

UNIVERSITY OF CAPE COAST

ADMINISTRATIVE CHALLENGES IN THE IN-IN-OUT PROGRAMME
FOR TEACHER TRAINING COLLEGES

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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 25/2/08

Name: Samuel Ansah

Supervisor's Declaration

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

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ABSTRACT

The study was on administrative challenges in the in-in-out programme in Bibiani Anhwiaso Bekwai District of Western Region of Ghana. The main study was to unearth the administrative challenges associated with the implementation of the "out" segment of the in-in-out programme in selected schools in Bibiani Anhwiaso Bekwai District.

In all twenty (20) Basic schools were involved in the study. One hundred and thirty-eight respondents participated in the study. The main research instrument employed to collect data was questionnaire. Simple percentages were calculated for summary of the different responses given. The major findings of the study were that the practice of offering "free" accommodation to teacher trainees was not sustainable. It became clear from the study that teacher trainees do not obtain adequate professional and academic support from their mentors. The study also revealed that the necessary logistics to support the programme were lacking. It was also evident from the study that Distance Learning Materials (DLM's) which were prepared to complement trainees' work-study conferences were not supplied in all subject areas.

It was recommended that teacher trainees should be made to pay rent from their monthly allowances to support the programme. In order to encourage mentors to give of their best in mentoring the trainees, some kind of incentive package should be given to them. And for the programme to move on smoothly, the necessary logistics should be made available before it takes off.

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I would like to acknowledge gratefully the expert advice and suggestions offered by my supervisor Mrs. Marie Baka. Writing on the topic “In – In – Out Programme”, a new approach to Teacher Education poses a great challenge. This approach recognizes that content knowledge alone is not sufficient knowledge for the teacher today. Professional study, crucial practice, and ongoing assessment are very crucial. It involves not just practising teaching, but rather experiencing good practices with pupils in a variety of ways, with the questioning and thoughtful guidance of a mentor. This is crucial because teaching is not a set of technical skills, but a form of practical wisdom which requires ongoing careful mentoring and meaningful experience for its development. This makes the contribution of the key players of the programme indispensable. In this respect, I owe countless thanks to the lead mentors, mentors and opinion leaders of the various schools and communities who were involved in the study. The type of co-operation and support I obtained from the key players of the programme really sustained and urged me on to complete this work.

My deep gratitude also goes to my wife, Mercy who frequently prompted me to be persistent in my writing.

DEDICATION

I dedicate this piece of work to my dear wife and children.

TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
LIST OF TABLES	viii
CHAPTER	
ONE	
INTRODUCTION	1
Background to the Study	1
Statement of the Problem	18
Purpose of Study	20
Research Questions	20
Significance of the Study	21
Delimitations	22
Limitations	23
Organization of the Study	23
Definition of Terms	24
TWO	
REVIEW OF RELATED LITERATURE	26
Administration	28
Administrative Techniques	32

	Page
Administrative Effectiveness	41
Mentorship - Mentee	41
Supervision as an important tool in the implementation	
Process of the in – in – out programme	45
A review of Teacher Education in some English –	
Speaking African countries	51
Attitudes of Key Players a Theoretical Review	55
Summary	59
THREE METHODOLOGY	61
Research Design	61
Rationale for the Design	62
Strengths and Weaknesses of Design	62
Population	63
Sampling	63
Rationale and Selection Procedure	64
Pilot Test	64
Data Collecting Instrument	65
Data Collection Procedure	67
Data Analysis	67
FOUR FINDINGS AND DISCUSSION	68

	Page
Provision of Rent-Free Accommodation to Trainees How Sustainable is this Requirement to Support the Programme?	68
Assessment of Orientation Organized or Trainees before Posting	70
Prevailing Conditions in Schools and Communities Selected for “Out” Programme	72
Prevailing Conditions in Schools and Communities Selected for “Out” Programme	74
Effectiveness of Supervision, Professional and Academic Guidance offered to Mentees by Lead Mentors and Mentors	77
Availability of Necessary Logistics to Support the Programme	80
Regular Movement of Trainees Outside the School and its Effect on the Programme	83
FIVE SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	86
Summary of Findings	87
Conclusions	88
Recommendations	90
Suggestions for further Research	91

REFERENCES	93	
APPENDICES		
A	Questionnaire for Link Tutors	99
B	Questionnaire for Mentors	102
C	Questionnaire for Lead Mentors	105
D	Questionnaire for Chiefs, Elders and Opinion Leaders	108
E	Questionnaires for Mentees	111
F	Questionnaire for Principal	114

LIST OF TABLES

Table		Page
1	Sustainability of Free Accommodation to Mentees	69
2	Assessment of Orientation Given to Teacher Trainees	72
3	Prevailing Conditions in the Schools of Attachment	73
4	Opinion about whether Conflicts do Occur in the Communities	75
5	The Type of Professional and Academic Support Offered to Mentees	77
6	How often Lead Mentors and Mentors Stayed in the School	78
7	Support given by District Directorate to the Programme	81
8	Supply of Distance Learning Materials to Support the Programme	82
9	Assessment of the Supply of DLMs to Support the Programme	82
10	Movement of Trainees outside the School	84

CHAPTER ONE

INTRODUCTION

Background to the Study

“The quality of human capital of any nation depends upon the quality of education it offers, and the quality of education given is also determined by the quality of teachers who teach”. Report of the President’s Committee on Review of Educational Reforms in Ghana (2002).

The search for an effective way of training teachers to teach the basic schools in the country dates back to the time the missionaries first set foot in Ghana in the early 1800. This search has been on-going since the colonial era and has continued even in post-independence Ghana, yet an answer has not been found to the problem. The search for training teachers the best way to teach the country’s basic schools goes on unabated. (Bame, 1991).

At the initial stages of educational development, teaching in the schools in Ghana, as in other parts of the West Africa, was modelled on the well known monitorial system of Joseph Lancaster and Andrew Bell (Hilliard, 1957) which were popular in Britain and Canada at the beginning of the nineteenth century. In this system, the scarcity of trained teachers was somewhat short-circuited. One master or trained teacher was in charge of a school and a number of monitors were appointed from among the pupils to

help him by being in charge of the "mechanical" teaching work and rote learning in the various classes.

Similar teaching was adopted in Ghana. However, despite its popularity, the monitorial system had to be abandoned in England because among other things, it encouraged much mechanical learning and the monitors were also immature for teaching which demanded not only the teaching of reading, writing and arithmetic but also the exercise of moral influence on pupils. Thus the problem of shortage of teachers was tackled by training professional teachers.

Similarly, in Ghana efforts were made to train professional qualified teachers. The Basel Mission established a teacher-Catechist theological seminary at Akropong in 1863 and a second one later at Abetifi. These and the Roman Catholic teachers' college at Bla were the only institutions for teacher education in Ghana until 1909.

In teacher education as in the establishment of schools, the government saw the need to supplement the efforts of the missions and so in 1909 it opened a training college in Accra which became the teacher training centre not only for government teachers but also for the teachers of all Missions who had no teacher training institutions of their own. This benefitted all Missions with the exception of the Basel Mission and the Roman Catholic Mission which had a training college at Bla in the Trans-Volta region as indicated above.

The duration of the training course in Accra was two years and the students' performance in their final examination at the end of their training determined the type of certificate awarded them (Hilliard, 1957). There were three types of certificates which are the first, second and third class certificates. These in turn determine the salaries of the holders.

At the bottom of the ladder were the holders of third class certificate who received an annual salary of £ 20. The salary of the holders of second class certificates was £ 25 and for the first class certificate holders, it was £ 30 per annum. In addition, teachers received annual grants ranging from £ 5 to £ 20.

The Wesleyan Methodist Mission also established a training college, first at Aburi and later transferred it to Kumasi in 1924. Training in these colleges was extended from two years to three years in 1923.

The institution improved the supply of certificated teachers but did not completely solve the problems and uncertificated teachers remained in the majority in the schools as shown by the following figures for 1927 (Hilliard, 1957 : 86)

Teachers	Men	Women	Total
Certificated	927	37	964
Uncertificated	1084	104	1188

(Strength of the Ghanaian Teaching Force in 1927)

Source: Gold Coast Education Statistics – February , 1955.

The expansion in teacher training facilities continued and a large number of teachers continued to receive professional training as more training colleges were established. In 1928, the government began to assist a training college for women which had been started at Cape Coast by Roman Catholic sisters. It also encouraged the Missions in their efforts by giving them grants to train women teachers.

With such governmental encouragement, missions continued their efforts in teacher education. In 1936, the Roman Catholic Mission opened St. Augustine's College at Amissano, near Cape Coast and the English Mission too opened St. Nicholas College at Cape Coast in the same year.

Although the increase in the number of certificated teachers brought about by the increase in facilities for teacher education did not keep pace with the enormous expansion in primary education it was appreciable and in fact the period under review was one of the few which saw certificated teachers outnumber uncertificated teachers in elementary schools in Ghana, thus providing evidence for Governor Guggisberg's emphasis on quality in education. In 1938 there were 3,000 teachers in the elementary schools for these, 2,012 were trained and 988 were untrained or uncertificated, a proportion of approximately two to one.

Meanwhile the effects of the world-wide economic depression of the thirties was felt in Ghana too. It led to yearly cut in government expenditure generally which naturally affected education. Savings were made by, among other things, reducing teachers' salaries and cutting down the

staff of the Education Department. However, educational development did not completely cease and despite the depression and the world war that followed it, some progress in educational growth was achieved. In 1943, the government opened its first training college in the Northern territories at Tamale. In the same year, a Four-Year Teacher Training course was introduced in the Methodist – Women Training college in Kumasi. Earlier, a similar course had been introduced at Achimota training college. The period also saw the establishment by the Scottish Mission, of a two-year primary teacher training college at Odumasi in the Eastern Region of the country

The recommendation of the 1937 Education committee's Report concerning training colleges was implemented. Two-year as well as Four-year colleges were established and by the end of 1950, there were in existence nineteen teacher training colleges comprising eight certificate "A" or Four-Year colleges and eleven certificate "B" or Two-Year colleges. They gave an annual output of some 623 teachers. By the end of 1950, there was a grand total of 3,989 certificated teachers in Ghanaian elementary schools but at the same time, there were 5,000 untrained or uncertificated teachers in the schools.

However, the increase in facilities for teacher training in the early fifties began to redress this imbalance between trained and untrained teachers in the post-independence years and thus by September 1960 there were 12,000 trained and 10,000 untrained teachers. But the implementation of the fee-free and compulsory primary education overwhelmingly increased

the number of untrained or pupil teachers and the trend since then has persisted to the present time. Prior to 1951, there were 19 teacher training colleges offering a variety of courses leading to the award of

- (a) Two – year Post-middle Teacher’s Certificate “B”
- (b) Two – year Post “B” Teacher’s Certificate “A”
- (c) Four – year Post – middle Teacher’s Certificate “A”
- (d) Two – year Post-secondary Teacher’s Certificate “A”

Following the implementation of the Accelerated Development Plan for Education in 1951, it was decided to recruit a large number of “pupil” teachers, - students with a weak academic background, who consequently, had to be given six – week intensive courses to prepare them for teaching in the primary schools. In 1953, 10 Pupil Teacher Centres were established for this purpose. The curriculum of the centres emphasized English, Arithmetic and Pedagogy. The immediate objective of staffing primary schools with qualified teachers was largely achieved by the early 1960s and both the Teacher’s Certificate “B” and the emergency training programmes were phased out in 1962. This was done because the search for an effective way of training teachers to teach the schools was still on course

From the beginning of the 1964-65 academic year, in order to meet the specialist staffing needs of middle schools, two-year specialist training courses for certificated teachers in English, Geography, History, Mathematics and so forth were offered in nine training colleges.

Moreover, the surplus teachers could not function successfully as general teachers in classrooms in primary and middle schools. A three-year Post-Secondary general programme replaced the quasi-specialist programme

However, the concept of "bias courses" was introduced into teacher education to permit a few colleges to concentrate, in addition to the basic courses, on subjects like Home Science, Science, Agriculture, Physical Education, French, Art, Business Education, Mathematics and Trade Technology.

The "Modular programme" was introduced into the system of teacher education in 1983, in order to enable post-middle unqualified teachers to spend two years as external student teachers before entering the training colleges as regular students for the third and fourth years of training. The term "modular" is a descriptive term for the syllabus of the first two years which is divided into individual units or groups of lessons called "modules", each of which is designed to cover three hours of work by the student at home. It has, however, been decided to replace the two-year Post-Middle Modular course by the one-year Post-Secondary Modular course, again to be taken by external students.

In general, these colleges have provided and still provide initial training for teachers in the primary, middle and lower forms of the second cycle institutions. In addition to the entire curriculum of the primary and middle schools, the teacher education curriculum includes education as a subject comprising method, principles, psychology and student teaching

practice. The syllabuses make provision for specialization in the teaching of specific age-groups. They also placed strong emphasis on the use of English as a medium of instruction and the study of General Science and Mathematics as subjects in the first-cycle schools.

In the 1981/82 academic year, there were on roll 2927 male students and 1117 female students – a total of 4044 students in 13 Three – Year Post-Secondary Colleges. In addition, 11 combined Four-Year Post-Middle and Three-Year Post-Secondary Training Colleges offered courses for 1717 male teachers and 2009 female students – a total of 3726 student teachers. The pattern of Teacher Education as elaborated so far remained in practice until 1994, when all the various forms phased out leaving the Three-Year Post-Secondary Teacher Training Programme.

