the workload, the long lessons, the continuous assessment of students, the cumulative records, class attendance register, the compilation of students' report cards and preparation of the weekly lesson plan. The teacher also acts as an adviser and guide to students. One needs to visit a school to observe how hard most teachers work.

Teachers cannot engage in any other business to generate income. The professional code of conduct stipulates that teachers should not take unauthorized fees. In some state organizations some personnel simply extort money and gifts. Teachers rely only on their salaries for subsistence. What are the consequences? A good number of teachers are unable to execute their duties effectively owing to continuous harassment by debtors (Onocha & Okpala, 1985).

CHAPTER THREE

METHODOLOGY

This chapter discusses in detail how the study was carried out. It consists of the research design, population, sample and sampling procedure, research instruments, pilot testing, procedure for data collection and data analysis plan.

Research Design

The descriptive cross-sectional survey was employed in this study. Ary, Jacobs and Razavieh (1990) explain that descriptive surveys focus on determining the status of a defined population with respect to certain variables. The purpose of descriptive survey is to count. When it cannot count everyone, it counts a representative sample and then makes inference about the population as a whole (Best & Kahn, 1995).

Best and Kahn (1995) explain further that descriptive survey also tells us how many members of a population have certain characteristics or how often certain events occur. In view of this, the descriptive survey was found to be the most appropriate design that could lead to meaningful findings and conclusions. The descriptive survey was therefore employed to find out the strengths and weaknesses of the implementation of the IN-IN-OUT programme.

Population

The population was made up of the following: supervisors, mentors, and mentees from teacher training colleges. The other category of the population consisted of teacher trainees from St. Louis Training and Wesley Colleges who have been posted to various communities in the Ashanti Region of Ghana to

practise teaching. Precisely, therefore, the study focused on about 1850 teacher trainees, tutors, mentors and assemblymen

Sample and Sampling Procedure

Samples of 60 practising teachers were selected from each of the two colleges for the study. The lists of all the teacher trainees were obtained from the teaching practice coordinators from the two colleges. A set of random numbers were used to select the 60 teacher trainees from each college. The sample also included five tutors from each of the two colleges as well as three mentors and an assemblyman from the communities in which each college is located. These were however selected purposefully depending on those who were at post at the time of routine visits to the teaching practice schools.

Research Instruments

Questionnaires and interview guides were used for trainee teachers and link tutors respectively. Various research designs could be used to obtain the needed information but the researcher employed the use of questionnaires and interviews to solicit the views and opinions of the various people concerned in the implementation process of the IN-IN-OUT programme. This would enable the researcher come up with the actual and real challenges faced in the organization and implementation of the programme. The use of questionnaires and interviews on the other hand are not without problems, some of which include human errors and ambiguity in the filling of questionnaires as well as personal biases during interviews.

Added to the above approach, the researcher used the classroom and

general observation technique in order to ascertain whether the problem actually existed. This technique cannot be used without taking into consideration the various problems associated with classroom observation. First of all, classroom observation is likely to be affected by subjectivity in which case the researcher's conclusions may be influenced by personal feelings rather than what actually exists. Another issue worth noting when considering observation based on research work is the values and inferences of the researcher otherwise referred to as personal biases. Triangulation was used to ensure the reliability of the information provided by respondents. The responses given by teachers on an issue are compared with those given by student teachers as well as link tutors.

The questionnaire had 13 items and there made up of seven close-ended and six open-ended questions. Two of the items concerned the biographical information on respondents. Student teachers (teacher trainees) responded to the questionnaires. There were two interview guides for headteachers and assemblymen/women/opinion leaders within the study area. Each of the interview guides had six open-ended questions which enable respondents free room to express themselves.

Pilot Testing

A pilot study was conducted at Wesley College for second year students. Thirty out of 45 student teachers responded to the questionnaires. Two link tutors were also interviewed. The pilot study was aimed at testing the reliability of the instruments of the study. This led to the discovery of the fact that some questions were unclear or ambiguous and hence the need for a review of the questionnaire.

and interview guides. The documentary information guide, which was meant to cover four years back, was also dropped since the current IN-IN-OUT programme has lasted for just two years. The observation guides were also dropped.

Additionally, a number of follow ups had to be done to retrieve the questionnaires since at the time of the visit some students (respondents) were either absent from class or not in their rooms (dormitories). This made it necessary to increase the number of respondents in the actual research from 50 to 60 in each school.

Procedure for Data Collection

The researcher visited the two teacher training colleges, Wesley and St Louis Training personally to officially introduce herself and inform them about the reason for the visit. Introduction of the researcher to the College Principals was done using an introductory letter obtained from the Institute for Educational Planning and Administration. A copy of the introductory letter is found at Appendix.

The principal of Wesley College gave the go ahead for the researcher to carry out the study and interact with the people needed to give the required information. Similarly, at St Louis Training College, the researcher was introduced to the teaching practice coordinator to give all the needed help and information. The researcher first of all requested for the list of all the student teachers with their schools of practice from the teaching practice coordinators. From these lists, a random sample of sixty students was selected from each college.

The researcher then scheduled to administer the questionnaires to teacher trainees of both colleges. The researcher visited them personally in the various communities that they were posted to teach to administer the questionnaires. Some questionnaires given to trainees from St. Louis were submitted to the teaching practice coordinator. The researcher collected all the questionnaires from the coordinator instead of repeating the visits to all the various communities. Out of the 120 questionnaires administered, 112 were retrieved showing a retrieval rate of 93%. Table 1 shows the gender distribution of the respondents of the research.

The subsequent visits and follow-ups to some other communities enabled the researcher to carry out the interviews with the people concerned as well as the observations needed. Observations were also made concerning various characteristics and situations that prevailed in the school community based on the information needed (or provided) in questionnaires.

Observation

Observations were carried out on trainees and teachers both inside and outside the classroom. Their lessons, interaction with the teachers and pupils as well as the pre and post teaching discussions with the link tutors were observed. The contributions made by class teachers and the supervisors were observed during the visits.

