

UNIVERSITY OF CAPE COAST

ISSUES IN IMPLEMENTING THE IN-IN-OUT PROGRAMME IN TEACHER
TRAINING COLLEGES IN GHANA: A CASE STUDY OF TAMALE

TRAINING COLLEGE

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DECLARATION

Candidate's Declaration


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

Candidate's Signature:.......... Date: 23/05/07.....

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Supervisor's Declaration

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

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ABSTRACT

The study examined the In-In-Out Programme of Teacher Training Colleges in Ghana, using Tamale Training College as a case study, with the intent of identifying the challenges associated with the programme. Questionnaire and interviews were used to collect data from the Principal, Vice Principals, Link tutors, mentees from Tamale Training College, mentors and lead mentors from schools of attachment and district directors of education for Tamale Metropolis and East Gonja District. A sample of 223 participants comprising the Principal, 2 Vice Principals, 28 tutors, 124 mentees, 66 mentors and 2 District Directors of Education (GES) were selected through purposive and random sampling techniques.

The study showed that link tutors, mentors and mentees attached a high level of importance to the objectives and activities of the programme. The study further revealed that respondents had a positive attitude towards all aspects of the programme and tutors, mentors and mentees had been adequately prepared for the implementation of the programme. However, resource materials, visits by link tutors to provide support, funds for the college to keep the programme running and accommodation for mentees as well as support from the communities were inadequate.

The study recommends, among other things, that the District Assemblies include payment of rent as part of their sponsorship package to help mentees get decent accommodation during the "out" programme.

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DEDICATION

To my late father Alhaji Bukari Mahamudu Kasulilana and my mother

Hajia Adam Sanatu

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CHAPTER ONE

INTRODUCTION

Background of the Study

Today teaching has become one of the several professions whose mission is to effect desirable changes in human learning abilities and behaviour. Its central activities are carried out in organizational settings such as schools and classrooms. Members of the profession undergo both academic and professional training to learn the skills and techniques entailed in the work.

Teaching, like other professions such as medicine and law, has stakeholders and clients to serve. From the clients' perspective and that of society at large, competent performance becomes a key issue when people pay for a service and put their hopes and often their fate in the hands of practitioners. They can hardly be expected to be indifferent to the quality and efficiency of the services provided. It is this feeling that has brought about the concept of accountability in education which refers to the idea of holding the school personnel, especially the teachers and school administrators, responsible for learner's achievements.

Education, all over the world, is the key to social and economic transformation because it brings about social progress and economic development. It is in recognition of the key role education plays in national

development process that the World Bank and other international monetary agencies continue to support educational expansion and improvement in sub-Saharan Africa. It is only through education that people can command the skills necessary for sustainable economic growth and for a better quality of life.

Realizing the importance of education in national development, the Government of Ghana, since 1951, has initiated a number of education development programmes such as the Accelerated Development Plan for Education (ADP) launched in 1951, and the 1961 Education Act which made education fee-free and compulsory at the basic level.

Between 1967 and 1987 a number of educational committees were set up to review the education in the country with a view to making education more relevant to the needs and aspirations of the citizens. However, the recommendations made by the Kwapong Educational Review Committee in 1967 and that of Dzobo in 1974 were not implemented for a number of reasons, such as the exodus of qualified teachers to neighbouring African countries and lack of political will.

In 1987, a new major educational reform programme was drawn up to embrace many of the recommendations put forward by the Dzobo Education Committee. The new reform aimed, among other things, to:

- i. Improve the quality of education given to make it more relevant to the socio-economic conditions in the country.
- ii. Bring education to the door-steps of all children of school going age by expanding existing facilities.

- iii. Provide opportunities for pupils to acquire pre-technical, pre-vocational and scientific knowledge and skills that would enable them function as effective citizens who can apply scientific techniques to solving some of their basic problems.

The realization of these objectives depends largely on the calibre of teachers produced from the Teacher Training Colleges in the country. The quality of teaching at the basic level in Ghanaian schools has attracted more attention in recent times than ever before in the history of education in this country. Politicians, parents, students, educational administrators and alumni criticize teachers. This concern about the quality of teaching is widespread.

Bawumiah (1994) called for a review of the quality of training provided in the Teacher Training Colleges to conform to current national requirements. He said that the review should aim at improving the quality of the profession. According to him, Ghana needs teachers with the highest standards of professional performance and commitment, knowledge in their fields of speciality and capable of imparting their acquired knowledge and skills to their students.