An education system does not exist in a vacuum. It is always controlled and shaped by a number of forces, namely – political, economic, social, religious and others. Some of these forces may be internal while others are external. As a developing country we cannot afford the luxury of living in isolation; since the whole world has become a global village. Our educational system and more especially teacher education should therefore move in tandem with world trends.

Reform is taking place in the programmes of all teacher training colleges in the country for the improvement of basic teacher education. The reform has become necessary because there is a general complaint that academic standards have fallen or are falling in the country (Mensah,

1995). The quality of teaching and learning is observed to be very low (Owolabi, 1999 p. 15). Statistics published by the Ministry of Education confirm that allegations made by the concerned public (Opare, 1999, p 2)

Further to the above complaints is the public outcry that the quality of teachers graduating from the country's training colleges leaves much to be desired. The fact is that, society is dynamic and is constantly undergoing rapid transformation in all spheres of human endeavour. We are in an era of technological advancement which has turned the world into a global village.

Programmes in the basic schools today have to be tailored to suit the needs of the changing society. There is explosion of knowledge and so the content of the subject has changed considerably. Again there are also changes in the Ghanaian child himself. His thoughts, attitudes and perception continue to change as his environment changes. In view of these developments, there is the need for the training college programmes to be changed to suit the realities of the time.

Delors et al (1996) in World Education Report (1996: 48) confirm in this regard : When a child's or adult's first teacher is poorly trained and poorly motivated, the very foundations on which all subsequent learning will be built will be unsound... Thus, improving the quality and motivation of teachers must be a priority in all countries.

Delors et al (1996) affirm that learning can improve only if teaching is done well. The importance of the quality of teaching, and

therefore of teachers, cannot be overemphasized. Currently, the role of the teacher is being scrutinized. His/her role is becoming more and more complex due to new emerging trends and developments that are raising concerns about the quality and relevance of education How are our teacher preparation programmes responding to these challenges ?

Are teacher demands and expectations being addressed in Ghana over the years by our teacher preparation programmes ? Faced with lack of prompt response to the mass failure of our children at the Basic Education Certificate Examination and the Senior Secondary School Certificate Examination , the extensive drop out rates of illiterate children by the school system, the lack of a clear reflective practice by our teachers, can it be said that our teacher education curricular over the years have been dynamic enough to address the professional needs of trainees ?

Furthermore to the change that continuously emerge as highlighted, there are trends that necessitate change in the current teacher education curriculum at the training colleges. The educational system of Ghana, is no doubt witnessing a lot of changes. The various educational reforms have given a new impetus and a new direction to the goals and functions of education. Moreover, efforts are underway to link education to national integration and national development. In Ghana the entire educational process is being overhauled to respond to new challenges New ways of democratizing education are being evolved. All these efforts have implications

for the teacher education curriculum. Some of the emerging trends that are calling for an innovative and dynamic teacher education programmes are:

- i. free compulsory universal basic education (FCUBE)
- ii. the need for better health for our people
- iii. national integration
- iv. providing access to education to children living in deprived and rural areas
- v. continuous and life-long learning

The Free Compulsory Universal Basic Education (FCUBE) seeks to democratize education in Ghana. It provides opportunity to all children to have access to education. The Free Compulsory Universal Basic Education has enlarged the school population, called for new and varied modes of teaching and learning, demanded the provision of adequate educational facilities for school children. The varied backgrounds, i.e. Urban children, deprived children, physically challenged children, children from rural areas, call for well trained teachers to meet their needs.

The implication is that these children can only have quality teaching, if they are taught by quality teachers. This can only be achieved if our teacher training programmes are redesigned to respond to the changing roles of the teacher.

Responding to these demands, there has been a search for a new way of training our teachers in the training colleges, thus leading to the introduction of the "In-In-Out Programme". That is, current practice in teacher education has moved away from the situation where teacher education institutions see themselves as having the sole responsibility for

the training of student teachers. It now relies greatly on the use of the apprenticeship or internship model of training. This mode is similar to the internship programme that medical officers, engineers and journalists undergo. In this model, student teachers complete their training with substantial school experience. This new system also known as internship programme as practised in some developed countries is referred to as Mentoring in Teacher Education. A research conducted in United States of America by Catherine A Hansman revealed that the benefits of mentoring or internship programme have been described frequently in research studies and literature as enhancing the growth and development of mentors and mentees. (Hansman, 2000). Organisation and educational institutions that utilize formal mentoring or internship programmes are frequently praised for maximizing their human resource potential. However, despite research that discussed the positive aspects of mentoring, some research has shown mentoring to be not helpful for all mentees, particularly those marginalized because of race, class, gender, or sex orientation (for example, Hansman, 1999, 2000, 2002, Hite, Stalker, 1994). At any rate one cannot rule out the immense benefits that can be derived from the mentoring or internship programme. It is perceived that the new system holds a lot of promise for teacher education.

Just as the 1987 Education Reform was put in place to address a problem, the in-in-out programme was introduced to enhance teacher trainees' competencies and professionalism. It is not easy to change time-

honoured customs in our schools, people rather prefer to add to them. Yet there are many factors that press for changes in the schools just as much as there are others that hold out against them. With the new structure, the first two years are spent on the various campuses of Teacher Training Colleges where students are taught using the conventional face-to-face methods. During third or final year, teacher trainees are expected to undertake work-study (school attachment) in basic schools. At the basic school level, trainees are to teach and continue to study with the support of Distance Learning Materials (DLMs). This structure has come to replace the old one in which the entire period allocated for practice teaching was twelve (12) weeks. The period for practice teaching in the old system was woefully inadequate for the teacher trainee to acquire the necessary skills and competencies needed to become an effective teacher. With the new structure, trainees are to undertake school-focused training that is apart from practical teaching; they are also exposed to practical issues about school management, disciplinary procedures, staff relations, as well as appropriate professional behaviour development both inside and outside the classroom. The in-in-out programme has been identified as an effective way of preparing teachers for basic schools in this country. This is because the new structure offers opportunities for more exposure to the realities of school and classroom situation and reduce the superficial nature of former teaching practice which lasted for only a short

period. (12 weeks) spread out over one year period (usually 4 weeks each, of 3 terms in a year)

- ii. Commits classroom teacher to support trainees using a “mentoring” approach rather than abandoning them to their fate when these are posted to the schools
- iii. Emphasizes the importance of the concept of a foundation period, followed by deepening of principles in methodology and prolonged cycle / period of practice (school attachment) and reflection which leads to a dynamic, developmental concept of professional competence.
- iv. Ensures that trainee’s school experiences and college experiences are mutually supportive and complementary. (GES, 2003)

At the end of the attachment period, if trainees have acquired competencies, then they should be capable of demonstrating evidence of good teaching skills as regards the integration of the theory and practice of teaching. There should be improved performance in lesson planning, delivery, classroom organisation, management and control as well as assessment of pupils learning achievements. In effect, as contained in the proposals on Basic Teacher Education Policy Document, the In-In-Out Programme should be able to produce a competent and effective basic school teacher who possesses .

- i. Broad education background that will enable him/her function purposely and effectively as a citizen within his/her society and contribute to society's development aspirations .
- ii. A good command of English language and solid background knowledge of contents of subjects taught in basic schools
- iii. A clear sense of responsibility for ensuring that learning takes place; in this connection, the need is for an empathetic enthusiastic, self-motivated and self-confident teachers
- iv. Understanding and knowledge of the process of human development and learning, with a firm grasp of individual differences and the psychology of adjustment.
- v. Knowledge of relevance of education to society and the principles underlying the practice of education.
- vi. Knowledge and understanding of the principles underlying the structure of basic education curriculum and its subject contents and activities to enable him/her effect the needed changes where and when appropriate .
- vii. Requisite professional skills and techniques useful in teaching to ensure effective interaction with pupils in a teaching-learning situation .
- viii. Moral soundness and capacity to serve as a role model and also capabilities to use the contents of the curriculum in developing desirable qualities .

All the good things the in-in-out programme is seeking to achieve are contingent upon some resources and structure put in place to make way for smooth implementation. These include :-

- i. Communities to provide free accommodation and some basic services to trainees.
- ii. Conditions in schools where trainees will be posted should be those that will promote effective teaching and learning.
- iii. There should be an assurance of effective supervision by mentors and link tutors
- iv. Distance leaning materials and other study materials should be provided for use by teacher trainees at their stations (CES, 2000)

A close examination of the above resources and structures actually bring to the fore the administrative challenges that Teacher Training Colleges are likely to face while implementing the policy. Indeed, the implementation of the in-in-out programme throws a tremendous challenge to the head of the college as an administrator and all the key players involved in the exercise. Developments in education have implications for school administration. Walton (1969) defines administration as an activity that maintains an organisation and concerns itself with the direction of activities of people working within the organisation in their reciprocal relation to the end that the organisation's purposes may be attained.

The administrative structure in schools is organized in such a manner so that authority in the past New leadership in education seems to be placed in only one person in the top. Various stakeholders including teachers, administrators, school leaders, parents, the community, and other students have a role to play in attaining and maintaining educational goals. For example, leadership in the educational structure has to be shared by all concerned. The office at the top initiates and encourages an action plan in the main, rather than to coordinate the efforts of the contributing partners.

All stakeholders in education share in the responsibilities of education leadership. Commitment to school programme of all the people engaged in education can be measured by the degree of their involvement in the decision-making process. Educational workers and community are more likely to support the decisions that they have helped in making rather than those that have been merely imposed on them. This is the school administration model created by general consensus.

Statement of the Problem

The success of the individual programme depends on certain conditions that have been met for either in the programme. The conditions in which the schools are found for the programme are expected to provide "the" accommodation to teachers, parents, and other stakeholders. The leadership are not supposed to change part of the end of the programme.

hard times, how many of the communities will continue to offer free accommodation ?

They could do it for some time but it cannot be a permanent feature. Provision of free accommodation is not sustainable. It is expected that conditions in schools where trainees would be posted should be those that will promote effective teaching and learning. But conditions are normally not permanent and are likely to change from time to time. Another condition demanded that there should be an assurance of effective supervision by mentors and link tutors. The assurance could be provided all right by the District Directorate of Education but how reliable will it be ? The classroom teachers themselves who are mentors need strict supervision before they do their work well. The link tutors come from the college but there can be some problems in their selection even though criteria for their selection are spelt out

The teacher-trainees are expected to complement their studies with the support of Distance Learning Materials (DLMs) in all the subject areas. These materials are expected to come from Teacher Education Division, Accra. The question is, will these materials be provided and at the right time ? Will conflict not arise between the trainees and the youth when they stay in the community for a longer period ?

The trainees feed themselves on the allowance paid to them at the end of every month. The allowances are paid to them through the banks. Lessons are disrupted any time trainees leave the classrooms to the banks

to collect their allowance. One cannot close the discussion on these problems and challenges without mentioning transfers and attrition rate of teachers.

Teachers who may be trained to mentor the trainees are not likely to stay in the same school for a long time. While some may be transferred, others may go on a study leave or even leave the job. All these are critical administrative issues and challenges that confront the college head and the entire programme. A glance at these questions raised brings to the fore the need for the challenges to be examined. It is in the light of this that the researcher deems it fit and necessary that a study should be conducted into "The Administrative Challenges in the In-In-Out Programme", and selecting Bibiani Anhwiaso Bekwai District for the study.

Purpose of Study

The study is aimed at identifying the key players in the management of the school attachment component of the In-In-Out programme and examining their activities. Thus in the process, a wide range of challenges will be unfolded. Having identified these challenges, recommendations for addressing them will be made for the consideration of policy makers.

Research Questions

1. How sustainable is free accommodation offered to teacher trainees?
2. How effective is the orientation programme organized for trainees?
3. What conditions prevail in the schools and communities where mentees are posted to teach?

4. How effective are lead mentors and mentors in offering supervision, professional and academic guidance to mentees ?
5. How does the college administration ensure the availability of the necessary logistics to support the programme ?
6. How does the regular movement of trainees outside the school affect the programme ?

Significance of the Study

The identification of the key players in the management of the school attachment programme and activities performed by them will contribute to the understanding of the in-in-out concept and the goals it has set itself to achieve. The study of the programme from the view point of the activities of the key players will bring to the fore the inherent challenges confronting the programme. This knowledge will assist policy makers, implementers and stakeholders of education to put necessary measures in place to address the challenges as they unfold. In this study, the key players who are easily identified to be directly associated with the in-in-out programme, include the lead mentor, mentors, link tutors, chiefs and opinion leaders in the communities. For a successful implementation of the in-in-out programme, there should be an effective collaboration among the key players. There are other stakeholders of education whose contribution to the smooth running of the programme cannot also be overlooked. These are District Education Planning Team (DEPT), School Management Committee (SMC), Unit Committee and Zonal Co-ordinators. These bodies at the local

level help to implement educational policies and programmes. Furthermore, the In-In-Out programme is a new approach to teacher education in the country and so the study will attempt to unfold the problems associated with its implementation. This information will assist policy-makers to reshape the programme.

Delimitation

The study is limited to Biliam Anhwiaso Bekwai district in the Western Region of Ghana. The schools in this district where teacher trainees have been posted to do the school attachment component of the in-in-out programme were involved in the study. All the schools are within eight kilometers radius from Serfoe Bekwai. The schools in this district were selected for the study because of easy accessibility. This location is the right choice for the study because about 95% of the schools involved in the programme are concentrated in this area. However, for the past study, schools belonging to a different district where the programme is also taking place were selected. The study has involved the key players of the programme who are in the communities where the schools are located and the rest of the players from the college. These include lead mentors, mentors, mentees, chiefs, elders and opinion leaders in the communities. At the college level, they are the college Principal and link tutors. The categories of people involved in the study at the college level are people with very high academic background. However, in the communities, the lead mentors and mentors are mostly certificate "A" teachers. Some of the chiefs, elders and

opinion leaders are also educated to various levels such as secondary school, middle school, vocational and technical schools, while the rest are illiterates.