Though the classroom was the primary focus of the research, the environment in which student teachers were accommodated was of great importance too. The physical, social and environmental constraints the student

teachers experienced were also observed and noted in order to be able to compare or verify some information provided in questionnaires

Interviews

Interviews were carried out in order to obtain information from the right sources to confirm whatever the researcher had observed as well as what the student teachers provided in the questionnaires. Head teachers and assemblymen were interviewed based on the interview guides designed for that purpose. The various interview guides are shown in Appendix C and D respectively.

Data Analysis Plan

Analysis had to do with the ordering and breaking down of data into constituent parts and carrying out statistical calculations on them in order to provide answers to the questions initiating the research. The first step of data analysis in this study was the coding of all the close-ended questions. The open-ended questions were also categorized based on the answers provided and then coded. The data collected were scored and analyzed using the Statistical Package for Social Sciences (SPSS) computer software. Frequencies, percentages and other measures of central tendencies were calculated. The analyses were carried out based on the research questions that initiated the study.

The tabular representation of data according to gender was of immense help in answering research question one. The frequencies and percentages computed helped to identify the differences that existed between males and females in the In-In-Out Programme.

Responses for research question two were analyzed with the help of

frequencies, percentages and means that were calculated using the SPSS programme Information provided by mentors and the community (assemblyman) during the interview sessions were also considered alongside To answer this research question, responses for questions 2 and 3 on the questionnaire were collated and analyzed using the computer software programme

Responses provided by trainees to research questions three were analyzed using tables and percentages Information given by members and supervisors during the interviews conducted are also analyzed in line with the research

The SPSS software was used to calculate the frequencies and percentages from the data collected In answering research question four, frequencies and percentages were tabulated using mainly SPSS

The SPSS software package was used to compute frequencies and percentages from the data collected to answer research question five The questionnaires administered to teacher trainees from the two colleges were collected and a total of one hundred and twelve were retrieved Fifty out of the sixty questionnaires given to student teachers from St Louis Training College were returned while sixty two were retrieved from those from Wesley College Questionnaires from St Louis were filled by females while those from Wesley College consisted of forty three males and nineteen females

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter deals with the presentation, analysis and discussion of data collected. Various tables were used to represent the data collected which helped in the discussion and the analysis of information gathered. Averages and percentages were also used in doing the analysis of data collected.

Analysis of Findings

Generally, respondents from St. Louis Training College were found in Basic Schools such as Biemso R/C Primary B, Esaso R/C Primary, Kuffour L/A Junior Secondary, D.A Experimental Primary - Abuakwa and Toase R/C Primary, just to mention a few. Wesley College respondents on the other hand were grouped into four zones and each zone was made up of a set of schools. (See Appendix E for details of schools in each zone and Appendix F for practicing schools for St. Louis student teachers).

The entire population of respondents was made up of 38.4 percent males and 61.6 percent females as shown in Table 1.

Table 1
Gender Distribution of Respondents for the Study

Gender	No.	%
Female	69	61.6
Male	43	38.4
Total	112	100.0

Investigation revealed that their SSSCE results were not confirmed by the West African Examination Council and so their results are withheld until the confirmation of results was done. Past results of the final examination of student trainees had revealed a number of referrals. This I believe is enough reason to give a listening ear and consideration to some of the suggestions made by student teachers. Nevertheless, it is interesting to note that results from the sampled colleges revealed the contrary as shown in Tables 2 and 3.

Table 2

Final Year Examinations Result of Wesley College

YEAR	2003	2004	2005
Passed	152	220	221
Referred	0	44	4
Not qualified	-	-	31
Total	152	264	256

A cursory look at Table 2 which is the summary of results of Wesley College indicate that out of the 152 candidates presented in 2003, none was referred. One would have thought that being the maiden programme the point by teacher trainees that they do a lot of work would have culminated in poor examinations results but in that year (2003) the college registered 100% success. In 2004, out of 264 candidates registered, 44 were referred. Out of 256 registered in 2005, 4 were referred with 31 students having challenges with the release of their results. It is difficult to believe that extra work that is performed by trainee teachers is responsible for the referrals.

Table 3

Final Year Examinations Results of St. Louis Training College

Year	2003	2004	2005
Passed	103	141	245
Referred	0	8	0
Total	103	149	245

A look at Table 3 which is the past results of St Louis Training College also presents a contrary opinion. Between 2003 and 2005, it was only in 2004 that 8 students were referred. It is reasonable to conclude therefore, that the In-In-Out programme cannot be solely responsible for such referrals as hypothesized earlier. Other factors may be responsible for the performances in 2004 in both colleges such as difficulty of examination questions, extent of coverage of syllabus, lack of preparation on the part of students towards examinations, some students also go stale during the out segment period since there are no tuition and or examinations.

During the academic 2003 and 2005 years St Louis Training College recorded hundred percent (100%) in their final examinations while Wesley College scored hundred percent (100%) only in 2003. One would have thought that a mixed sex institution like Wesley College should perform better academically compared to the female institution - St Louis Training College, since male students are sometimes more daring to face up to difficult and challenging academic tasks than their female counterparts.

Contrary to this expectation is the fact that while St Louis had 5.7 percent referrals, Wesley College had 20 percent referrals in 2004. Since the inception of Access Course for girls for entry into teacher training colleges in the year 2003 the aim of increasing female admissions to the point of having a 50-50 ratio of males to females in the mixed teacher training institutions has not been realized till date. Wesley College for instance admitted 138 females as against 254 males in the 2005/2006 academic year. This is still way below the 50 percent ratio expected.

The number of respondents for the research in Wesley College also buttressed the fact that males were more than females in the mixed teacher training college that were sampled. It is therefore difficult to categorically state that there are differences between the needs of males and females in the out programmes as regards their academic work and performance. On the other hand there seems to be some differences in the challenges faced by males and females in the out programme. While females might spend their spare time planning their menu and looking out for foodstuffs to meet their needs for each passing day, a male trainee may just walk into any available canteen to satisfy himself with whatever is available to be bought. It must be said that some male trainees do their own cooking once in a while.