Teacher training continues to present a not so encouraging landscape. It has failed to produce the type of teacher who brings about efficient learning in schools. The results of the Criterion Reference Tests (CRT) given in 1999 indicated that less than 10% of public school pupils in P.6 reached a mastery level of 60% in English while less than 3% achieved a criterion score of 55% in Mathematics (Ministry of Education/Primary Education Project (MOE/PREP, 1996). In the Performance Monitoring Tests (PMT) given to primary pupils in

2000, only about 22% attained the mastery level of 55% in English while only about 11% scored 50 and above in mathematics. Such low mastery levels paint a bleak picture for the education system and raises the question of the effectiveness of our training programmes.

Fobih, Akyeampong and Koomson (1999) stated that most of the problems confronting pupils' low academic performance have to do with teacher quality; poor instructional quality and lack of professional commitment of teachers. Akyeampong and Lewin (2002) assert that the content of teacher education programme in Ghana might be lacking in producing teachers capable of improving the quality of basic education.

In a report by the Education Commission on Teacher Education, Teacher Training Colleges were described as "inefficient in producing effective teachers" because of certain practices that have affected effective delivery of training programmes in the country (MOE, 1993, p.23). In search of quality teachers in Ghana, research evidence suggests that newly trained teachers are ill-prepared to handle the new direction of the curriculum that was put in place as part of the 1974 Educational reforms at the Primary and Junior Secondary Schools (MOE, 1996; Pecku, 1998). According to Koetsier and Wubbles (1995) most beginning teachers experienced a "reality shock" in their first year when faced with real classroom teaching situation and the gap between their ideals and the reality of everyday school life. Teacher education was, therefore, accused of failing to prepare student-teachers for the teaching profession. In the light of the above arguments, it has become necessary for the Government to take bold steps to

upgrade the courses of the Teacher Training Colleges to Diploma status. The Diploma will be awarded to student trainees by the University of Cape Coast.

In line with Government's efforts to improve upon the quality of education in Ghana, a new policy for teacher preparation by the Teacher Training Colleges was approved by the Ministry of Education in 2002. In April 2004, the Ministry of Education upgraded the Curriculum of Teacher Training Colleges to Diploma status and Teacher Training Colleges to be called Colleges of Education. This programme took effect from September, 2004/2005 academic year. Under the new policy, the initial Teacher Training Programme will continue to be of three years' duration. The Teacher Trainees will be on the college campus for the first two years. During the First Year teacher trainees will undertake academic upgrading and updating course, while in the Second Year they will pursue a course in curriculum studies integrated with methodology. For the two years on campus teacher trainees will be taught using the conventional Face-to-Face instructional approach. Also, as part of methodology, teacher trainees will be given series of demonstration lessons and do prescribed teaching.

During the third year, teacher trainees will be posted to basic schools where they will combine studies with practice teaching. Here studies by teacher trainees will be based on distance learning methodology. This one year attachment of teacher trainees to basic schools is an important part of basic teacher preparation. As an innovation, the objective is to produce in the basic schools, teacher trainees who will be exposed to practical issues about school management, disciplinary procedures, staff relations, as well as appropriate,

professional behaviour developments both inside and outside the classroom. Distance learning materials will be supplied to teacher trainees by the Teacher Education Division of the Ministry of Education for their studies whilst on teaching practice. The new structure of teacher preparation by the Teacher Training Colleges is known as the **IN-IN-OUT PROGRAMME**. By this, the teacher trainee stays in the college for two years for academic upgrading and updating course, curriculum studies integrated with methodology and one year on attachment in a basic school.

The expectation from this change was that “through work-study into schools, mentees will learn to teach by teaching and thus become competent and efficient basic school teachers” (GES/TED, 2001, p.3).

As indicated in this Chapter, the need for quality teacher education in Ghana cannot be over emphasized. The **IN-IN-OUT** Programme seeks to produce quality teachers and therefore there is the need to examine the issues in implementing the **IN-IN-OUT** programme in teacher training colleges for the success of this model in Ghana. Teacher education plays a key role in meeting national development, aspirations, societal and individual needs. Since the In-In-Out Programme seeks to produce quality teachers, there is the need to collect views from the implementers about its worthiness.