Limitations

Every study has aspects which may fall short of ideal situation which the researcher has to establish or recognize. In this study, the multiple-choice approach used in the questionnaire to sample views of respondents may not constitute the best method of establishing certain facts or describing situations.

Due to time constraint, the questionnaire were administered and collected back after some minutes. Respondents were not given enough time to reflect on the questions. It is likely some of the responses may not give a true reflection of the situation on the ground.

Even though the geographical locality of the schools selected for the study was such that the study could go on smoothly, the results could not be relied upon. The entire exercise should have covered a wide geographical area in the district, thus making use of schools dotted all over the district and not schools concentrated in a particular area.

Organisation of the Study

This is a study on Administrative Challenges in the In-In-Out Programme in the Bibiani Anhwiaso Bekwai District of Western Region. It seeks to identify the key players implementing the programme and examine the administrative challenges that beset the implementation process.

Chapter one of the study is the introduction, which is made up of the background to the study, statement of the problem, purpose of the study, research questions and significance of the study. Other areas treated under the chapter are delimitations, limitations and organisation of the dissertation.

Chapter two is the literature review. This reviews related literature done by previous scholars in the same field. In addition, documents both published and unpublished including books, journals, magazines, newspapers and other reading materials that have relevant information on in-in-out programme were reviewed.

Chapter three consists of the methodology used in the study. Discussion was centred on research design, rationale for the design, strengths and weaknesses of the design, population and sampling rationale and selection procedure, pilot test, instrument for collecting data, data collection procedure and data analysis.

Chapter four focuses exclusively on data presentation, analysis and discussion. Chapter five is devoted to summary of the study conclusions drawn from the findings, recommendations for improvement and suggestion for further research work.

Definition of Terms

- Lead Mentors** - Headteachers in the schools of attachment.
- Mentors** - Class teacher who offers professional and academic guidance to mentee.

- Mentee** - A student teacher who is posted to a school of attachment to receive professional and academic guidance
- Link tutor** - A tutor from the college who works closely with schools of attachment to offer supportive guidance to mentees and mentors
- Trainee** - A student teacher being taught what to do by a mentor
- Study Circle** - A number of trainees in a school / community who have come together to constitute a study group
- Distance Learning-** Books and manuals supplied by Teacher Education Division to
- Materials** - support the programme
- Teaching Learning-** Cardboards, newsprint, felt pens for preparing
- Materials** - teaching aids
- In-In-Out** - Two years face-to-face instruction in college and one year school attachment in the community.
- Internship** - One year field experience in the schools outside the college
- Population** - The target group about which the researcher is interested in gaining information and drawing conclusions.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The success of any new programme depends heavily on the implementers. In this respect, it is prudent to identify the key players in the management of the school attachment component of the in-in-out programme and examine the individual roles to be played by them.

The management of the "OUT" programme draws on partnership approaches among the following participating groups or organisations

- i. The Teacher Training Colleges, where the trainees have received initial training
- ii. The schools of attachment, where trainees are expected to work under classroom teachers to gain teaching experience in real life situations.
- iii. The Ghana Education Service Directorate, which oversees the schools being used for attachment.
- iv. Teacher Trainees who are on the programme
- v. The communities in which the teacher trainees will reside during the period of attachment

According to Van Meter and Van Horn (1975), the understanding that implementers have about the general intent as well as specific standards and objectives of a policy or programme is crucial to the success of the policy.

If for lack of proper understanding of any aspect of the policy or programme the implementers do something which is contrary to the policy directives, then this will be a setback to the effectiveness of the implementation. The situation where a person lacks proper understanding and for which he does something else, is what Van Meter and Van Horn call cognitive dissonance. The success of the in-in-out programme depends on effective collaboration among the key players mentioned above. Collaboration could be achieved if the Principals of the training colleges employ all the administrative skills under their sleeves to make the system work. Besides, the general attitude of the key players is very crucial to the success of the programme. According to Van Meter and Van Horn (1975) if implementers of a policy are negatively disposed to a policy and its goals, they may fail to play their roles faithfully in their implementation process. In this respect, an attempt will be made to examine the roles to be played by the college head (i.e. the Principal) and the key players of the programme within the framework of the following :

Some underlying theories of administration, administrative techniques, administrative effectiveness, and the attitudes of all the players of the programme. An attempt would be made also to review the concept of mentorship/mentee and supervision in schools. Finally, the system of teacher education in selected African countries would be reviewed.

Administration

Administration can be explained in terms of leadership, problem-solving, management and government. According to Walton (1969), administration can be defined as "an activity that concerns itself with the survival and maintenance of an organisation and with the direction of activities of people working with the organisation in their reciprocal relation to the end that organizational purpose may be achieved. Simply, administration refers to the process of getting things done through the efforts of other people. This means that the administrator makes it possible that others perform the actual task. Getzels (1968), points out that, in the study of administration, three major viewpoints have developed: a managerial emphasis, a human relations emphasis, and a social science emphasis. From the managerial point of view, the conception of administration was intended to maximize the output of workers in an organisation by applying the principle of scientific management. Taylor (1911), the principal proponent of this theory aimed at the rational analysis of administrative procedures for exploiting human and material resources in order to attain the objectives of an organisation most expeditiously. He thought excellence in management resided in "knowing exactly what you want men to do and then seeing to it that they do it in the best and cheapest way. No system or scheme of management should be considered which does not in the long run give satisfaction to both employers and employees". Having said this, Taylor assumed strongly as his cornerstone

that, "what the workman wants from their employers beyond anything else is higher wages and what employers want from their workmen most of all is low labour cost of manufacture" Taylor was criticized by modern thinkers for taking a narrow view of administrative labour and organisation relationships, and losing sight of the motivational inter-personal and emotional factors involved in mobilizing human efforts for common purposes. However, the analysis of Taylor in administrative procedures gave room for a systematic study of administration.

Fayol (1916) who belonged to Classical Scientific Management movement published his most influential treatise "General Industrial Management" and came out with his central theme of the administrative system as planning organizing, commanding, co-ordinating and controlling. They are also referred to as administrative function or administrative process.

Planning :

Planning is the activity that attempt to study or forecast the future and assist in the decision-making process and in the direction of the organisation. Fayol emphasized that the most important instrument of planning was the "plan of operations" (this contains the object in view, course of action to be followed, various stages on the way, and the means to be used). He maintained the characteristics of a good plan of operations were unity, flexibility and precision.

Organizing :

Organizing means establishing the organisation's structure of authority, responsibility, tasks, and building up both human and material resources of the organisation. To offset the inherent problems of organisation, Fayol stressed the need to invest time and energy in the selection of employees, to situate them where they could be of most service, and to adapt organizational requirement in the light of available resources. His chief concern was the human organisation, and the organisation chart.

Commanding :

Commanding means more to Fayol than enforcement of obedience. To him it entailed getting the best out of employees in the interest of the organisation as a whole. He suggested that to facilitate command, the manager should perform such activities as acquiring knowledge of his personnel, eliminating incompetence, avoiding pre-occupation with detail, setting good example, and fostering team work and co-operative spirit, initiatives and loyalty among his staff.

Co-ordinating :

Co-ordinating refers to all efforts concerned with building together, unifying and harmonizing all activity and effort. He argued that characteristics of a well co-ordinated organisation were evidenced in its up-to-date programme of work and exact instructions about how the various sub-units were able to combine their efforts. Fayol recommended regular

meetings of departmental managers as a pre-requisite for effective co-ordination of efforts of staff members.

Controlling :

Controlling means ensuring that everything is done in accordance with established rules and expressed commands. In other words, controlling signifies appraisal and examination of results in order to forestall and rectify weakness and errors. It is perhaps most notable that this system of classification is still used today as rudimentary foundation in management, not necessarily parameter in measuring success.

Gulick and Urwick (1937) applied the principles of Fayol to public scene, in answer to the questions " what is the work of the Chief Executive". They arrived at the acronym: PODSCORB which represents the various activities essential to the proper functioning of the office. These are **Planning**, **Staffing**, **Organising**, **Directing**, **Co-ordinating**, **Reporting**, and **Budgeting**. For Gulick and Urwick, planning refers to listing the broad outlines of duties to be performed. Organising means establishing formal functions that are required for carrying out the duties outlined. Staffing refers to recruiting and training of personnel and maintaining favourable work climate for the entire personnel. Directing entails deciding what specific things each member should do, establishing orders and instructions for each member as well as offering leadership in the entire workplace. Co-ordinating refers to uniting or interrelating the various sub-units of the work. Reporting means keeping everybody (both subordinate and super-

ordinate staff) informed of happenings in the work place through inspection, relevant, and good records among others. Budgeting refers to fiscal planning, accounting and control. From the human relation point of view, Mary Parker Follet was the first great exponent. In her book "Creative Experience", She argued that job-analytic methods recognize that almost any one has some managing ability. This cognizance she said would directly influence the workman's ability consciously to improve his efficiency. She further argued that "when you have made your employees feel that they are in some sense partners in business, they do not improve the quality of their work, save waste in time, and materials, because of the Golden Rule but because their interest are as the same as yours". Aetcaif and Urwick (1942).

Administrative Techniques

The techniques of administration are as old as when human beings started organising to achieve their goals, but the systematic study of administration is recent. These studies have tried to find out whether there is a universal set of activities that characterize the administrative tasks To identify the activities, one may ask what specific objectives the administrator sets out to achieve, what activities will lead to the attainment of these objectives, who will perform the activities, with what tools or facilities, and how well the activities should be carried out In an attempt to find out the answers to such questions, several theories have come up with list of words they consider as adequate description of the administrative function or process.

Fayol (1916) suggested that administrative process include the element of planning, organising, commanding, co-ordinating and controlling. Other theorist like Gulick and Urwick (1937) and Simon (1957) came out with similar elements in administrative process. Administrative process then can be defined as the sequence of actions through which the executive takes decisions and implements them in order to achieve the organizational goals, and the elements of this process which forms a cyclical sequence included : decision-making, planning, organising, communicating, supervision and controlling. The definition recognizes the position of the administrator as vested with both professional and legal status and responsibility and concomitant authority to determine what is done in the organisation. The work of the school administrator involves extensive face-to-face communication, it is action oriented, is reactive, the presented problems are unpredictable, decisions frequently are made without accurate or complete information. Work occurs in a setting of immediacy the pace as rapid. There are frequent interruptions ; work episodes themselves tend to be of very brief duration. Responses often cannot be put off until later, resolution of problems often involves multiple actors, and the work is characterized by a pervasive pressure to maintain a peaceful and smoothly running school in the face of a great deal of ambiguity and uncertainty (Blumberg 1989)

The school can also be likened to a moral institution, where teachers as professional educators, have a moral obligation to contribute positively to the intellectual, social, emotional, and physical development of the student in

their charge, and the administrator as a professional educator, is morally obligated to support teachers in their efforts and to secure for teachers and students the materials and conditions needed for their work. School administrators have professional duty to be sure that school policies and techniques do indeed serve the best educational and developmental interest of students. The school administrator can also be said to be facilitator of teachers, because he reminds teachers of their core values and beliefs of the importance of teachers' efforts in the lives of students, and the school administrator's efforts to support teachers and to create and maintain conditions that will enable teachers to teach students to learn. Administrative techniques can therefore be formulated around these parameter/indicators:- planning, organising, directing, supervising and evaluating. Detailed discussion of these parameters follow :

Planning

To design an environment for the effective performance of individuals bonded together in groups, it is most essential that purposes, objectives, and methods of achieving them are clearly outlined and understood before hand. In order words, planning is the identification of purposes and objectives and setting forth means or strategies to attain them. Koontz and O'Donnel (1976) defined planning as "deciding in advance of what to do, how to do it, when to do it, and who is to do it"

Essentially planning is made up of three elements. First, the present state of things (the status quo) Here the administrator would have to make

accurate diagnosis of the present state of affairs of the institution. The diagnosis would disclose the need for action about the decision to be made. This is because it would disclose the deficiency in the institution. Secondly, the administrator decides the optimum place for the institution. Thirdly, he would try to estimate the distance between the present state and where he wants to get to. He will also take note of the obstacles on the path and then decides what means, what resources- human and material, he would require to get the institution from its present state to the new position desired.

From the above context, planning can be said to bridge the gap from where we are to where we want to go. Simply put, planning is where we are, where we want to be, and how to get there. Better schools (Module two) indicates that planning involves the translation of national educational policies into school-based teaching and learning objectives and targets; preparation of syllabuses, schemes of work, time tables, schedules for meeting of the governing board, Parents/Teachers' Association, staff and others and planning long-term acquisition of relevant teaching and learning resources (including finances).

Teachers, parents, students and others should be involved in planning for the school. The school head must aim to manage an efficient and effective school through the process of planning effectively by achieving set objectives, and efficiently by using minimum resources to get maximum results in time.

Organising

Organising involves putting in order of priority and preference the resource available. An action plan is needed in which actions and activities are scheduled. The targets set should be quite easily attainable within a period of time. In Better schools, (Module two) organising is defined as "the preparation of up-to-date job descriptions for all employed staff by the head, and assigning roles, responsibilities and duties to staff and students. The head in organising should also arrange for the appointment of new staff and students holding responsible posts".