All things being equal, female trainees turn to receive visitors more often than not and are sometimes faced with the unpleasant situation of turning down proposals from a number of suitors far and near the communities where they practice. Male teacher trainees on the other hand would only go out for a suitor

as and when they decide to do so and would scarcely be "chased" by females in and around their practicing communities

Absentees from school as recorded by link tutors or supervisors revealed that majority of female trainees who were unable to come to school were due to ill-health which was basically as a result of abdominal pains. There were also few cases of malaria and other ailments that go for medical treatment. This monthly ordeal of menstrual crisis experienced by some female trainees lasts for two or more days which render them almost nonfunctional to carry out any academic work. This is however, not the case with their male counterparts. In this regard, one can identify clearly the differences between the challenges faced by males and females involved in the out-programme.

Finally, considering the course content of the out programme, both males and females are expected to cover the whole syllabus in readiness for the final examination, since both sexes would write the same examination at the end of the course. There is therefore the urgent need for all students, male and female alike to endeavor to study and cover the syllabus on schedule in order to complete their teacher training course successfully. In addition to the above is the fact that payments and deductions made from teacher trainees' allowances are the same across board. [Refer to Appendix G for the bill specifications from the Teacher Education Division (TED) Headquarters for all teacher training colleges]

The communities in which the trainee teachers were posted to teach can be classified into three: Urban, Peri-urban and Rural. Table 4 shows the breakdown of the number of students who did their teaching practice in the various types of communities.

Table 4**Distribution of Student Teachers in Various Communities**

Community type	No	%
Urban	4	3.6
Peri-urban	36	32.1
Rural	72	64.3
Total	112	100.0

It is obvious from Table 4 that the majority of the students (i.e. 64.3%) were in rural communities while the least percentage of 3.6 comprising four students was in urban communities. Majority of the females were posted to the urban and peri-urban communities while the males were mainly posted to the rural communities. It is therefore possible to a large extent that there are differences in the needs of males to a large extent that there are differences in the needs of males and females since the needs in an urban community vary from those in a rural community.

Perception of Trainee Teachers about the In-In-Out**Programme of Teacher Education**

Research Question one sought to find out the perception of trainee teachers about the In-In-Out programme of teacher education. The perception of trainees and the community were categorized into four: Extremely Useful, Very Useful, Useful and Not Useful as on the questionnaire in Appendix B. Table 5 shows the perceptions of teacher trainees about In-In-Out programme.

Table 5**Perceptions of Teacher Trainees about the Usefulness of the In-In-Out Programme**

Perception	No	%
Extremely Useful	23	20.5
Very Useful	37	33.0
Useful	45	40.2
Not Useful	7	6.3
Total	112	100.0

A closer look at the table shows that 95.7% of respondents were of the view that the In-In-Out programme was useful, though the extent of usefulness may differ. It is therefore possible that the type of community in which students practiced played a major role in their perception of the IN-IN-OUT programme.

Table 6 gives a summary of the views of students on how the community perceives the In-In-Out programmes of teacher training colleges.

Table 6**Views of Respondents about how Community Members Perceive the usefulness of the Teaching Practice Programme**

Perception	No	%
Extremely Useful	12	10.7
Very Useful	29	25.9
Useful	58	51.8
Not Useful	13	11.6
Total	112	100.0

Considering the opinion of the student teachers, the majority say the community saw the programme as useful. While twenty three out of 112 student teachers see the programme as extremely useful and 37 and 45 students' perception were that the programme was very useful and useful respectively, they say the community sees the In-In-Out programme differently as shown in Table 6. This means that 93.8% of the students on teaching practice said the programme was useful. Out of the total sample, 6.3% of the students said the programme was not useful due to different and varied reasons, from the type of communities they are in to the lack of basic amenities among others. This view point could be attributed to the influence the community has on teacher trainees. It is also possible that the community is unaware of the benefits they stand to get from the programme.

All the mentors interviewed saw the programme as useful with varied reasons. Some said the mentees do not only learn from the mentors but they (mentors) also learn from the mentees and kept themselves abreast with current principles of teaching and learning. Others confirmed and perceived that the out programme could be very useful and even extremely useful depending on subsequent organization and implementation of the programme.

The organization and implementation of subsequent out-programmes must be done with adequate orientation of all the parties concerned, trainees, mentors, supervisors and the schools' communities as a whole. The mentors believed that if all parties involved in the out-programme are prepared and educated well on the essence of the programme, it will be extremely useful not only to the local

communities that accommodate the trainees but the nation at large

Some mentors also perceived that the whole programme of one year teaching practice is a waste of time. The mentors were examination minded and thought the presence of the trainee teachers retard their speed of teaching since they are unable to complete the academic syllabus for the school term or academic year following the principles outlined by the teaching practice manual.

Finally, the demand of the out-programme on the various communities contributed largely to how communities perceived the programme. According to the handbook from the Teacher Education Division for student teachers, practicing teachers were expected to be accommodated in the community free of charge and not pay rent but the communities that could not afford to accommodate these teacher trainees ended up challenging the usefulness of the programme. Other communities said the programme was not useful because student teachers' behaviors were questionable. There were reported cases of misbehaviour among student teachers and at times between trainees and the community folks which resulted in the re-posting of some student teachers in order to settle their differences. Also, the inability of the community to relate and associate with the teacher trainees was an issue of much concern towards the success of the programme.

Some community folks do not appreciate the presence of the trainee teachers and the help they are providing for the schools in the communities. Some student teachers on the other hand do not appreciate the efforts of the community in providing accommodation and other needs for the trainees. These

were evident in the responses given on the questionnaires. Hence the perception that the out programme is not useful.

The mention of adequate preparation and education of the parties involved in the implementation of the In-In-Out programme brings to the fore the analyses of the responses to the question 'How adequately prepared are student teachers prior to the practicing period?' This question was answered by trainee teachers. Some link tutors also gave their opinion in answer to this question. These responses provided additional reason as to why student teachers perceive the In-out programme the way they do as discussed earlier.

The responses of how prepared teacher trainees were prior to the commencement of the teaching practice programme are categorized into 3: well prepared, inadequately prepared and not prepared. The distribution of responses is summarized in Table 7.