Statement of the Problem

The quality of education of any nation depends upon the quality of teachers. The In-In-Out Model is designed for implementers to achieve quality

education. However, there are issues of the implementation of the programme which the researcher is interested in finding out.

Trainees of the 'Out' programme have stated that some of their challenges for the school attachment include inadequate and in some cases, lack of curriculum materials such as syllabuses, textbooks, and teacher's handbooks; payment of living allowance to trainees through the banks, when in some rural areas there are no banking facilities. Also mentioned were that their feeding money paid to them by the College came very late at the end of each month, and lack of materials for preparing teaching and learning materials by trainees.

Accommodation for student trainees is a worry to the Colleges. Student trainees are sent out to stay in communities where the schools of attachment are located. Chiefs, opinion leaders, Assemblymen and Headteachers are supposed to help get free accommodation for the students. This has not been possible. Student trainees are compelled to rent rooms and pay rent advance for one year. In Tamale, trainees rent rooms at the cost of fifty thousand cedis per room per month.

Mentors of the 'OUT' programme whose role is very critical and important for the successful training of the trainees, are not given any remuneration for monitoring and in some schools there are inadequate syllabuses. The classroom teachers who are the mentors are given initial training of mentorship but it is believed that this is not enough.

The Link Tutors of the Training Colleges who go out to supervise the work of the trainees in the classrooms have the following challenges. They are not

given remuneration and transport. Some Training Colleges have complained of the very rough nature of the roads in their areas of operation, which makes it difficult for their buses to operate particularly during the rainy season. For example, Tamale Training College trainees are attached to schools in East Gonja District in the Northern Region where the roads are very bad, and so in March 2004 when tutors were on their way to Salaga for monitoring, the College bus was involved in an accident. As a result of the accident, the college had no bus for almost one year. Bimbilla Training College sends out trainees to schools in the rural areas around Bimbilla and all the roads leading to the rural areas are very bad and therefore transporting link tutors for monitoring is a big problem.

Although the foregoing suggests the challenges faced by students, tutors and co-operating teachers involved in the "OUT" segment of the In-In-Out Programme being implemented in the training colleges, very little is known about the administrative challenges associated with the programme. Such challenges are influenced by the importance implementers attach to the objectives of the programme, their attitudes towards the programme, their level of preparedness to implement the programme, and the resources available for implementing the programme.

It is therefore necessary to find out how these factors affect the implementation of the programme. Also, it is important to find out whether some of the challenges already identified still persist and whether new challenges have emerged.

Purpose of the Study

The purpose of the study was to examine the issues in implementing the In-In-Out Programme of Teacher Education being implemented by the Colleges in Ghana. In particular, the study sought to accomplish the following:

1. Investigate the level of importance implementers attach to the objectives and activities of the programme.
2. Find out the attitudes of implementers towards the programme.
3. Find out whether implementers have been adequately prepared towards the execution of the programme.
4. Find out the adequacy of time and resources allotted to the various aspects of the programme.
5. Identify other challenges to the successful implementation of the programme that may have emerged which have not been systematically investigated and documented.

Research Questions

The focus of the study was to examine the issues in implementing the In-In-Out Programme by Colleges in Ghana. The following research questions were formulated to guide the study.

1. What level of importance do implementers attach to the objectives and activities of the programme?
2. What are the attitudes of implementers towards the programme?
3. How adequately are the implementers prepared for the implementation of the programme?

4. How adequate are resources allotted to the College for the implementation of the programme?
5. What are the major challenges being faced by the principal officers in the implementation of the In-In-Out Programme?

Significance of the Study

The researcher believes that the study will benefit policy makers, educational planners and administrators, link tutors, mentors, mentees and the public. The result of the study may help implementers of the programme develop a positive attitude towards the programme. The study will also guide implementers of the programme to identify areas of support in terms of training and resources needed for the achievement of the desired objectives of the programme.

The strategies adopted in the process of implementation of the In-In-Out programme are revealed in the study and could be used in other programmes.

The study revealed the relevance of the concept of mentorship, distance learning methodology used under the programme, to achieve effective teaching and learning in basic school, difficulties encountered by implementers, and how inadequately they were prepared towards the implementation of the programme. These will help teachers in the Basic Schools and educational planners to determine the effectiveness of the programme, and how to achieve effective teaching and learning in Basic Schools in Ghana. This could lead to the confirmation, modification or discontinuation of the In-In-Out programme by the government.