From the point of view of Koontz and O'Donnel (1976) organising is the "grouping of activities necessary to attain objectives, the assignment of each grouping to a manager with authority necessary to supervise it, and the provision for co-ordination horizontally and vertically in the enterprise structure. An organizational structure should be designed to clarify the environment so that everyone knows who is to do what and who is responsible for what result, to remove obstacles to performance caused by confusion and uncertainty of assignment and to furnish a decision-making communications network reflecting and supporting enterprise objectives"

In organising, an administrator has to deal with three aspects of work. First, he must identify and group work that must be done to achieve the objectives of the institution, then divide the work into parcels that can be performed by single individuals. Secondly, the administrator must define and delegate responsibility and authority, see to it that each individual

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knows exactly what work he/she is to do and what rights and powers he/she may exercise in doing it He/she should also decide on what to delegate and what not to delegate Finally, he/she should establish relationships. In other words, he/she must set up rules for teamwork to enable his/her people work harmoniously together under all possible circumstances. Again, Allen (1958) also defines organising as "a process of identifying and grouping work to be performed defining responsibility and authority and establishing relationship for the purpose of enabling people to work most effectively together in accomplishing objectives".

Directing

The process of directing involves co-ordinating, controlling and communication. The head needs to direct the implementation of plan. He should provide leadership by delegating duties and responsibilities to staff, and motivate them. What some have called "directing" others call stimulating or influencing and leadership. Fayol referred to it as "command". All these words connote the concept of making things happen through other people. This is the step or stage where the action starts and keeps the system moving towards its goals. This step is concerned with the authority that issues directives, consults and decides.

In order to direct human efforts towards set objectives, administrators should think in terms of issues related to orientation, communications, motivation and leadership. Administrators should communicate regularly and fully, by the most appropriate means, to all those with an interest in the

school about programmes, and hold formal and informal discussions with individuals and groups, including staff and students, and those outside the school, about all aspects of school life. The administrator also has a duty of controlling and co-ordinating the supply and use of resources.

Supervising

This element of the administration process is concerned with the effort of the administrator to guide the day-to-day operation of the organisation by stimulating, directing and co-ordinating the worker's personal relations so that all move collectively towards a more efficient performance of all the functions that lead to goal achievement. The supervisor should endeavour to create positive work environment and opportunities for teachers to experience psychological growth. This can be achieved if the head realizes that teachers like other humans, have a need for belongingness and so, need a place where they can interact freely with others without emotional strains. Good relationships and satisfaction of need on the job will motivate teachers to willingly contribute to the common cause by utilizing their own skills and abilities.

The head as a leader and supervisor is expected to hold frequent meeting with staff to discuss that problems and plans for action. At such conferences or meeting, whether individual or group, the head should create an easy but business-like atmosphere.

He/she should call for views and listen through discussions. At group meetings, answering questions should not be the exclusive affair of the

administrator, he/she should notice the particular interests, specialties and abilities of other members.

To assess the progress made in the school, a head of school must go round helping out and overseeing the work of his/her staff. This assessment will help him/her make an evaluation of the work done in the institution and take fresh decisions about administrative actions required. Evaluation should therefore be seen as an inevitable task for the supervisor/head, because the feedback got from the evaluation can be used for further planning. Koontz and O'Donnel (1976).

The supervisor has the responsibility to evaluating factors that affect instruction and other non-academics outcomes of schooling e.g. the goals of the school, the social climate within it, the organizational structure of the school, communication, the process of supervision and even the effectiveness of the teachers themselves. This agrees with the concept of control. Supervision and evaluation provide a means of control to check on the fulfilment of assigned tasks, and identify factors that enhance or inhibit the achievement of objectives Koontz and O'Donnel (1976).

Commonwealth Secretariat (1993) advises that "the head as a supervisor should also carry out self-evaluation to see how well he/she is doing. He/she should seek information on how well he/she organizes his/her work into a schedule that will be used to guide. He should also seek information on his inter-personal relationship. In supervising, the head should ensure that classes are held, and students' work marked, and check the schemes of work of

teachers, ensure the presence and punctuality of both staff and students, conduct a fair appraisal of all staff, which should include observations, discussions and written reports, and take stock and physically check the store and equipment of the school.

Evaluating

Evaluating involves collecting information at regular intervals about on-going programmes within the school and analysing it. Data collection can be in the form of general observation of students, seeking views through discussion groups, peer evaluation, interviews among others. The final part of management cycle is to assess the results and compare them with the set targets and objectives. The performance of all staff including the head should be assessed. This is because feedback is needed in the adjustment of future plans. Commonwealth Secretariat (1993).

The functions of the school head in evaluating are to prepare Annual Reports of the school, analyze examination results, reviews the performance of the school in all in-class and out-of-class activities, set targets for individuals, departments and the school, make new requests for better qualified teachers where necessary, and present financial statements and reports to the board of governors.

Allied to evaluating is the issue of controlling. This is an administrator's function of making sure that plans succeed. In other words it is the measuring and correcting of activities of subordinates to ensure that these activities are contributing to the achievement of planned goals.

Koontz and O'Donnel (1976) regard controlling process as one of the establishing standards against which performance can be measured, and deviations corrected from standards and plans. Controlling includes the functions severally defined as Reporting and budgeting used by Gulick (1937) "Evaluating" employed by the American Association of School Administrators (AASA) (1955) and Gregg (1957) and "Appraisal or Re-appraising" used by Fitchfield, (1956) and Campbell Bridges, Corbally, Nystrand and Ramsaver (1971).

Controlling aims at corrective actions necessary to ensure that organizational objectives are achieved.

Administrative Effectiveness

Effective school administration can be said to be the condition where successful and appropriate teaching and learning are occurring for all students and teachers in the school the morale of students, teachers and other school members is positive, and parents, other community members and the Ghana Education Service in our situation to be effectively fulfilling policies. For Barnard (1983) effectiveness is the accomplishment of recognized objectives of cooperative action so that a leader whose primary need is to achieve specific organizational goals would be judged as effectiveness. Effectiveness as defined in terms of production of good is comparable to goal achievement which is related to initiation of change which has been defined as behaviour in which one leader organizes and defines clearly his/her own role in relation to group activities. He/she plans

ahead, assigns tasks, establishes ways of getting things done and demands productivity.

Effectiveness can be defined in terms of the group's output, its morale and the satisfaction of members. Stogdill, (1950) Bass (1990), Hoy and Miskel (1996) expressed a similar view when they said the "leadership effectiveness has an objective dimension i.e. accomplishment of organizational goals, and subjective dimension i.e. perception evaluation of significant references". These perceptual evaluations include opinion held or judgments made by subordinates, peers and superiors. These people make appraisals of the leader's effectiveness that are very important to the administrator. Some of these appraisals will of course be based on the moral and satisfaction of members – e.g. students, teachers, board of governors, parents and the general community. Fiedler (1967) however suggests that in spite of these considerations, effectiveness should be determined primarily in terms of the task the group is to perform. He argues that, groups are formed primarily to perform some tasks and a group with low morale, or gives little satisfaction to members (or even exhibits both characteristics), but performs its mission will survive and continue to function while one that fails in its mission will disband no matter how high the moral and member satisfaction. Generally, leaders are appointed to achieve goals and they function in a way that ensures that both the group climate (including morale) as well as individual satisfaction relate to the set organizational goal. It is therefore, appropriate to see leadership effectiveness as a degree in which a leader succeeds in producing desired effect.

Evans (1970), House (1971) who propounded the Path-goal theory of leadership effectiveness, said the primary task of the leaders is to increase the effectiveness of the reward outcomes associated with performance and also help his/her men to see the relationship between the expected performance level (task goal) and the reward that they hope to get (personal needs). Accordingly, a leader is effective to the extent that he/she is able to

1. Influence and clarify this effort-performance-reward paths and help his subordinates to move along this path by providing necessary guidance, support or coaching and removing all barriers along the path.
2. Make satisfaction of subordinate needs contingent upon performance level desired by the organisation/institution.

The theory however recognizes some situational factors that can moderate the leader's effectiveness. These are the characteristics of the subordinates which include their personalities, attitudes, abilities among others, and environmental factors like position power and job characteristics. It advocates that the leader should clarify roles as role ambiguities frustrate and upset subordinates. When they do not know exactly what they are expected to do, they will have a low expectancy that their efforts will lead to their personal goals. To improve clarity, tasks should be structured and interaction between the leader and the led increased to ensure a facilitated movement along the path to task performance. All the same, the leader should structure reward in such a way that they will be contingent on good

performance. This is possible where the leader has substantial authority and power to manipulate rewards

The theories point to the fact that leadership effectiveness calls for perceptiveness in the leader. The leader has to perceive fairly accurately, the major elements in his/her environment-himself/herself, his/her task and the personnel otherwise leadership effectiveness will elude him/her

Mentorship / Mentee

To mentor someone means to give the person help and advice over a period of time, especially help and advice related to the person's job. Mentors are supposed to be experienced and trusted guides and advisers. Mentee is someone receiving professional guidance from a mentor.

The concept of mentorship and mentee can be explained as two people, one being the master craftsman imparting knowledge and skills to the other who is considered as a learner or apprentice. Mentorship and Mentee are two concepts which go together because you cannot talk about one without mentioning the other. In the school situation, the idea of a mentor and the mentee can be described as "a teacher teaching a teacher". However, mentoring only flourishes when it is perceived by educational managers as an important aspect of staff development rather than a tiresome burden to be landed on unwilling and unprepared shoulders. More often than not, teachers who are mentoring mentees see their job as an additional responsibility which should attract pecuniary reward. More specifically, becoming an effective mentor means helping

student teachers or mentees to make progress on the following important areas :

- i. acquiring and developing beginning competence in and commitment to these goals; attaining appropriate and secure subject knowledge; making that knowledge accessible and interesting to mentees; accurately, compassionately and diagnostically assessing their learning; good-naturedly managing their behaviour and learning; caring for and promoting their psychological and administration.
- ii. promoting their psychological, social and material welfare ; and dealing with routine administration.
- iii. possessing and applying a critical understanding of differing, learning, teaching, class management and pastoral theories and practices
- iv. finding ways to practise and promote social justice in their professional work, and thereby acknowledging that being a teacher requires ethical commitment.

Research into mentoring has come out with various findings. Teacher trainees or mentees expect their mentors to equip them with the necessary skills and knowledge to enable them become effective teachers. In a research, some of the skills that Oxford University Teacher Educators (H. Hagger, K. Burn and D. McIntyre, 1993) found student teachers value in experienced teachers include the following:

1. awareness of realities, practicalities, constraints
2. classroom control

- 3 dealing with individuals
- 4 knowing when to step in
- 5 opening routines
- 6 building habits with classes
- 7 tried and tested strategies for handling different situations
- 8 knowing how to turn academic knowledge into lesson content that
- 9 makes sense to the pupils
- 10 timing of a lesson
- 11 different ways of dealing with disruption
- 12 knowing what's going on and how to change tack
- 13 developing ways of interacting with a class and being able to respond
- 14 quickly to classroom events
- 15 marking and assessing
- 16 pitching work appropriately for pupils of different abilities (p 11)

Other researchers at Oxford University (Pollard, Nardi and Gosselin, 1994) found that five mentor activities in particular were rated to be valuable (i.e. 80 percent or more of formal mentors or mentees also responded to a questionnaire (response rate 60 percent)). To quote directly from this research these are the six most valued mentors activities:

- (1) observing mentees and providing feedback (87 percent)
- (2) discussing with mentees teaching methods for their subject (83 percent)

- (3) planning individual mentees' programmes for teaching and learning and discussing their progress (82 percent)
- (4) discussing with mentees lessons they have observed in school (80 percent)
- (5) organising mentees' timetable (82 percent) (pp 11-12)
- (6) Additional research (Black and Booth 1992) into the views of student teachers on the guidance they received from their mentors revealed that
- (7) constructive criticism, in the form of "non-threatening evaluative feedback" is
- (8) welcomed Student teachers need to know how to improve their developing skills so don't be unhelpfully "over protective"
- (9) structured opportunities for learning are valued (p 12)

The discussion has examined the actual roles expected to be played by mentors and at the same time highlighted the expectations of mentees, from their mentors. At the beginning of their teacher education programme mentees or student teachers understandably expect their mentors to supply "basic survival" strategies. In that context, how to start a lesson, how to take a register and how to deal with misbehaviour, are especially important. Tried and tested tactics have their place and they offer confidence and security to both teachers and teacher trainees. But as the course proceeds, student teachers must be given opportunities to experiment to try out the advice that has been dispensed, to begin to cultivate their own personal

style, and to reflect upon the outcomes. In short, they must be allowed some original thoughts. In conclusion, one's job as a mentor is to help student teachers to become competent and reflective practitioners who, when they achieve qualified teacher status, are prepared and ready to enter a profession that makes a difference.

Supervision as an Important Tool in the Implementation

Process of the in-In-Out Programme

Supervision has been treated earlier in the presentation as one of the elements of the administration process. However, emphasis should be placed on supervision since the success or otherwise of any programme depends on effective supervision by the implementers. The in-in-out programme dwells on collaborative efforts of the key players. The supervisory roles inherent in the programme among the key players cannot be underestimated.

According to Musaaazi (1985) supervision is primarily concerned with actions taken to ensure the achievement of instructional objectives. Musaaazi, therefore defines supervision as "all actions taken to improve or ensure the achievement of instructional objectives when teaching and learning are in progress". Here supervision is seen as a developmental approach where a practitioner assists a client to carry out an assignment more easily and effectively in order to achieve improved results. Supervision therefore concentrates on improving the quality of instruction.