Table 7
Responses of Students on Preparedness of Trainees Prior to the Out-

Preparedness	No	n
Well prepared	66	58.9
Inadequately prepared	42	37.5
Not prepared	4	3.6
Total	112	100.0

The Table shows that a small percentage of 3.6 were not prepared at all for the out-programme. Though a majority of the student teachers comprising 66 out of 112 were well prepared, an equally large number of 42 % felt inadequately prepared and 4 indicated they were not prepared.

While trainee teachers spend two years in college to adequately prepare before the actual teaching practice in the third year, only one year is used to teach methodology which enables teacher trainees to gain competence in the teaching profession. This is highly inadequate for some students to prepare them well enough for the out-programme. Though a majority of the respondents said they were well prepared for the out segment of the In-In-Out programme, quite a large number of about 42 % of the total population were either inadequately prepared or not prepared, as recorded in Table 7.

Challenges Faced in Teacher Education Programme

The second research question was on identifying the challenges faced in undertaking the programme. The challenges faced by trainee teachers are basically four: money, time, unco-operative attitude of teachers and lack of basic amenities like telephone, water, electricity as outlined in Table 8. While the majority of the trainees faced financial constraints and lack of basic amenities, others had to grapple with a combination of the challenges identified.

Table 8**Challenges Faced by Teacher Trainees on the Out-Programme**

Challenges	No	%
Financial constraints	49	43.8
Inadequate time	9	8.0
Uncooperative attitude of teachers	2	1.8
Lack of basic amenities	21	18.8
Financial constraints and limited time	4	3.6
Money and uncooperative attitude of teachers	4	3.6
Money and lack of basic amenities	13	11.6
Time and uncooperative attitude of teachers	1	0.9
Time and lack of basic amenities	1	0.9
Lack of basic amenities & uncooperative attitude of teachers	2	1.8
Money, time and uncooperative attitude of teachers	2	1.8
Money, time and lack of basic amenities	3	2.7
Money, time, uncooperative attitude of teachers	2	1.8
Total	112	100.0

From Table 8, it is clear that while most of the student teachers had one challenge to deal with, others had a combination of challenges to handle and overcome. The Table shows that two student teachers were faced with all four categories of challenges mentioned. It is possible that these student teachers would be hard pressed and therefore see the whole teaching practice programme as a burden rather than a benefit.

The second group of people - the mentors had to struggle with relationship difficulties which had to do with their identity in terms of their professional qualification as against the qualification of the mentees. From the interviews conducted, it was realized that some mentors had difficulty relating to their mentees and were unable to correct them when the need arose because of inferiority or superiority complex. While the mentors think and say they are more experienced, the mentees think they are more current with the trends and principles of teaching. The effectiveness of the teaching learning process is therefore affected by the way mentors and mentees relate with one another in the classroom and the school's community as a whole.

The challenges faced by supervisors or link tutors include lack of adequate remuneration, increased work load and proximity and accessibility of the practice schools just to mention a few. Some supervisors expressed their concerns about the inadequate daily supervision allowance of Five Thousand Cedis (₵ 5,000) which can not even provide a complete single meal within the working day. Notwithstanding, the supervisors have their normal lessons of about 15 to 18 hours a week to teach in college. These link tutors also have a maximum of nine project works to supervise for the teacher trainees prior to their final examinations. All these contribute to the increased work load on the link tutors which might even affect their effectiveness and final output of work.

Table 9**Reasons Given for Identified Challenges**

Reasons	No	%
Insufficient allowances due to deduction	17	15.2
Feeding and paying utilities	43	38.4
Uncooperative attitude of the people in the community	12	10.7
Extra money required to buy food and complete project work	1	0.9
Water and electricity are not regular and are costly	3	2.7
Inability of the college to pay feeding allowances on time	6	5.4
Mentors expect mentees to do all the school work	2	1.8
Cost of living is very high	2	1.8
Many things to do within a limited time	10	8.9
Communicating with families and friends is difficult	16	14.3
Total	112	100.0

The requirement of the second research question was to identify the needs or challenges faced in achieving success in the teaching practice programme in terms of time, money and other logistics. The needs of the various groups concerned are related in some cases and varied in others. Table 8 for instance showed that a number of the student teachers need more time to be able to perform to expectation. According to some individuals, preparation of daily expanded scheme of work is so much time consuming that they are unable to carry out other necessary tasks and responsibilities such as preparation of meals

and studying in readiness for their final examinations. Further explanations to the four basic challenges faced by trainee teachers: time, money, uncooperative attitude of teachers and lack of basic amenities are outlined in Table 9. Similarly, link tutors need more time to be able to complete their lessons (syllabus) in college as well as supervise trainee teachers' project work alongside the teaching practice supervision. Other student teachers mentioned the need for more time in the learning of methodology in college prior to the commencement of the actual out programme.

Table 10

Adequacy of Time of Preparation for Trainee Teachers at College

Time or degree of preparation	No	%
More than enough	12	10.7
Just enough	60	53.6
Not enough	40	35.7
Total	112	100.0

A lower percentage of 53.6 thought that the time of preparation in college was just enough (See Table 10).

Table 11**Suggestions about Time of Preparation in College**

Suggestions	No	%
Period of studying methods at college should be extended	5	4.5
Peer teaching should be done for about a year	4	3.6
The two years spent in college is enough	44	39.3
School work be reduced to 1 ^{1/2} years and out programme increased to 1 ^{1/2} years	5	4.5
Period of preparation be extended to three years	12	10.7
Two years for school work and some for out segment	5	4.5
College authorities and tutors should organize workshops for trainee teachers	12	10.7
Trainees to go out in the second year & come to college 3 rd year	1	0.9
College work should be extended	6	5.4
Out segment be reduced to 2 terms and 1 term to prepare for exams	7	6.3
Out segment be reduced to 1 term and 2 terms to prepare for exams	3	2.7
Study of methods to start from 1 st year	5	4.5
Period for methods be extended to two years	3	2.7
Total	112	100.0

A series of remedies have been suggested by respondents concerning the time of preparation in college as against the teaching practice period. Details of the teacher trainees' suggestions are shown in Table 11. Here again, even though the majority of the respondents think that the two years spent in school is enough, the other suggestions are worth noting so that consideration could be given to those that are workable.