Delimitation of the Study

The study does not discuss the attitudes of pupils and parents at basic level towards the implementation of the programme. Also excluded from the study is the use of examination results of mentees and pupils to evaluate the achievement of the programme.

Limitations of the Study

The researcher made efforts to conduct the study thoroughly but some limitations could hardly be avoided. These limitations are as follows:

1. All the thirty-eight public teacher training colleges should have been covered by the study and this would have given a broader view of what pertains in all the teacher training colleges in Ghana, or many other interesting findings could have been made. This could not be done due to constraint of time, finances and other logistic support. This study is confined to only Tamale Training College.
2. Because the researcher is a principal of a training college, it is possible that respondents may have wanted to satisfy the researcher and therefore gave biased or incorrect data. To minimize such a limitation the researcher verified the data that were obtained through triangulation. However, a few of such cases may not have been noticed.
3. Some other year groups were left out because the researcher used trainees of 2005/2006 and 2006/2007 academic year groups for the study. More interesting information could have come up if all the groups were involved in the study.

Organization of the Study

This dissertation is organized into five chapters. Chapter One comprises the background of the study, statement of the problem, the purpose of the study and research questions. The rest are significance of the study, delimitation of the study limitations of the study and organization of the chapters of the dissertation.

Chapter Two deals with the literature review. This chapter contains the aims and objectives of teacher education, the major trends of teacher education in Ghana, the nature, content and objectives of the In-In-Out programme, concepts of mentorship, supervision and distance learning methodology.

The third chapter covers the study area, the profile of the study area, the scope of the study, sample and sampling procedures and instrumentation. The last section of the chapter deals with procedures adopted for gathering and analyzing the data. Chapter Four contains the findings and discussions of results of the study. Chapter Five presents the summary of the findings and conclusions. Finally in this chapter the recommendations based on the research findings are also offered.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Perspectives on Effective Teacher Education

The quality of human resource of any nation depends upon the quality of the education it offers. The quality of education is in turn, determined by the quality of teachers who teach. Teacher education therefore occupies the most important place in the educational set-up of every country. It plays a key role in meeting national development aspirations, as well as societal and individual needs. For this reason, there has been a continual change in the trend of teacher education in Ghana. Over the years, various programmes have been implemented in teacher education in order to reflect the needs of the changing society. One aspect of the Free Compulsory Universal Basic Education (FCUBE) Programme is the provision of quality education at the basic school level and it is in the light of this that the **In-In-Out** Programme was introduced.

Teacher Training Colleges, like any organization, must be effective to achieve a high level of performance and set goals. Gibson, Ivanwich and Donnelly (2000) describe three perspectives of effectiveness. These are individual effectiveness, group effectiveness and organizational effectiveness. According to them, individual effectiveness has to do with the task performance of specific members of the organization. Factors included here are ability, skill, knowledge, attitude, motivation and stress of the individual members of the organization.

Group effectiveness perspective looks at the sum of the contributions of the members of the organization. In this regard consideration is given to such issues as cohesiveness, structure, leadership, status, and roles and norms. The third perspective, organizational effectiveness, consists of both individual and group effectiveness that produce organization effectiveness.

Gibson et al (2000) go on to explain that there are three main approaches to considering effectiveness in an organization and these are the goal approach, the systems theory approach and the stake holder approach. In their view, the goal approach emphasizes that organizations exist for the main purpose of accomplishing some goals, and therefore, the level of goal accomplishment should be the yardstick in measuring the effectiveness of the organization including individuals and groups. Thus, the goal approach gives prominence to achievement. They maintain that in the systems theory approach, the organization's existence as a system is emphasized and provides or describes the internal and external behaviours of the organization. Internally, it explains how and why members in organizations perform their individual and group tasks while externally too, the transactions of the organizations and institutions are assessed. The stakeholder perspective emphasizes satisfaction of the interests of all individuals and groups who have a stake in the organization, such as students and the community.

Awuku (1986) argued that the education and training of teachers should be based on three concepts: life-long education of the teacher; competency-based training; and accountability. The basic notion for life-long education is that

education and training of teachers should take place within two programmes, pre-service programme and an in-service programme. According to him, "these two aspects of training should be accepted as forming a continuum with a first accelerated training stage followed by in-service training cycles" (Awuku, 1986, p.2). The objective therefore, is continuity and reinforcement of education and training throughout a teacher's career. According to Smith (1969) the essence of in-service training includes:

- a. To advance the teacher's skill and pedagogical knowledge required for new teaching roles;
- b. To advance and update the teacher's knowledge of subject matter.
- c. To remedy the teachers deficiencies arising out of defects in his/her initial teacher- training preparation; and
- d. To train the teacher for extra-curricular work.