Neagley and Evans (1970) posited that supervision is a positive, dynamic and also democratic action designed to improve instruction through the continued growth of all concerned individuals, children, teachers, supervisors, administrators and parents or any other lay persons". In the view of Neagley and Evans, supervision is a process which should be a regular feature in the school administration. Being democratic, all concerned individuals have a say or a part to play to bring about success, or the achievements of instructional objective.

Musaazi supports this view when he writes that supervision is carried out consistently and continuously as a process of guidance, based on frequent visits which focuses attention on one or more aspects of the school's work and its organisation (1985).

In Ghana, supervision in our schools leaves much to be desired. Instead of supervision being supportive, it takes the form of monitoring, inspection and evaluation. It is therefore not limited to the supportive formative process of helping the teacher to get the needed feedback. Hence the feedback regarding the effectiveness or otherwise of his work from a facilitator to help him develop more effective strategies to improve his work is not obtained.

In the Ghanaian educational system, there are two types of supervision of instruction. These are the internal and external supervision. The internal supervision is carried out by Headmasters, Headteachers and Principals who are the resident supervisors. These internal resident

supervisors vet teachers' lesson plans and monitor their teaching in class. They also check the use of contact hours, punctuality and attendance of teachers and pupils. The heads scarcely do evaluation of their staff nor provide support in the form of in-service training, demonstration lessons and conferences with their teachers to help sharpen their skills and also adopt effective teaching methods.

The heads are often too busy to do any effective internal supervision since many of them are also classroom teachers especially in the Basic schools. The external supervisions are carried out mainly by circuit supervisors and officers from the Inspectorate Division (Regional and Headquarters).

They work as non-resident supervisors. They concern themselves with data collection, inspection and evaluation of schools. Monitoring takes the form of supervisors making routine visit to school to check teachers' attendance, punctuality and make them adhere to instructional hours. A discussion of the state of supervision in Ghana may not be complete if sight is lost of the doses of supervision being injected by the different interventions in various educational institutions, especially in some basic schools in Ghana. Some Non-Governmental Organizations (NGOs) like USAID through the Quality Improvement in Primary Schools (QUIPS) have embarked on series of supervisory activities in some selected primary schools throughout the country.

Equally important are the supervising roles played by the Whole School Development(WSD) towards educational progress in some Basic schools in the country. Under the WSD programme, in-service training has been given to some teachers of English and Mathematics, by the District Teachers' Support Team(DTST) in various districts in the country. With funding from WSD, the District Directorates organize workshops for headteachers and some teachers in the teaching of English and Mathematics.

Undoubtedly, supervision is the vehicle through which the aims and goals of education could be reached. It is the bond that glues the human resources activities of any organization. Supervision will ensure that individuals contribute meaningfully to the attainment of organizational goals and provide feedback in anticipation of improved future performance. It is therefore proper to give the supervisors enough academic and professional training, resource them fully and motivate them for effective supervision, retention of supervision staff and sustainability of the instructional supervision process. The success or otherwise of the in-in-out programme depends on effective supervision by the key players who play supervisors roles.

A Review of Teacher Education in some English-Speaking African Countries

"If education is to meet the demands of our time and of the coming decades, the organization, content and method of teacher education

must constantly be improved.”(International Conference on Education, UNESCO, 1975) Post independence Africa saw many countries taking up the challenge and came out with educational policies and programmes which will move their individual countries forward in development. In Ghana, various educational reforms have taken place after independence in search for new educational strategies and concept which will help to produce the required manpower needs of the country. Similarly other African countries faced with the problem of ever-increasing numbers of untrained and unqualified teachers had to strategize to solve this problem. Quality teacher education is essential to any meaningful educational reform aimed at meeting the demand of the ever-changing society. However, there are various approaches to improving the quality of teacher education. In Ghana the problem is essentially tackled at the Teacher Training College level where teachers are produced to man the basic schools, hence the introduction of the new approach, “in-in-out programme”.

On the other hand, there are other approaches such as “In-Service Education and Training”(INSE-T) where the problem is tackled with teachers already in the service. The fact is that whichever approach is adopted the aim is to improve quality teacher education. In this presentation, the review of teacher education in some countries in Africa has been focused on Nigeria, Zimbabwe, Lesotho, Uganda, Swaziland, Liberia and Sierra Leone. The selection of these countries for the review is based on the fact that these countries chose the same path or approach in training teachers to

become fully qualified to teach in the basic schools. The INSET Africa Project, a research body under the auspices of International Conference on Education, UNESCO, conducted a research involving thirteen countries, each one nominating a national researcher, came out with the finding that the countries mentioned above chose the same path to improving teacher education. The thirteen countries include: Botswana, Gambia, Kenya, Lesotho, Liberia, Malawi, Nigeria, Sierra Leone, Swaziland, Uganda, Zambia and Zimbabwe. There has been a search for an effective system to improve teacher education by various governments in Africa. These countries were faced with two approaches or paths to training teachers to become fully qualified to teach in the basic schools. The two paths were : either qualified teachers are given in-service education and training (INSET) activities designed to make them certificated teachers or INSET activities for unqualified teachers to enable them compete for entry into the conventional "pre-service" colleges on the same terms as school-leaver applicants The countries selected for the review chose the first path. Particular programmes of in-service training were put in place in these countries which led to certification. These were:

- (a) Lesotho: Lesotho In-Service Education for Teachers (LIET)
- (b) Liberia: Extension School Centres.
- (c) Nigeria: Teacher In-service Education Programme (TISEP) and National Teachers' Institute (NTI)
- (d) Sierra Leone: Freetown Teachers' College

- (e) Uganda: Grade III In-Service Colleges
- (f) Zimbabwe: Zimbabwe Integrated Teacher Education Course (ZINTEC)

These institutions were entirely responsible for training teachers in their respective countries.

In terms of organisational structure, the Ugandan, Liberian schemes operate in exactly the same way as a conventional pre-service college (i.e. with a permanent complement of staff working only on the campus) If there is any follow-up of the trainees back in their schools, this is done by the Inspectorate Division as part of their routine duties In the case of Teacher In-Service Education Programme (TISEP) in Nigeria, trainees are registered with a centre staffed by a full-time TISEP Co-ordinator However, the annual residential attachments of six weeks are staffed by temporarily recruited college lecturers, inspectors and secondary school teachers. In Swaziland the college tutors by contrast, are responsible for going into local schools with their trainees once per week during the residential sessions and then for visiting them a further three times when they are back in the schools they came from The "field tutor" element of Zimbabwe Integrated Teacher Education Course (ZINTEC) is organized somewhat differently: at the end of a residential session seven of the tutors go into the field as field tutors, the plan being that ZINTEC staff work both in college and out in the schools on a revolving basis However, the system is difficult to administer because specialists in practical subjects cannot be adequately exploited in the field and secondly because the

majority of tutors are reluctant to move off the campus for domestic reasons. Arrangements in Lesotho are a mix of those in Swaziland and Zimbabwe. Tutors based at National Teacher Training College (NTTC) in Maseru make periodic visits "to the interior" but a permanent network of field tutors also exist, these people having the dual function of supervising both INSET trainees (usually one week - end meeting per month) and the intern from the NTTC who spend the entire second year of their three-year course out in the schools.

In the Swaziland scheme it was the college tutors who wrote the correspondence assignments. This is true in Lesotho for the so-called "method" subjects and "Education", but for the "academic" subjects the materials are produced by the Lesotho Distance Teaching Centre ZINTEC and TISEP and NTI in Nigeria have central teams of correspondence-course writers. Teachers' opportunities for obtaining feedback on their performance in the correspondence component would appear to be good in Lesotho because individual assignments are discussed at the monthly meeting with local field tutor. In Nigeria on the other hand, teachers merely receive written comments on their work.

It is clear from the foregoing that some policy measures were put in place by various governments to upgrade teachers so that they can deliver. The approach chosen by the countries whose system of teacher education has been reviewed appears to be putting less pressure on the government in terms of funding as compared to the approach in Ghana.

Attitudes of Key Players a Theoretical Review

This portion of the literature review is concerned with the examination of the attitudes of the key players in the "out" programme. A theoretical review of attitudes could be used as a foundation for development of the report. An attempt is made to relate issues of the "out" programme to attitudes of the college head and the key players and their respective roles in the implementation process. Someone's attitude to something is the way that one thinks and feels about it, especially when this shows in the way one behaves (Collins Cobuild, 2003). This definition alone attests or confirms the inkling of the writer that attitudes of administrators towards any programme could be positive or negative. According to Davis (1968) "attitude is an inferred entity, something which is not measured directly but rather deduced from observable data". He goes on further to say that attitudes imply some sort of tendency to act towards the object for which they are held. It could be inferred from the above that attitude determines what a man or woman will do or say in particular situations and what he/she will enjoy or dislike.

Evans (1965) says that "Attitudes provide patterns of behaviour and aid in taking prompt actions in particular circumstances without having to decide every time, how to act". Fishbein and Azzen (1975) agree with the view, stating that "Attitudes are predispositions and the latent of underlying variables which are assumed to guide or influence behaviour". Having defined attitude, it will be prudent to examine some of its characteristics.

The characteristics of attitudes as recognized by Remmers and Gage (1955) are as follows

- i. Attitude is linked to the emotions. It has characteristics of "feeling" which makes it different from rational intellectual operations
- ii. It is directed at something, thus, it becomes meaningful only when it is considered in relation to some object
- iii. Attitude has direction. It is either for or against the object, or influence a favourable or unfavourable reaction towards the object
- iv. It has an effect on behaviour and, finally
- v. It is learnt

These characteristics make it abundantly clear, that attitudes affect human behaviour. That irrespective of the importance of ones area of specialization, and administrator, depending on mood swings, could view a particular programme as satisfactory or not, could even provide encouragement and motivation, or discouragement and demotivation. Besides, since attitudes have directions, these could be directed at any of the people involved with the programme. What do some learned ones say about attitude? Is it true that attitude could be acquired?

According to Evans (1965), some environmental influences in the attitudes of people may be an institution such as school or church or club which they belong. This means that peoples attitudes may be modified or not, depending on who is making the attempt to influence them. Another

factor that has been found to influence attitude changes is the manner of presentation of information. The manner or methods used in the presentation play a role in determining whether or not the recipient would enjoy the subject.

Because attitude is largely a feeling, it was found to be more effectively changed by appealing to the emotions than by providing factual information. The themes about the development and modifications of attitudes indicate that changes in attitudes may be due to a variety of causes. It is important for administrators of Teacher Training Colleges to know about how attitudes can be modified and aimed at providing those variables that are influential in bringing about the desired attitude in the players of the "out" programme.

The functions of an educational administrator also make him/her so powerful and an almost indispensable figure hence making it imperative to examine these functions which are often influenced by his/her attitudes. Educational administrators plan and take decisions. They set educational goals and develop strategies to reach the goals. They take decisions on material, monetary and human resources. Again, they plan the programme of learning and teaching and resolve conflict between staff, learners and school. Educational administrators organize routine matters and learners' activities and assign task for staff and learners. Besides, they establish an organizational structure and procedure for accomplishing educational goals.

Good human relations is another attitudinal trait in administrators. The complexity of human relationship and in this context, the relationship between the administrator (the college head) and the key players of the "out" programme must be recognized. Recognizing and accounting for these relationships become an important factor in the consideration of management policies.

Allan Lacey says that the posture and manner of the administrator determine the climate and create the atmosphere in which work is being done. When the conditions created by the process of action itself are favourable, a positive moral has been generated that facilitates effort.

In the literature review, an attempt has been made to examine how administrative techniques and general attitudes of the implementers and the key players of the "out" programme may affect the programme positively or negatively.

Summary

The success of the "out" component of the in-in-out programme dwells heavily on the quality of leadership and administrative skills exhibited by the key players in charge of its management. As discussed exhaustively in the literature review, whatever the challenges are in the implementation process, if the administrative skills are fully employed, much of the problem could be surmounted. However, one should not lose sight of the fact that individuals are often appointed or elected to assume leadership roles without regards to whether or not they possess any

specialized training and requisite skills for the job they are being called upon to do. The job of heads of institutions for instance has necessarily become more involving, more complex and more demanding but appointments are invariably made without taking into consideration any formal administrative training. From the foregoing, it is envisaged that, for the "out" programme to succeed, the college administrator and the key players of the programme will need more expertise, increased knowledge and specialized skills in administration and in addition collaborate effectively while they perform their individual roles assigned to them.

CHAPTER THREE

METHODOLOGY

This chapter deals with the overall strategy used in carrying out the research. No methodology in a research depends on one approach merely because it is labelled quantitative, qualitative, ethnographic survey, case study, action research or whatever. Some approaches depend heavily on one type of data collecting method but not exclusively. In much the same vein, it is expected that a research study using questionnaire would be quantitative but then its qualitative features cannot be underscored. The purpose of this chapter is therefore to present the logical procedures employed in descriptive research. It includes the description of the population and samples, the instrument designed for data collection, the sampling procedures, the method of data collection and data analysis.

Research Design

The study adopted a descriptive survey research design to carry out the investigation. This approach of research specifies the nature of a given phenomena. It determines and reports the way things are. Descriptive survey, thus involves collecting data in order to answer research questions concerning the current status of the subject (Gay, 1992). The purpose of selecting descriptive research approach is that it lends itself for the researcher to observe, describe and document all aspects of the situation as they exist on the ground.