Another need of related concern to all the parties involved in the implementation of the In-In-Out programme is money. Money is an essential commodity which contributes largely to the success of any programme and it is very important in ensuring the smooth running of the whole In-In-Out programme. No individual group trainees, mentors, supervisors can survive without it.

The need for logistics supply seemed to be an area where information is not clear concerning who supplies what. Teacher trainees are not sure if the college is supposed to supply textbooks, teaching and learning materials and other logistics to them or the school of practice is expected to do so. The last option of getting needed materials by student teachers themselves raises the issue of financial constraints and its associated problems.

The college on one hand supplies some textbooks, syllabuses and other materials but for a fee. The government on the other hand provides the teacher trainees' monthly allowance which is also considered as meager. Deductions are made from the meager allowance paid to student teachers and this becomes a major source of conflict between trainees and school authorities. Other times,

payment for materials supplied by the college are paid for by student teachers in cash else they are made to face sanctions which are equally hard for them to bear

Some mentors depend on teacher trainees to bring enough materials to teach their own lessons as well as cover those lessons to be taught by the mentors themselves. This is as a result of the fact that the teaching practice schools are unable to provide teaching/learning materials for use in the schools and the teacher trainees are supposed to have fresh and adequate innovative skills to improvise and produce these teaching and learning materials with much ease. Additionally, student teachers go all out and do everything in their power to provide these teaching materials in order to score more marks during supervision and assessment.

The delay in the provision of textbooks and other materials by government to basic schools in the various regions and districts is an issue of much concern that must be addressed sooner than latter. Materials supplied by the government to the various Regional Offices for distribution to basic schools are late in arriving. The situation is even worse as these materials are decentralized to reach the district offices for the various schools. Some schools, especially in very remote areas get their supplies so late it has little or no benefit to the schools.

There had been reported situations where in the particular year some schools received their share of prescribed government textbooks, new syllabuses were realized for use in the basic school system. To add to their plight, some head teachers kept these books under lock and key and not allow school pupils to make use of them with the excuse that they would destroy them in no time. The

Deputy Minister of Education, Youth and Sports in charge of Basic Education and Training Colleges, Angelina Baiden Amisshah's address to stakeholders cautioned heads of schools to desist from the practice where books meant for schools and students are kept under lock and key as if these learning materials are holy objects that must not be touched

There are reported cases where some of these learning materials were destroyed after floods and rain storm all at great cost to the tax payer Suffice it to say that students who were suppose to benefit from these books had to wait a long while before getting these learning materials replaced

Supervisors and link tutors interviewed also indicated that they do not have the full complement of their supplies There are instances where according to the responses provided during the interviews, the supervisors had to make photocopies of materials needed for supervision at their own expense This state of affairs could pose a threat to the success of the In-In-Out programme Additionally, some tutors expressed their disgust in situations where they had to personally bear the cost of transportation from their residence to the teaching practice stations for supervision

Through the interviews the researcher conducted it was clear that some mentors do not seem to understand the whole concept of the In-In-Out programme Another observation that was made while conducting the interview and which was corroborated by student teachers was that some mentors see the presence of the trainee teachers as a time for sabbatical leave, others see

themselves as the main consultants. Contrary to the expectations of the teacher trainees and link tutors or supervisors, the mentors are mostly absent from the classroom even though some of them might be in school. It is therefore difficult for trainees to get the necessary direction and help needed when in doubt as to what to do and how to go about certain issues or situations arising in the classroom. Unlike the supervisors, the mentors are supposed to be available and always with their mentees whether or not the link tutor is present on supervision.

A good number of the mentors suggested in the course of the interviews that more education is needed for all the parties involved in the implementation of the In-In-Out programme most especially the mentors if anything good must come out of this programme. Mentors must be given adequate orientation and subsequent appraisals to ensure that they are on track with the objectives of the teaching practice programme. Table 9 explains further some of the reasons given for the needs identified.

The most crucial need among teacher trainees was money. Students were of the view that their financial difficulties are sometimes heightened due to the deductions made from their meager allowances. They held the view that since a lot of expenses are borne by them, school authorities should deduct just a small percentage from the allowances as the expenditure the school spends on them. Again, payment for the items supplied to the students should be made on installment basis or spread over a number of months or even a year.

On the average, students receive an amount of four hundred thousand cedis per month. The nature of the out programme expects students to feed

themselves. A responsibility that was borne previously by the college administration before student trainees went out. Now on the field, students had to buy their own foodstuffs, water, gas or fuel, cooker, beds among others. Obviously such expenditure has a toll on the meager allowances they received.

Communities must be commended for providing free accommodation. However, student teachers are expected to pay for their utilities. Student teachers recounted incidents where Shylock landlords made them pay for utilities over and above what they had consumed, that is students living in compound houses pay utility bills equal to those of cotenants who use a lot of electrical gadgets and have a couple of dependants. Most students who did not want to incur the displeasure of their landlords paid with little or no protestations.

As part of the requirements of their certification, student teachers are expected to work on their project. This is also another area where students spend a lot of money. A good number of students travelled all the way to their college to meet their supervisors but met their absence. The student teachers also spend quite a lot of money for the preparation of the teaching and learning materials as well as the printing of the final project work for presentation.

One other issue of great importance is good health and it is as expensive as life itself. Some student teachers are unable to visit the hospital due to financial difficulties and others who visited the hospital were unable to buy their medications. There were instances where supervisors visited students who had reported to the hospital and found them helpless and unattended to because of the cash and carry system that was in place. There were still others who had to go to

their parents for money for treatment

To make matters worse, the college is unable to refund the feeding allowances of student trainees on time. This resulted in the situation where student teachers borrowed money from others in order to survive. This further created hardship for the trainee teachers and did not make the out programme enjoyable. Student teachers therefore need money for the out programme.

Another need of the student teachers identified was that of time. About nine percent of the student trainees explained that their need for time stems out of the fact that they have so many things to do within a limited time. (Refer to Table 9) The numerous activities of the trainee teachers that put most constraints on the time at their disposal include preparation and revision of lesson plan, project work, household chores, accompanying pupils on extra curricular activities, revision for final exams and so on.