From the above discussion the effectiveness of the In-In-Out Programme will depend amongst others on the ability, skills, knowledge, good leadership style, motivation, shared management and decision making amongst stakeholders of the programme. Since every professional course or programme is structured to meet set-goals, there is the need to look at objectives of teacher education.

Aims and Objectives of Teacher Education

Tamakloe (1997) states that the objectives of teacher education can be put into the following three broad areas;

- i. The area of cognitive development and acquisition of teaching skills.

- ii. The development of the ability to examine and identify educational and teaching problems and to solve them satisfactorily and
- iii. The production of mature teachers capable of contributing to the creation of significant and creative personnel and inter-group relationship. He points out that teacher education should develop a kind of personality that has the attributes of competence and maturity of a dynamic leader. In his view, "education is the making of men; not training men to make things (Tamakloe, 1997, p.62). According to Djangmah (1986), the objectives of teacher education as stated in the new structure and content of education (of 1974) based on the Dzobo Committee report are:
 - 1. To give teachers a sound basis in the content of the courses at the levels at which they will be teaching,
 - 2. To give teachers sound professional skills that will enable them guide pupils to learn;
 - 3. To give teachers manual skills to enable them interact with the pupil in the acquisition of basic vocational skills;
 - 4. To inculcate in teachers the qualities of leadership, the type of leadership that will enable them;
 - a. To create favourable conditions in which pupils learn with pleasure, and with ease
 - b. To prove themselves acceptable to the community and to integrate the school with the community.

The cardinal objective of teacher education (in Ghana) is the training and development of the right calibre of teachers who are competent, committed, dedicated, disciplined, adaptable and can function better in the world of school.

According to Tozer, Violas and Senese (1995) the goals of teacher education are:

1. To make the education of teachers intellectually more solid;
2. To recognize differences as in teacher's knowledge, skills and commitment, in their education, certification and work;
3. To create standards of entry to the profession – examinations and educational requirement – that are professionally relevant and intellectually defensible;
4. To connect our institutions to schools (for teacher preparation and development) and
5. To make schools better places for teachers to work and to learn.

From the Report of the President's Committee on Review of Education Reforms in Ghana (October, 2002), the objective of teacher education in Ghana is to train and develop the right type of teacher who is competent, committed and dedicated. Such a teacher should be capable of:

- a. Applying, extending and synthesizing various forms of knowledge;
- b. Developing attitudes, values and dispositions that create a conducive environment for quality teaching and learning in schools;
- c. Facilitating learning and motivating individual learners to fully realize their potentials,

- d. Adequately preparing the learner to participate fully in the national development effort.

Teacher education according to Agyeman (1993) is a special kind of apprenticeship in which the future teacher in a training college is trained to master three forms of cognitive skills; namely,

- i. The subject to be taught by the student-teacher when he becomes a teacher
- ii. The philosophy of the teaching profession, and
- iii. The code of ethics of the profession.

For Agyeman, these three cognitive skills correspond to the academic, pedagogical and normative contents of the teacher education programme. Teacher education, therefore, is the training and development of the individual in the matters of head, heart and hand. This will by and large, make the would-be teacher more responsible in the classroom and the society at large.

Brief History of Teacher Education in Ghana

Teacher education in Ghana has a chequered history. Over the years, a number of pre-service teacher training programmes have been introduced to meet the needs of the nation. In addition, the University of Cape Coast was established to produce graduate teachers for secondary schools and teacher training colleges with emphasis on Science education. Specialist and Diploma Certificate programmes were also offered in various subjects at designated colleges to train teachers for the schools and teacher training colleges. Seven Diploma Awarding colleges were brought together to form the University of Education of Winneba.