Rationale for the Design

The descriptive survey design was selected for the study so that a proper analysis of the problem at hand could be carried out to obtain a detailed and comprehensive description of the problem. In this case, the problem at hand could be well understood. The study will identify the key players involved in the in-in-out programme and examine the various roles and the challenges they go through in the implementation process.

Strengths and Weaknesses of the Design

According to Best and Khan (1998) descriptive research is concerned with the conditions and relations that exist in determining the nature of prevailing conditions, practices and attitudes, opinions that are held, process that are going on or trends that are developed. Amedahe (2002) also maintains that in descriptive research accurate description of activities, objects, processes and persons is the objective. Since the variables in the study are human beings, there is bound to be strengths and weaknesses inherent in it. The strengths are that the population for the study could be identified and easily assessed. Data could be collected and easily analysed. However, there are weaknesses associated with the study. The study is about human beings whose behaviours are unpredictable. The accuracy of the responses to the questionnaire will invariably depend on the frame of mind in which the respondent will find himself or herself at the time of responding to the questionnaire. Furthermore, it will also depend on the one's understanding of the questions posed in the questionnaire.

No matter how clear and unambiguous the nature of the questions, all the responses cannot be hundred percent correct.

Population

The target population for the study consisted of teachers in the basic schools where teacher trainees undertook their practice teaching in the Bibiani Anhwiaso Bekwai District. The population also included chiefs, elders and opinion leaders in the various communities where teacher trainees carried out the school attachment programme. Also included are the student trainees (mentees) who are direct participants of the programme and link tutors from the college. Finally, the Principal of the Training College involved in the programme was included in the population.

Sampling

According to Best and Khan (1999), the ideal method of selecting sample for a survey is random selection, letting chance or probability in determining which members of the population to be selected. It was deemed necessary to have representatives from all the towns and villages where teacher trainees practised. The decision was to select a sample of 30 out of a total of 100 mentors. From statistical point of view, this sample is a true representation of the population since the selection was based on purposive sampling. The lead mentors who are headteachers of the basic schools were 20 in number and were all included in the population because of its small size. Similarly, all the chiefs, elders and opinion leaders in various communities where the mentees resided were 25 in

number and so they were all used for the study In the same manner, all the link tutors who were 12 in number were used for the study. Finally out of 200 student trainees (mentees) 50 were randomly selected for the study

Rationale and Selection Procedure

The population selected for the study are the key players of the "out" component of the in-in-out programme The study could not have been possible without these groups of people In selecting the sample of mentors and mentees, the lottery method was used The following steps were taken ;

- i. Separate lists of all mentors and mentees was obtained
- ii. A serial number was assigned to each name
- iii. The serial numbers were written on pieces of paper and dropped into two separate boxes, one for the mentors and the other for the mentees.
- iv. After shaking the boxes thoroughly, a child was engaged in picking the numbers without replacement until the required number for each of the two groups was obtained

The rationale of adopting this method was to ensure that there was no bias in selecting the sample Each member of the population had an equal chance of being selected for the study

Pilot Test

In order to ascertain the suitability of the questionnaire the α_j proved instruments was pre-tested on a group of 30 people selected randomly from

the sample for the study. This exercise was carried out two months ahead of the main study in a different District other than where the main study took place. The purpose was to refine and check on the clarity and suitability of questions

A pilot study permits a thorough check on the planned statistical and analytical procedures, thus allowing an appraisal of their adequacy in treating data. Needed alterations were made in the data-collecting methods, so that in the main study data could be analysed more efficiently. It greatly reduced the number of treatment errors because unforeseen problems in the pilot test were overcome and this helped in redesigning the questionnaire for the study.

Data Collecting Instrument

In a descriptive research data may be obtained through a variety of techniques. These include observation, questionnaire, test, interviews and attitude scale. However, in this study the main instrument used in gathering data was questionnaire. A questionnaire consists of a list of questions or statements relating to the aims of the study, the hypothesis and research questions to be verified and answered. A questionnaire was used to collect data for the study. A questionnaire has a high rate of reliability that can be obtained from self-administered survey. Questionnaire also simplifies the stage of data analysis as information obtained is well organized. After intensive review of literature, the questionnaire was designed based on the following:

- a. the research questions
- b. the salient points in the literature review
- c. the analytical frame work

In summary, the questionnaire content was based upon the purpose and further, defined focus of the research study. Usually, in developing a questionnaire, it is important to begin with the purpose of research questions and continually check and re-check the relationship of questionnaire items to the criterion and research questions. The researcher was constantly guided by this principle in preparing the questionnaire.

The structure of the questionnaire is in three parts. The first part labelled Part I deals with the background of the respondent. The second part dubbed Part II seeks information about school practice. The questions are designed to seek information about what actually takes place in the school (i.e. activities performed daily by the key players – lead mentor, mentor and mentees). Finally the third part deals with prospects and challenges of the “out” programme. Here, respondents are to express their opinions about the general conduct of the “out” programme. An example of one of the questions posed to the mentors is, “Does the District Directorate of Education offer any support to your school because of the presence of trainees? [] Yes [] No

Data Collection Procedure

The questionnaires were administered by the non-mail questionnaire method, in other words, they were delivered personally to the respondent. The questionnaires were filled in the presence of the researcher. This made it possible to explain to respondents issues which were not clear to them. The questionnaires were collected by the researcher on the same day soon after respondents have duly completed it. It took seven days to administer and collect the questionnaires.

Data Analysis

Each item in the questionnaire was treated as a separate entity and analysed independent of the other Questions which demanded a "Yes" or "No" answers were grouped and comparative percentage calculated. The higher percentage of responses to various questionnaires were taken as adequately valid or reliable. Some of the questions required the experience and observation of the respondent and others demanded personal views and suggestions. Generally, simple calculations of percentage was used as the main statistical method in analysing the data.

CHAPTER FOUR

FINDINGS AND DISCUSSION

This chapter presents results, analysis and discussion of the data collected for the study. In all, there were one hundred and thirty-eight (138) respondents. The breakdown is as follows:

Lead Mentors	20
Mentors	30
Chiefs, Elders and Opinion Leaders	25
Link Tutors	12
Mentees	50
Principal	1

The main tool used in collecting data was questionnaire. The respondents were given questionnaire to complete in presence of the researcher and soon after respondents have provided answers to the questions, the questionnaire were collected back.

Provision of Rent-Free Accommodation to Trainees

How Sustainable is this Requirement to Support the Programme?

To find out how sustainable accommodation could be provided free of charge to the teacher trainees, the views of all the key players of the programme were sought. Table 1 below gives a summary of responses by chiefs, elders and opinion leaders, lead mentors, mentors and link tutors.

Table 1**Sustainability of Free Accommodation to Mentees**

Respondents	Response								Total
	Agree		Strongly Agree		Disagree		Strongly Disagree		
	N ₂	%	N ₂	%	N ₂	%	N ₂	%	
Lead Mentors	-	-	-	-	-	-	20	100	20
Mentors	3	10	-	-	7	25.33	20	66.67	30
Link Tutors	-	-	2	16.67	2	16.67	8	66.67	12
Opinion Leaders	-	-	-	-	7	28	18	72	25

From Table 1 it is very clear that majority of the respondents disagree with the practice of offering free accommodation to mentees and therefore did not consider the gesture sustainable. The lead mentors who are the headteachers of the schools have spoken with one voice. All the 20 lead mentors representing 100% who responded, strongly disagree that the practice of offering free accommodation is sustainable. Similarly, the mentors who are working hand-in-hand with the lead mentors held the same opinion. Out of 30 respondents, 20 of them representing 66.67% did not find the practice of free accommodation sustainable.

Interestingly the link tutors who invariably visited the schools weekly and are in touch with realities of situations on the ground, have towed the same line with the mentors. Twelve link tutors responded and out of this number, eight of them representing 66.67% were of the opinion that the practice of free accommodation is not sustainable. The chiefs, elders and opinion leaders in the communities have a vital role to play in

providing accommodation for mentees. Out of 25 opinion leaders who responded, 18 of them representing 72% are of the opinion that the practice of free accommodation to mentees is not sustainable. It can be deduced from the study as indicated in Table I that free accommodation to mentees is not sustainable. The "out" component of the in-in-out programme is likely to run into problem if this practice should continue. As the programme began in the communities for the first time, they would like to offer free accommodation to mentees, but with the passage of time, due to hard economic and social problems, they would like to withdraw this facility offered to mentees.

The issue of whether accommodation to teacher trainees should be free or not does not arise at all with the system of teacher education as practised by some English-speaking African countries as reviewed in the literature. In that system, teacher trainees are solely untrained teachers already in the service, who are invited to established centres located in the country for in-service education and training. By this approach, the problem of accommodating teacher trainees does not arise, unlike the "in-in-out" approach where trainees are made to look for accommodation in the community.

Assessment of Orientation Organized for Trainees before Posting

Teacher trainees underwent orientation in the college before they were posted to the schools. This exercise afforded them the opportunity to be abreast with the "Dos" and the "Don'ts" of the communities they would

be residing in to teach Specifically the orientation dealt with a number of issues under the following headings

- (i) Living in a new community Implications for teacher trainees
- (ii) Planned activities for teacher trainees
- (iii) Completion of course and certification.

To find out the effectiveness of the orientation, the views of the link tutors and the Principal were sought Table 2 below gives a summary of responses by link tutors and the Principal of the college

Table 2

Assessment of Orientation given to Teacher Trainees

Respondents	Response								Total
	Very Good		Good		Satisfactory		Unsatisfactory		
	No.	%	No.	%	No.	%	No.	%	
Link Tutors	4	33.33	8	66.67	-	-	-	-	12
Principal	-	-	1	100	-	-	-	-	1

From Table 2 there is no doubt about the good orientation given to teacher trainees before they went out for the school attachment Out of 12 link tutors who responded, eight of them representing 66.67% assessed the orientation exercise as good while the remaining four representing 33.33% assessed it to be very good In the opinion of the Principal who also responded, the orientation was good As indicated earlier in the discussion, the orientation exercise is meant to prepare teacher trainees so that they could fit in well in their various communities and have an insight into the

work they would be doing. The challenge here is getting the full co-operation of the staff involved in the orientation exercise to play their roles. Deduction from the study indicated that the orientation organized for teacher trainees before their departure from the college was effective. This is due to effective supervision displayed by the Principal as an administrator by being in regular contact with tutors and other stakeholders involved with the programme.

According to Neagley and Evans (1970) supervision is a positive, dynamic and democratic action designed to improve instruction through the continued growth of all concerned individuals, children, teachers, supervisors, administrators and parents or any other interested persons. In their view supervision is a process which should be a regular feature in the school administration.

Prevailing Conditions in Schools and Communities Selected for "Out" Programme

It is expected that conditions prevailing in schools and communities where trainees would practise should be those that will promote effective teaching and learning. However, conditions are normally not permanent and are likely to change. In the study an attempt was made to find out the prevailing conditions in the schools and communities where trainees practised. To find out the prevailing conditions in the schools, the views of the link tutors, lead mentors, mentors and mentees were sought.

Table 3 below summarizes the responses given by the key players of the programme as regards prevailing conditions in the schools.

Table 3

Prevailing Conditions in the Schools of Attachment

Respondents	Response								Total
	Very Good		Good		Satisfactory		Unsatisfactory		
	N _o	%	N _o	%	N _o	%	N _o	%	
Link Tutors	-	-	9	75	3	25	-	-	12
Lead Mentors	3	15	10	50	7	35	-	-	20
Mentors	5	16.67	18	60	7	23.33	-	-	30
Mentees	6	12	16	32	24	48	4	8	50

From Table 3, out of 12 link tutors who responded nine representing 75% considered the selected schools to be good in terms of trained staff and learning resources. Indeed only three link tutors representing 25% were of the opinion that the schools are just satisfactory. Lead mentors who rated their schools to be good are 10 representing 50% while the mentors who also held the same opinion are 18 representing 60%. However, the mentees who are teaching in the schools saw the schools different. Among 50 mentees who responded six representing 12% rated the schools to be very good in terms of staff and learning resources. Sixteen representing 32% rated the schools to be Good while 24 representing 48% considered the schools to be Satisfactory. However, there are four mentees representing 8%

who felt that the schools in which they are practising are not satisfactory in terms of staff and learning resources.

However, on the whole, the study has shown that conditions prevailing in the schools were good for a smooth teaching and learning to take place. The achievement of such conditions in the schools to enhance teaching and learning is due to good administrative practices by heads of such schools. As administrators, the headteachers should display managerial skills and forge a good human relations with their staff to achieve the goals of the school.

According to Walton (1969) the work of the administrator is to get things done through the efforts of other people. This means that the administrator makes it possible that others performs the actual task.

Prevailing Conditions in the Communities of Attachment

To achieve quality education, the community in which the school is located should work in harmony with the school in the upbringing of pupils. The school, like any other facility in the community, e.g. health post, belongs to the community. The community maintains, sustains its existence and keeps it running for the direct benefit of all children in that community. The headteacher and the circuit supervisor should see the members of the community as partners in the educational development of the child. There should therefore be a healthy relationship between the teachers and members of the community. However, as trainee teachers stay

in the community for a period of one academic year, conflict are likely to occur between them and the youth.

Hellriegel (1992) explained that conflicts refer to any situation in which there are incompatible goals, thoughts, or emotions within or between individuals or groups that lead to opposition. In this study, an attempt has been made to find out as to whether conflicts do occur between teacher trainees and the youth as they stay in the communities for a period of one academic year and if they do occur, how they are resolved.

To find out whether or not conflicts do occur the views of all the key players of the programme were sought. These are, lead mentors, mentors, chiefs, elders and opinion leaders, link tutors and mentees. The views expressed by the key players of the programme are summarized in Table 4 below.