Preparation of lesson notes on a daily basis is no easy task for student teachers and needs a lot of time. In addition to that is the need to revise the lesson plan well enough to gather confidence for whatever lesson is to be taught. Revision of lesson plans is one key element that is able to enhance the competence of the trainees in the classroom. The preparation of a lesson plan on one hand is time consuming and preparation of teaching-learning materials on the other hand cannot be over emphasized. There were times when student teachers taught their lessons without any teaching-learning materials. Their reasons were that they could not get materials for their lessons or that they had no time to prepare the materials before the day the lesson was to be taught.

The issue of project work is another problem area where trainees ask for more time to be able to finish their projects. Even though the project is to be done in the third year, the student teachers are rather surprised to realize they are supposed to work for a period of four months and not twelve. The selection and acceptance of the project topics and the assigning of trainees to project work supervisors takes about four months of the third years' academic calendar. The frequency of student teachers' visits to supervisors is also time consuming and depends on the availability of the supervisor as well. The printing and binding of the final project work is also an issue of great concern to student teachers since they are expected to present and defend their work before a panel on an appointed date prior to their final examination date.

Household chores, when underestimated could make trainees unable to do anything else especially during the weekends. During the observation sessions, some student teachers reported to school late. According to them, their taps had not been flowing for some period of time and they had to travel a distance in search of water to wash down before getting to school. Others also had problem working at night or dawn due to irregularity of electricity supply to their places of abode. Thanks to some pupils who helped in fetching water for some student teachers on weekends and other days, but since this supply is not as regular as the need for water is, trainees had to make time to get the extra water needed within the working week.

Overload of work in the schools also leaves much to be desired. Aside the responsibility of teaching a specified number of lessons per week by student teachers, some mentors virtually leave the teaching of their own lessons to the trainees while they busy themselves with other personal engagements. Student trainees were left to do all forms of supervision of pupils in the school, from cleaning the compound to accompanying pupils on errands such as inter school sports competitions and Independence Day celebrations march past.

In spite of the numerous activities that are engaged in by student trainees, they are expected to revise their notes and Distance Learning Materials (DLM) in preparation for their final examinations. Some students therefore, suggested that the teaching practice period be reduced to two terms so that the third term would be used to prepare for their final examinations. (See Table 11 for more details)

Support Services Needed

Research question three sought to find out what support services can be provided for trainee teachers. The suggestions given by teacher trainees in response to this question are varied and include the following: provision of basic amenities, textbooks for mentees and pupils, cardboards to prepare teaching-learning materials, seminars and workshops for mentors and mentees, just to mention a few. Table 12 is the distribution of the various suggested support services that can be provided to help improve the effectiveness of the In-In-Out programme.

Table12**Suggested Support Services to be Provided for the Teaching Practice****Programme**

Support Services	No	%
Basic amenities	37	33.0
Mentors should be trained teachers	2	1.8
Feeding fees be added to allowances & paid at bank	27	24.1
Provision of textbooks for Mentees and pupils	6	5.4
Increment in allowances	2	1.8
Provision of charts & Other materials to prepare TLM's	8	7.1
Educate students on difficulties out & how to manage their lives	5	4.5
Regular seminars & workshops to update trainees & mentors	6	5.4
Adequate preparation at college before the out segment	14	12.5
Communities to sponsor mentees	2	1.8
Total	112	100

Though accommodation is provided for teacher trainees on the out program, it is surprising to note that majority of the respondents constituting thirty three percent suggested the provision of basic amenities including accommodation in their teaching practice communities. This suggested that student trainees have some reservations about the accommodation given them on arrival at the teaching practice stations. A visit to some of the residences of

trainees revealed that their rooms were quite small and obviously congested

It was noteworthy that all the respondents were resident in communities connected to the national grid. Their only challenge was the frequent outages. Majority of teacher trainees had the benefit of pipe borne water. In cases where water was in short supply, they resorted to boreholes and wells. Additionally, teacher trainees pointed out that they paid electricity and water bills out of their meager allowance in spite of the frequent interruptions in electricity supply and flow of water. Coincidentally, they spend extra money in considering alternative forms of water and electricity supply.

About three percent of the respondents were of the view that communities should be educated on the importance of the teaching practice programme. Most communities in the view of the respondents were indifferent. Some communities felt that teacher trainees were wasting their time and that of the students they teach because the schools have regular professional teachers. It was the view of respondents that a better appreciation of the programme by the beneficiary communities could go a long way to minimize the challenges that trainee teachers encounter.

The importance of the teaching practice programme is to create a conducive atmosphere for interactive learning because most pupils find it convenient to discuss their problems and challenges with trainee teachers who in turn use such disclosures as case studies. Many of the pupils also see the young teacher trainees as role models. Ultimately, many of these pupils feel challenged to further their education to the highest possible level. If communities could

appreciate these two important values of the programme, they could change from their indifferent attitude to becoming enthusiastically supportive of the programme

A fraction of the respondents, that is 18%, suggested that communities should sponsor mentees by giving financial support and or subsidizing their utility bills. This researcher believes, would be a reality only if the community understands and sees the importance of the In-In Out programme

A reasonable percentage (24.1%) held the view that their feeding fees should be added to their allowances and paid at the bank. This view was strongly advanced by respondents in view of the fact that the programme was financially draining, that is feeding themselves, paying electricity and water bills, purchasing teaching and learning materials, just to mention three. Their position was that since all these expenses are borne by them, the logical thing was to have their feeding fee added to their allowances and paid at the bank. Currently, the feeding fee is paid to the student teachers at college on a specified date communicated to them in their school communities.

Almost thirteen percent of the respondents were not comfortable with the preparation they received at college before going on the out programme. Their view was that the preparation was inadequate as compared to the academic challenges they encounter when they go out. Presently, the student trainees spend ten months holidaying out of the twenty four months of the two years duration for the course on campus. The above observation must be taken seriously.

Added to the above was the admission by respondents that regular seminars and workshops should be organized to update trainees and their mentors. 5.4% of respondents held this view. Their position was that society was dynamic and knowledge progressive. It would therefore be beneficial if these seminars and workshops were organized. It was interesting to observe that respondents reported that their mentors could not appreciate the new methodological models that the teacher trainees were using. Respondents were of the view that there should be a policy to invite student teachers back to college for seminars and workshops. Their point was that such an encounter would brace them up for the challenges in the classroom and beyond.