Table 4

Opinion about Whether Conflicts Do Occur in the Communities

Respondents	Number Responding		Number Responding		Total
	Yes	%	No	%	
	Mentees	-	-	50	
Lead Mentors	-	-	20	100	20
Mentors	-	-	30	100	50
Opinion leaders	-	-	25	100	25
Link tutors	9	75	3	25	12

In Table 4, opinion expressed by respondents is very interesting. Whereas the mentees, lead mentors, mentors and opinion leaders who are resident in the communities held the views that there are totally no conflicts in the communities, the link tutors who visited the schools from time to time have a contrary view. Out of 12 link tutors who responded, 9 representing 75% held the view that there are conflicts in the communities between trainees and the youth and three representing 25% said there are no conflicts.

It could be inferred from Table 4 that there are no conflicts at all in the communities. However, the link tutors have witnessed some conflicts, implying that what constitutes conflict to link tutors may be termed differently by the key players resident in the communities. In any case, should any conflicts occur in the communities, the link tutors are to co-operate with lead mentors and opinion leaders in the community to resolve them.

The study has made it clear that there were no conflicts between the trainees and the youth in the communities, thus implying that there was co-operation and understanding among the key players of the programme.

According to Van Meter and Van Horn (1975) if implementers of a policy are negatively disposed to a policy and its goals, they may fail to play their roles faithfully in the implementation process. In this respect, members of the communities as well as other key players of the programme have proper understanding of the programme and would like to contribute to its success.

Effectiveness of Supervision, Professional and Academic Guidance offered to Mentees by Lead Mentors and Mentors

Teacher trainees need a lot of guidance so that they can stay successfully in the communities and schools to which they are assigned to teach as well as study without experiencing difficulties. To achieve this goal, mentees are attached to experienced and competent teachers who are referred to as mentors to support them. In order to find out the type of support offered to them, the views of mentees were sought. Table 5 below gives a summary of responses given by mentees.

Table 5
The type of Professional and Academic Support offered to Mentees

Type of Support	No Responding	Percentage Responding
Lesson Preparation and Delivery	20	40
Vetting of Lesson Plan	12	24
Preparation of TLMs	6	12
Others	12	24
Total	50	100%

To assess the effectiveness of support offered to mentees by the mentors, mentees and link tutors who visited the schools regularly to supervise and assess mentees' work were consulted. In this respect, the

effectiveness of lead mentors and mentors' support to mentees was measured as how often they stayed in the school and in the classroom to offer such support.

Table 6 below summarizes the views expressed by link tutors and mentees about the effectiveness of support mentors offered to mentees

Table 6

How often Lead Mentors and Mentors Stayed in the School

Respondent	Regularly		Very Regularly		Seldomly		Very Seldomly		Total
	N _e	%	N _e	%	N _e	%	N _e	%	
Link Tutors	7	58.33	1	8.33	3	25	1	8.33	12
Mentees	30	60	8	16	10	20	2	4	50

Information provided by Tables 5 and 6 will assist to have an idea about the effectiveness of support offered to mentees by lead mentors and mentors.

From Table 5 the type of professional and academic support offered to mentees included Lesson Preparation and Delivery, Vetting of Lesson Plan, Preparation of Teaching Learning Materials (TLMs) and other forms of guidance/support. Mentees who benefited from Lesson Preparation and Delivery were 20 representing 40%. This percentage is quite low and gives an indication of mentors' attitude to work and the type of support being offered to mentees. Vetting of Lesson Plan is a duty performed by lead mentors. It is incumbent on lead mentors to vet and discuss the lesson plans prepared by mentees. From Table 5 mentees who benefited from vetting of lesson plan were 12 representing 24%. This is quite discouraging

because it is a reserved duty for lead mentors This is an indication that most of the lesson plans prepared by mentees were not vetted by the lead mentors. For the preparation of TLMs, six mentees benefited representing 12%. Again, this percentage is woefully inadequate and shows how mentees are not being supported in this direction Finally other form of support mentees benefited from was 12 representing 24% Professional and academic support depicted by Table 5 is not encouraging. The effectiveness of the support depends largely on how often lead mentors and mentors stayed in the school to mentor mentees.

From Table 6, out of 12 link tutors seven of them representing 58.33% considered lead mentors and mentors to be regular at school. However three link tutors representing 25% said mentors seldomly stayed in the school. The mentees who are always with the mentors have a similar opinion with link tutors Out of 50 mentees, 30 of them representing 60% felt that lead mentors and mentors are regular in school while 10 representing 20% were of the opinion that mentors seldomly stayed in the school.

Deduction from Table 6 is that regularity of mentors at school is not encouraging and therefore the effectiveness of their professional and academic support to mentees is questionable. The study has revealed that teacher trainees have not received adequate professional and academic training in their schools. In a research conducted by Oxford University Teacher Educators, (H. Hagger, K. Burn and D. McIntyre, 1993) student

teachers value the following in experienced teachers who played the role of mentors: consistency of teaching practices, consistent class schedules, daily lesson planning, taking time to step in building habits with classes during 1st or lesson planning and assessing, to mention a few.

Similarly, an earlier research conducted at Oxford University, Rothwell, Nardi and Meyer (1996) found that the most valued characteristics were: highly visible classroom management, consistent teaching and grading, frequent feedback, consistent use of teaching methods, frequent projects, planning individual teacher programs for teaching and learning, and discussing teaching practices with colleagues. The least valued characteristics were: consistent use of classroom management, consistent use of teaching methods, consistent use of grading, and consistent use of projects. The researchers also noted that the least valued characteristics were not valued because teachers had most of the time not had experience with such characteristics.

Availability of Necessary Logistics to Support the Program

The availability of the necessary logistics to support the program is one of the necessary conditions for the program to be fully effective. Teachers have to go through college-based orientation before their first placement in school. Each school has to be prepared to receive the new teachers and to expect the necessary resources for the program.

In the second phase, the program is implemented in the first year of the expected years from Teacher Education Department. The program is implemented in the schools selected by the department. The program is implemented in the

be supplied with teaching and learning materials by District Directorate of Education to enhance teaching and learning. To ascertain the availability of the necessary logistics mentioned above to support the programme, the study found out the views of lead mentors, mentors, mentees and link tutors. Table 7 below gives an indication of how the programme is being supported with the necessary logistics

Table 7

Support given by District Directorate to the Programme

Respondent	Response				Total
	Support		No Support		
	N ^o	%	N ^o	%	
Lead mentors	4	20	16	80	20
Mentors	6	20	24	80	30
Mentees	5	10	45	90	50
Link tutors	3	25	9	75	12

From Table 7, it is abundantly clear that the necessary logistics required from District Directorate of Education to support the programme are not supplied. The response given by the respondents indicating that no support of any kind was given to the programme ranges from 75% to 90%. This is an indication that the necessary logistics are not made available to support the programme

Further to support the programme is the supply of Distance Learning Materials (DLMs) to mentees for their work-study conferences. The study used the mentees and the link tutors as well as the Principal of the college to find out

whether or not DLMs are supplied to mentees to support their studies Table 8 below gives a summary of the responses given by the mentees

Table 8

Supply of Distance Learning Materials to Support the Programme

Respondent	Response				Total
	Adequate (Yes)		Adequate (No)		
	No	%	No	%	
Mentees	7	14	43	86	50

It is obvious from Table 8 that the supply of Distance Learning Materials was not adequate. Out of 50 mentees who responded, 43 of them representing 86% held the view that the supply of DLMs was not adequate. The link tutors' views were also sought about how they assessed the supply of DLMs in all subject areas. Table 9 below gives an indication of how this requirement was met

Table 9

Assessment of the Supply of DLMs to support the Programme

Respondent	Response								
	Very Good		Good		Satisfactory		Unsatisfactory		
	No	%	No	%	No	%	No	%	
Link tutors	2	16.67	7	58.33	3	25	-	-	12

From Table 8, a different opinion was expressed by the link tutors. Out of 12 who responded, seven of them representing 58.33% assessed the supply of DLMs to be good. Again two of them representing 16.67% assessed the supply exercise to be Very Good, and finally three representing

25% assessed it to be satisfactory This opinion expressed by link tutors is at variance with that of the mentees

However, one could argue that, since the mentees are the recipients of the DLMS, their opinion about its supply should be taken seriously In contrast to the practice here in Ghana, in Swaziland, Distance Learning Materials are prepared by the college tutors. This is also the case in Lesotho for "method" subjects and "education" but for the "academic" subjects, the materials are produced by the Lesotho Distance Learning Centre. Zimbabwe Integrated Teacher Education Course (ZINTEC) and Teacher In-Service Education Programme (TISEP) and National Teachers' Institute (NTI) in Nigeria have central teams of correspondence-course writers who are solely responsible for Distance Learning Materials

Regular Movement of Trainees Outside the School and its

Effect on the Programme

Teacher trainees are expected to be in school during instructional hours and work hand in hand with their mentors. Under no circumstance should they leave the school for any other job. The lead mentors as headteachers and first-line supervisors of the teacher trainees are expected to keep an eye on their movements. They are also expected to ensure that trainees manage time very well for work and study

To find out the movements of mentees or how often they leave the school, the views of lead mentors, mentors and link tutors were sought

Table 10 below gives an indication of mentees' movement outside the school.

Table 10

Movement of Trainees outside the School

Respondents	Response								Total
	Regular		Very Regular		Seldom		Very Seldom		
	N _e	%	N _e	%	N _e	%	N _e	%	
Lead mentors	8	40	5	25	7	35	-	-	20
Mentors	14	46.67	3	10	13	43.33	-	-	30
Link tutors	3	25	-	-	9	45	-	-	12

From Table 10, it appears there are divergent views on the movement of trainees among the lead mentors. Whereas eight lead mentors representing 40% are of the opinion that movement of trainees outside the school is regular, 17 lead mentors representing 35% held the view that trainees seldomly moved out of the school. Similar divergent opinion is expressed by mentors. Out of 30 mentors who responded, 14 of them representing 46.67% are of the opinion that movement of trainees outside the school is regular. The views are divergent because 13 representing 43.33% held the view that trainees seldomly moved out of the school. However a different picture is painted by the link tutors, nine of them representing 75% are of the opinion that trainees seldomly moved out of school, while three of them representing 25% felt trainees moved out of school regularly.

Measures to control trainees' movement are normally put in place and are to be followed strictly. However, the administrative challenge here is that whereas some lead mentors will be strict in granting permission to trainees to move out, others may be loose. Hence, for such loose lead mentors, trainees are normally seen outside the school. The implications of empty classrooms without teachers are enormous apart from not achieving instructional objectives.

In Ghana, supervisory role played by headteachers who are lead mentors in this case, leaves much to be desired. The schools are not properly supervised as the study has shown, as a result, instructional objectives are not achieved. According to Musaazi (1985), supervision should ensure the achievement of instructional objectives. Musaazi therefore sees supervision as achievement of instructional objectives when teaching and learning are in progress".

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

This chapter contains the summary of the study, conclusions drawn from the findings, recommendations for improvement and suggestions for additional research work. The research was a study to unearth the administrative challenges associated with the implementation of the "out" segment of the In - In - Out Programme in selected schools in Bibiani Anhwaso Bekwai District in the Western Region of Ghana.

In this study, 20 Basic schools were involved in the school attachment programme. In all, 138 respondents participated in the study. They were made up of the key players of the school attachment programme. These were 30 mentors, 20 lead mentors, 25 chiefs, elders and opinion leaders, 12 link tutors, 50 mentees and one Principal of Wiawso Training College.

The main research instrument employed was questionnaires administered to respondents by the researcher. The descriptive survey design was used to collect data. The researcher made use of personal contacts in administering questionnaire during data collection. Simple calculation of percentage was used as the main statistical method in analyzing the data.

Summary of Findings

After analyzing the data collected, the study revealed the following.

1. It came out very clearly from the study that the key players of the in-in-out programme who could also be described as stakeholders of education disagree with the practice of offering free accommodation to teacher trainees (mentees). They did not consider the practice of free accommodation to teacher trainees sustainable.
2. It was evident from the study that orientation exercise organized for teacher trainees before they were posted has not experienced any difficulty.
3. More than 60% of the respondents were of the opinion that conditions were favourable in the schools selected for the attachment programme.
4. The views of teacher trainees made it clear that professional and academic support obtained from their mentors was inadequate.
5. It was also the consensus of teacher trainees that mentors were not regular at school and that professional and academic support they offered was not effective.
6. Logistics to support the programme was very necessary. However, the study revealed that logistics to support the programme was lacking. Distance Learning Materials (DLMs) were prepared to complement trainees' work-study conferences, however 86% of trainees held the view that the supply of DLMs was inadequate.

7. There were divergent views about trainees' movement outside the school. Whereas an average of 43% of lead mentors and mentors held the view that trainees' movement outside the school was regular, about 40% of the same group of people were of the opinion that trainees seldomly moved out of school.

Conclusions

Based on the findings of the study it can be concluded that free accommodation offered to teacher trainees is not sustainable. The various communities at the initial stages of the "out" programme will provide free accommodation to trainees, but as the programme progresses, that zeal will dwindle because of economic loss.

Before teacher trainees are posted to the schools to begin the school attachment, they need to go through orientation exercise. During the year-long school attachment, trainees will live in communities that are new to them. As teacher trainees, they must learn to adjust to the culture and norms of such communities. The orientation exercise as part of the preparation towards "out" programme has been taken seriously over the years because of the importance attached to it.

The selection of schools for the attachment programme was done very carefully. Conditions in schools where trainees were posted to were those that promote effective teaching and learning. Usually when young teachers go into new communities, they are either accepted or rejected depending on the way they comport themselves. The youth are normally the

people who tend to have conflict with the young teachers whenever they find them not conforming to the norms of the community or observe taboos and customs. The study has shown that there were no conflicts between the youth and trainees. One can safely conclude that, during the orientation exercise, the implications of not adjusting to social norms and culture of the communities were carefully stressed to trainees.

Lead mentors and mentors are expected to provide support by way of supervision, guidance and motivation to teacher trainees to adequately develop all areas of teacher competence during the period of school attachment. In brief, they are to provide professional and academic support to trainees which will give them an insight and experience in the art and craft of teaching. It was observed from the study that this particular duty of lead mentors and mentors was not properly executed.

It was clear from the study that Lead mentors and mentors were not very regular at school to offer the necessary support to the trainees. Hence the mentorship duty was not effectively performed. The programme is expected to be supported with logistics and materials such as cardboards, felt pens for teaching and learning materials design and preparation. However, the study has shown that the logistics were not supplied. This state of affairs invariably had a negative impact on the programme. It was also clear from the study that Distance Learning Materials (DLMs) which were meant to complement trainees' work-study conferences were not adequately supplied. The adverse effect it had on trainees' studies cannot be

underestimated. Finally, teacher trainees are expected to stay in the **classroom** during instructional hours and entire school period and work **closely** with their mentors for guidance and professional support. However, **the study** has revealed that about 43% of them move out of school on **regular** basis. The conclusion one can draw from this behaviour is that, at **the end** of the training period, trainees would not have acquired the **necessary** professional competencies.

Recommendations

The findings of the study and conclusions drawn serve as basis for **a number of** recommendation for consideration.

1. It has been established in the study that free accommodation to teacher trainees is not sustainable to support the school attachment programme. In view of this, teacher trainees should be made to pay a little rent from their monthly allowance to support the programme.
2. It was clear from the views of teacher trainees (mentees) that the professional and academic support they obtained from their mentors was inadequate. In order to encourage the mentors to give their best, some form of incentive package should be given to them.
3. Logistics and other materials necessary for the running of the programme should be made available before the programme take off.
4. The studies to be carried out by teacher trainees should be based on distance learning methodology. This makes Distance Learning Materials (DLMs) indispensable. However, the study has shown that the supply of DLMs

was inadequate Hence, for the smooth running of the programme, Distance Learning Materials (DLMs) should be supplied to trainees far ahead of time before the programme begins Training College tutors should come together in the form of subject groupings and be entrusted with the preparation of Distance Learning Materials as practised in Swaziland, Lesotho and elsewhere in Africa.

5. Movement of teacher trainees out of school during instructional hours has been a huge administrative challenge. They moved out of school for various reasons including collecting monthly allowance from the bank. The lead mentors should find a way to control their movements As regards, drawing of monthly allowance from the bank, lead mentors should design a time table to regulate their movements so that instructional time does not suffer.

Suggestions for Further Research

During the study, certain observations were made which are being recommended for further study.

1. It came out very clearly that pupils' attendance in the schools improved tremendously during the period of school attachment compared with other times when trainees are away A study should therefore be made into why pupils attendance improved during the period of school attachment.
2. The major complaints received from lead mentors and mentors was that teacher trainees very often tried to avoid the teaching of the

three principal subjects viz : English, Mathematics and Science. A study should be conducted into why trainees want to avoid the teaching of these subjects.

3. It was observed that some of the pupils were not provided with basic needs by their parents A research should be made to find out why such parents behaved in that way

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APPENDICE

Appendix A

Questionnaire for Link Tutors

Introduction

You are kindly requested to give answers to all questions

Please tick or write answers in the space provided as appropriate

Part I Particulars of Tutors

1. Name of college:.....
2. Academic status of Link Tutor
 Graduate Diplomate Any other specify
.....
3. For how long have you been a Link Tutor?.....

Part II School Visit and Assessment

1. As a Link tutor how often do you go on school visit? ..
 Monthly Termly Weekly Any other
specify
2. Does the college have a schedule for school visit? Yes No
3. Has the college been able to follow the schedule? Yes No
4. How do you assess the general condition of the schools you
visit in terms of trained staff and learning resources
 Very good Good Satisfactory Unsatisfactory

5. Does the District Directorate of Education give any support to the schools because of the presence of the trainees ? Yes No
6. If the answer to (5) is yes, what form does it take ?

7. What kind of Professional and Academic support do you offer to the trainees ?

Part III Administration Challenges In The 'Out' Programme

1. How do you assess the orientation given to trainees before they are posted? Very good Good Satisfactory
2. The supply of Distance Learning Materials (DLMs) in all subject areas is very necessary for the programme to be successful. How do you assess this requirement.
 Very good Good Satisfactory Unsatisfactory
3. Is the college bus always available any time tutors are ready to go on a visit? Yes No
4. If the answer to (3) is No, what are some of the reasons for the non availability of the Bus ..

5. Accommodation is made free to Mentees in all communities Do you consider this practice sustainable? Yes No

6. If the answer to (5) is No, what do you suggest?

7. By picking from the scale indicate the kind of relationship that exists between the communities and the mentees.
 Excellent Very Good Satisfactory Unsatisfactory
8. Has there been any conflict between the youth and Mentees?
 Yes No
9. If the answer to (8) is yes, how was it resolved?... ..

10. Mentees leave the school for various reasons. How often do you meet the out of school?
 Regularly Very Regularly Seldomly Very Seldomly
11. How often do you meet Lead Mentors and Mentors in the school during your visit?
 Regularly Very Regularly Seldomly Very Seldomly
12. Suggest ways in which the 'OUT' programme can be improved... ..

APPENDIX B

Questionnaire for Mentors

Introduction

This is a questionnaire on a research seeking information on the school attachment programme also known as 'OUT' programme. Any information will be used solely for academic (research) purposes. You are assured of confidentiality of your responses

Instruction

You are kindly requested to give answers to all questions. Please tick or write answer in the spaces provided as appropriate.

PART I BACKGROUND OF RESPONDENT

1. Name of School:.....
2. Sex Male Female
3. Age (as at last birthday)
(a) 20 - 29 yrs (b) 30 - 39 yrs
(c) 40 - 49 yrs (d) 50 yrs and above
4. Marital Status Married Single Any other (specify)
.....
5. What is your highest academic qualification?
 M.S.L.C. Cert 'A' Post Middle Cert 'A' Post-Sec
 Diploma University Degree Any other (specify)
.....

Part II

School Practice

1. How many Teacher Trainees are you mentoring?
2. In which subject area(s) do you offer support?..
3. How do you assess the general condition of your school in terms of trained staff and learning resources?
4. Does the District Directorate of Education give any support to your school because of the presence of the trainees?
[] Yes [] No
5. If the answer to (4) is yes, what form does it take?
.....
.....
6. What kind of Professional and Academic support do you offer the trainees?

Part III

Prospects and Challenges of the 'Out' Programme

1. Is accommodation offered to Mentees free of charge in your community? [] Yes [] No
2. If the answer to (1) is yes, do you agree that this practice should continue? [] Agree [] Strongly Agree [] Disagree [] Strongly Disagree

(b) If No, how much are the Mentees paying for accommodation per month ?

.....

3. By picking from the scale indicate the kind of relationship that exists between the Community and the Mentees

[] Excellent [] Very Good [] Satisfactory [] Unsatisfactory

4. Has there been any conflict between the youth and Mentees ?

[] Yes [] No

5. If the answer to (4) is yes, how was it resolved ?

.....
.....

6. How do you assess the contribution of Mentees to the progress of the community

[] Excellent [] Very Good [] Satisfactory [] Unsatisfactory

7. Trainees leave the school on a number of reasons including going to the Bank to collect allowance. Indicate how often this happens.

[] Regular [] Very Regular [] Irregular [] Very Irregular

8. How do you rate the period the staff trained to mentor trainees stay in the school [] Long [] Longer [] Short

[] Shorter

9. Suggest ways by which the 'Out' programme can be improved

.....
.....

Appendix C

Questionnaire for Lead Mentors

Introduction

This is a questionnaire on a research seeking information on the school attachment programme also known as 'OUT' programme Any information will be used solely for academic (research) purpose You are assured of confidentiality of your responses.

INSTRUCTION

You are kindly requested to give answers to all questions. Please tick or write answers in the space provided as appropriate

Part I Background Of Respondent

1. Name of school:
2. Sex [] Male [] Female
3. Age (as at last birthday)
(a) 20 - 29 yrs [] (b) 30 - 39 yrs []
(c) 40 - 49 yrs [] (d) 50 yrs and above []
4. Marital Status [] Married [] Single [] Any other (specify)
.....
5. What is your highest academic qualification?
[] MS1 C [] Cert 'A' Post Middle [] Cert 'A' Post-Sec
[] Diploma [] University Degree [] Any other (specify)
.....

Part II

School Practice

1. How many Teacher Trainees are you mentoring?
2. In which subject area(s) do you offer support?
3. How do you assess the general condition of your school in terms of trained staff and learning resources?
4. Does the District Directorate of Education give any support to your school because of the presence of the trainees? []
Yes [] No
5. If the answer to (4) is yes what form does it take?
.....
.....
6. What kind of Professional and Academic support do you offer the trainees?

Part III

Prospects and Challenges of the 'Out' Programme

1. Is accommodation offered to Mentees free of charge in your community? [] Yes [] No
2. If the answer to (1) is yes, do you agree that this practice should continue? [] Agree [] Strongly Agree [] Disagree [] strongly Disagree
(b) If No, how much are the Mentees paying for accommodation per month?
.....

3. By picking from the scale indicate the kind of relationship that exists between the Community and the Mentees
 Excellent Very Good Satisfactory Unsatisfactory
4. Has there been any conflict between the youth and Mentees?
 Yes No.
5. If the answer to (4) is yes, how was it resolved?

6. How do you assess the contribution of Mentees to the progress of the community Excellent Very Good
 Satisfactory Unsatisfactory
7. Trainees leave the school on a number of reasons including going to the Bank to collect allowance. Indicate how often this happens.
 Regular Very Regular Irregular Very Irregular
8. How do you rate the period the staff trained to mentor trainees stay in the school Long Longer Short
 Shorter
9. Suggest ways by which the 'Out' programme can be improved

APPENDIX D

Questionnaire for Chiefs, Elders and Opinion Leaders

Introduction

This is a questionnaire on a research seeking information on the school attachment programme also known as 'OUT' programme. Any information will be used solely for academic (research) purpose. You are assured of confidentiality of your responses

Instruction

You are kindly requested to give answers to all questions. Please tick or write answers in the space provided as appropriate.

Part I Background of Respondent

1. Town/Village.....
2. Sex Male Female
3. Age (as at last birthday)
(a) 20 - 29 yrs (b) 30 - 39 yrs
(c) 40 - 49 yrs (d) 50 yrs and above
4. Marital Status Married Single Any other (specify)
.....
5. What is your highest academic qualification?
 M.S.L.C. Cert 'A' Post Middle Cert 'A' Post-Sec
 Diploma University Degree Any other (specify)
.....

7. Trainees leave the school on a number of reasons including going to the Bank to collect allowance. Indicate how often this happens.

Regular Very Regular Irregular Very Irregular

8. How do you rate the period the staff trained to mentor trainees stay in the school Long Longer Short Shorter

9. Suggest ways by which the 'Out' programme can be improved

.....

.....

.....

APPENDIX E

Questionnaires for Mentees

Instruction

You are kindly requested to give answers to all questions. Please tick or write answers in the space provided as appropriate

Part I Particulars of Mentees

1. Name of school of attachment
2. Subjects in which Mentee is practicing.....
3. Number of Mentees on attachment in the school

Part II School Practice

1. How often do you go on school visit
?.....
[] Monthly [] Termly [] Weekly [] Any other
specify
2. How many Link Tutors visit your school at a time?
3. Does the college have a schedule for school visits? [] Yes [] No
4. Has the college been able to follow the schedule? [] Yes [] No
If No, why.....
.....
5. What kind of support do you get from the lead mentors?
.....

6. What specific roles does your mentor play in your professional and academic training?
7. How often do your zone (cluster) organize work-study conferences? [] Daily [] Weekly [] Any other (specify)
8. What kind of support do you get in connection with the work study conferences from :
 (a) Link Tutors?
- (b) Lead mentor?
9. Are distance learning materials (DLMs) supplied for the work-study conferences? [] Yes [] No [] Any other specify
- If No, why.....
10. Does the District Directorate of Education offer any support to your school? [] Yes [] No
 If yes, what form does it take?

Part III Prospects and Challenges of the 'Out' Programme

1. Do you pay for accommodation? [] Yes [] No
 If yes, how much are you paying per month?
2. Do you pay for electricity and water bills in your community?
 [] Yes [] No Any other specify
3. What contribution do you make to the progress of the community?

5. How do you assess orientation organized for trainees at the college before they go on school attachment? [] Very good
 [] Good [] Satisfactory [] Unsatisfactory
 (b) State the problems if there are any:.....

6. Distance Learning Materials (DLMs) are indispensable for work study conferences. Do trainees get them in all subjects areas and on time? [] Yes [] No
7. Give details if the answer to (6) is No

8. By picking from the scale indicate how the issue of transfer and attrition rate of teachers affect the programme
 [] Small [] Very Small [] Greatly [] Very Greatly
9. What do you consider are the major challenges of the 'out' programme.....

10. Suggest ways by which the Out programme can be improved