About five percent of respondents observed that there should be provision of textbooks for mentees and pupils. It was regrettable according to the respondents, that some schools did not have the requisite number of books for their classes. Worse still, some did not have the books at all. In some cases trainee teachers had to laboriously write on the chalkboard. This was peculiar to subjects like English, Social Studies, among others. Obviously this was a disincentive to teaching and learning. The request therefore for the provision of textbooks for mentees and pupils would help ease the burden on teacher trainees.

There is no doubt that the use of teaching-learning materials facilitates the teaching and learning process. Indeed, complex and difficult concepts can be brought to the simplest forms of understanding through the effective utilization of the appropriate teaching-learning materials. 7.1% of respondents were of the view that stakeholders should as a matter of urgency think about providing the student

teachers with teaching-learning materials such as cardboards, manila cards, coloured chalks and pencils, crayons, just to mention a few. Trainee teachers did not dispute the fact that they had to be innovative and improvise teaching-learning materials but were quick to observe that the provision teaching-learning materials could greatly enhance their teaching.

About twenty-four percent of respondents advocated that feeding fees should be added to their allowances and paid at their banks for collection. One of the major support services in this business of teaching and learning is that of money. Respondents felt constrained in many ways because of lack of money. When students are out they are not fed by their mother colleges in spite of the fact that, deductions of their feeding fees still go to their colleges. Refer to Appendix G for details of a letter from Teacher Education Division to this effect. One would have thought that corrective process would have been put in place so that such monies are given to the students at the beginning of the month. The reverse is the reality that is it takes quite some time before the refund is made to the teacher trainees, needless to say that student teachers use much of their money on food as they go on teaching practice.

Respondents totaling about eight percent point one (8.1%) demanded for increment in their allowances. This demand was based on the fact that out there on the field, they make some expenses they would otherwise not make if they were to be on campus. Out there, many of them pay for the utilities they use from their meager allowances, not forgetting that their feeding fee which is supposed to be refunded to them is always painfully delayed. Some argued that they could use

the money to buy some of the teaching-learning materials if their allowance was something appreciable

Still on support services to be provided for teacher trainees, a serious observation was made by some respondents, (18%) that necessarily, their mentors should be professionally -trained teachers. They were of the view that much as some of the teachers they went to meet had been in the classroom for many years, they were untrained teachers. They suggested that some of these untrained teachers adopted antagonistic posture towards them due to jealousy. Obviously, mentors who are trained teachers would be a good resource to the trainee teachers.

The saying "had I known is always at last" gave reason for teacher trainees (45%) to suggest that they should be well informed and educated on the difficulties and challenges that await them, so that they can better manage and handle the situations as they come their way. Respondents argued that for many of them felt not well-informed about the challenges ahead. Their view was that school authorities could engage some resource personnel in the beneficiary communities to brief them on what to expect in those communities. Others were of the view that guidance and counseling coordinators in their colleges should have organized self-management sessions for the teacher trainees giving the backdrop that for many of them this was the first time they were leaving their 'comfort zones' to unfamiliar environments.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This final chapter takes a look at the summary of the entire study in order to draw conclusions and make necessary recommendations. It is noteworthy that some of the recommendations made can help fine tune the In-In-Out programme

Overview of the Study

This section takes a look at a brief discussion of all that was done in this research work. The study was about the challenges faced in the implementation of the In-In-out programme of teacher training colleges in the Ashanti Region of Ghana. The subjects of the study included trainee teachers from selected colleges, mentors in practicing schools, supervisors, and assembly men/women. All these subjects were selected based on their availability at their point of call (i.e. school, college or community).

Since no educational system can progress without scientific research as observed by Nworgu (1991), the In-In-Out programme is an essential area of research. Data was collected by the use of questionnaires, interviews and observation. The questionnaires were issued to trainee teachers, while the supervisors and assemblymen (women) were interviewed. The analysis of data was done with the use of the Statistical Package for Social Science (SPSS) where simple percentages were used.

Summary of Findings

Generally, the perception of the trainee teachers, mentors and the community about the In-In-Out programme is positive to a large extent even though individuals have varied opinions in one situation or another. While some say the programme was useful, some see it as very useful and others perceive that the programme was extremely useful. A marginal majority (i.e. 40.2%) saw the programme as useful.

The challenges faced by the various groups - trainee teachers, mentors and supervisors include social problems, financial difficulties and time constraints. A closer look at the findings indicates that some groups or individuals have challenges in one area only while others have two or all three categories. The challenge that was common to most respondents was that of money and had a record of 43.8%.

The needs of the individual trainees include lack of logistics and extra time to be able to carry out all the responsibilities and expectations of the out-programme. Such responsibilities and expectations include writing daily lesson notes, preparation of teaching-learning materials, studying for their final examination, carrying out a research work just to mention a few. It was realized that there were differences in the needs of the male trainees and the female trainee teachers. These in the long run affect the performance of teacher trainees in the classroom and in the final examination.

A number of support services suggested to be provided for practicing teachers include regular workshops and seminars, guidance & counseling prior to

the commencement of the out-programme, education on the difficulties and the challenges of the out-programme, just to mention three Refer to table 12 for details of support services

Conclusions

The In-In-Out programme is a worthy educational policy. The benefits accruing to the various stakeholders cannot be over-emphasized, the tacit admission and observation that teachers in our basic schools are in short supply attests to the fact that there has to be teachers and more so trained teachers in the classrooms. This programme seeks to some extent to address that concern, notwithstanding, the fact that few trainee teachers are posted to the rural or peri-urban communities, one can be sure that after their certification they would be fully prepared to face the challenges ahead of them, whether they are posted to the rural community or to any other area.

It is interesting to note that the challenges facing the implementation of the In-In-Out programme is really formidable. Among other things is the issue of money. The subjects or agents of the programme, teacher-trainees, lamented about how non-availability of this logistics affected them and by extension the In-In-Out programme. One would have to say that, for effective implementation of this laudable programme the government and, indeed, all stakeholders should as a matter of priority and urgency commit money to this programme.

Recommendations

In the light of the findings and conclusions the following recommendations are hereby proposed. In view of the finding that a marginal

majority of the respondents saw the programme as useful (i.e. 40%), efforts must be made to bring the usefulness to the larger proportion of stakeholders. It is also recommended that beneficiary communities should be educated on the benefits they stand to get as a result of this new educational policy.

It is further recommended that the challenges that teacher trainees face must be taken care of by the teacher education division of the Ghana Education Service to ensure the sustenance of the programme. If possible the teacher education division should liaise with district assemblies to provide some of the basic social needs of the teacher trainees.

Also, in line with the needs of trainee teachers which include time, money and logistics. It is recommended that Ghana Education Service and PRINCOF should review the duration of holidays so that students in the teacher training colleges spend more time at school for studying the content and methodology of teaching.

Furthermore, the Metropolitan, Municipal and District Assemblies should subsidize the cost of utilities used by teacher trainees who come to practice in their area. Thirdly, the government should consider providing another form of incentive for trainee teachers other than the monthly allowances to ensure that the money given them is used for the actual purpose for which it was provided.

Finally, it is recommended that guidance and counseling coordinators pay regular visits to the practice schools to give help where it is needed. Also, the Guidance and counseling officers at the Metropolitan, Municipal, District offices of Ghana Education Service should put a mechanism in place so that pupils

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● **1982年** 中国开始实行“以公有制为主体、多种所有制经济共同发展的基本经济制度”。

● **1988年** 中国开始实行“社会主义市场经济体制”。

● **1992年** 中国开始实行“社会主义市场经济体制”。

● **1997年** 中国开始实行“社会主义市场经济体制”。

● **2002年** 中国开始实行“社会主义市场经济体制”。

● **2008年**

● **2009年** 中国开始实行“社会主义市场经济体制”。

● **2012年** 中国开始实行“社会主义市场经济体制”。

● **2013年** 中国开始实行“社会主义市场经济体制”。

● **2014年** 中国开始实行“社会主义市场经济体制”。

APPENDIX A

LETTER OF INTRODUCTION



UNIVERSITY OF CAPE COAST
FACULTY OF EDUCATION
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ADMINISTRATION

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University Post Office
Cape Coast
Ghana
February 5, 2005

Our Ref EP/144

The Principal
St Louis Training
College, Kumasi

LETTER OF INTRODUCTION

The bearer of this letter, Enyonam Attimu a graduate student of the Institute for Educational Planning and Administration of the University of Cape Coast She requires some information from your outfit for the purpose of writing a dissertation as a requirement of M Ed degree programme.

We should be grateful if you would kindly allow her to collect the information from your outfit. Kindly give the necessary assistance that she requires to collect the information

While anticipating your cooperation, We thank you for any help that you may be able to give.

Mr. Robert Appiah
Senior Administrative Asst
For Director

APPENDIX B

UNIVERSITY OF CAPE COAST

The Questionnaire you are about to fill is intended to find your views on the issues raise Your responses will be treated with utmost confidentiality You would therefore be required to provide frank and objective responses

1 Name of School

2 Sex Female [] Male []

Q 1 How would you classify your teaching practice community?

Urban []

Peri-urban []

Rural []

Q 2 What are your perceptions about the IN-IN-OUT programme?

Extremely useful []

Very useful []

Useful []

Not useful []

Other

Q 3 In your view, how does the community perceive the IN-IN-OUT programme?

They find it,

Extremely useful []

Very useful []

Useful []

Not useful []

Other

Q 4 Has the community been helpful to teacher trainees during the teaching

practice period of the programme as a professional development strategy?

Q 5 Mention the challenges faced during the IN-IN-OUT programme (Select at least one)

Money []

Time []

Uncooperative attitude of teachers []

Lack of basic amenities e.g. Telephone, water, electricity

Other (list)

Q 6 Explain your choice(s) in Q 5

6

Q 7 How adequate are you prepared prior to the practicing period?

Well prepared []

Inadequately prepared []

Not prepared []

Q 8 Is the time of preparation enough? (i.e. Two years of college work)

More than enough []

APPENDIX C

Interview Guide for Head Teacher(s)

- 1 Area (subject) of specialization (if any)
- 2 Date of award of initial Teacher's Certificate
- 3 What impression do you have about your pupils' school attendance and response to lessons?
- 4 Impression about teacher trainees and the school attachment (out) programme in general
- 5 What problems have you faced so far in the implementation of the out programme?
- 6 Your advice to trainees, supervisors and programme planners (TED/GES)

APPENDIX I

Zone for Out Programme – Wesley College

Zone A

1. Bachelor of Education (B.Ed.)
2. Bachelor of Science (B.Sc.)
3. Bachelor of Management Studies (B.M.S.)
4. Bachelor of Health Science (B.H.S.)
5. Bachelor of Commerce (B.Com.)
6. Bachelor of Business Administration (B.B.A.)
7. Bachelor of Applied Science (B.A.Sc.)
8. Bachelor of Applied Arts (B.A.A.)
9. Bachelor of Applied Social Science (B.A.S.S.)
10. Bachelor of Applied Arts and Design (B.A.A.D.)

Zone B

1. Bachelor of Education (B.Ed.)
2. Bachelor of Science (B.Sc.)
3. Bachelor of Commerce (B.Com.)
4. Bachelor of Business Administration (B.B.A.)
5. Bachelor of Applied Science (B.A.Sc.)
6. Bachelor of Applied Arts (B.A.A.)
7. Bachelor of Applied Social Science (B.A.S.S.)
8. Bachelor of Applied Arts and Design (B.A.A.D.)

Zone C

1. Bachelor of Education (B.Ed.)
2. Bachelor of Science (B.Sc.)
3. Bachelor of Commerce (B.Com.)

4. Match the word with the definition.
- Match the word with the definition.
- Match the word with the definition.
- Match the word with the definition.
5. Match the word with the definition.
6. Match the word with the definition.
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8. Match the word with the definition.
- Match the word with the definition.

APPENDIX

Appendix (Continued) for Table 1. (Continued)