According to McWilliam and Kwamena-Poh, (1975) a two-year programme was launched and successful candidates were awarded teachers certificate 'B' to teach in the Primary Schools based upon the recommendations of the 1937/41 Education Review Report. This was to cut down the costs of teacher education and to meet the increasing demand for education. After two years teaching on completion of the initial training, certificate 'B' teachers were given further two years training to qualify for certificate 'A' Post 'B'. The four-year Certificate 'A' was for middle school leavers but designed to raise the standard of elementary school teachers. The two-year Certificate 'A' (Post-Secondary) was for secondary school leavers to improve the quality of elementary school teachers. As a result of the Accelerated Development Plan (ADP) of education launched in 1951, more primary schools were opened and there was an increase in demand for teachers.

The ADP sought, among other things, to expand teacher training in order to provide teachers for the universal education policy. Pupil teachers were recruited and given six weeks intensive training to prepare them to teach. In 1953 ten pupil teacher centres were established in the country to train the pupil teachers in the rudimentary skills for teaching.

According to Antwi (1992), another event that occurred in the history of teacher education was the introduction of specialist courses in the training colleges. He stated that the Education Report of 1960-62 shows that in 1960 a number of specialist courses were established mainly for housecraft, education for the deaf, rural science, agriculture science and general science. During the

1973/74 academic year, specialist courses for teachers were introduced in nine training colleges. These specialist courses were, however, phased out in 1976 to make way for the three-year Post-Secondary quasi-specialist programme. (Antwi, 1992). To him, the aim of this programme was to prepare qualified teachers for Junior Secondary Schools. The quasi specialist course was also phased out in 1979. The Three-Year Post-Secondary course was later introduced along side the specialized course. This programme was designed to further raise the quality and standard of basic school teachers.

Another significant event in the development of teacher education was the introduction of the modular programme. As part of the education reform introduced in 1987, pre-service teacher training for the basic sector was restructured and the curriculum reviewed. At the initial stage, the three-year post-secondary emphasized subject specialization (two-subject specialization in the final year). This programme was officially phased out in the 1998/99 academic year. Then came primary teacher education programme that was offered in ten training colleges in the country. It was also phased out in 2001/02 academic year. The current programme called general teacher education programme available in all the thirty eight training colleges in the country was launched at the beginning of 1998/99 academic year. This programme is to produce teachers for the basic schools. The three-year Post-Secondary programme of teacher training is based on the structure known as the "IN-IN-OUT". Under this structure, trainees spend the first two years on college-based activities, doing academic coursework, together with education and methodology. The whole of the third year is devoted

to practical teaching attachment in schools supplemented with monitoring and Distance Learning materials in education courses.

Another important event in the development of teacher education in Ghana is the upgrading of the programmes of all the Teacher Training Colleges to Diploma Awarding Institutions. This programme started in 2004 and the first batch of trainees are now on the "Out" programme attached to schools for the one- year teaching practice.

To meet the Millennium Development Goals (MDG) of education and the target of Education for All (EFA) by 2015 to have enough qualified teachers in the system, the mandate has been given to the Ghana Education Service through the Teacher Education Division to enroll all untrained teachers into a four-year school-based in-service programme leading to the award of a Diploma in Education. There are about 24,000 untrained teachers serving deprived areas of the country (GES/TED 2004). This category of teachers has not undergone any systematic form of training to prepare them to improve their quality of teaching and this has perpetuated their low performance in basic schools leading to poor achievement by pupils in most rural areas.

The Untrained Teacher Training Diploma in Basic Education Programme which the GES/TED is embarking upon is a distance learning in-service training programme which is aimed at improving the quality of education at the basic school level in Ghana. It is also designed to advance the personal and professional qualities of the trainee. The programme places emphasis on;

- a. Improvement in classroom competencies

- b. Improvement in qualitative professional practice
- c. Acquisition of higher professional qualification.

The Untrained Teachers Diploma in Basic Education (UTTDBE) is a four-year programme by distance. The programme is based on the same curriculum as that approved for teacher training through the pre-service model offered in the teacher training colleges. Trainees on the programme will study by a combination of the following methods:

- a. Distance learning
- b. School based professional development, and
- c. Periodic residential Face-To-Face meetings at Teacher Training Colleges.

Teacher education in Ghana as discussed above, in the past and present seeks to provide quality education to meet national development aspirations and the needs of the society.

Nature and Content of the In-In-Out Programme

Practice Teaching (practicum) in teacher education, according to Stones (1985), was “one of a variety of terms applied to that of student teachers’ professional training that involves the student in trying to teach pupils”. He further stated that most teachers in training spend several weeks in schools practicing to teach pupils. They are guided by tutors in the training institutions and by cooperating teachers. The guidance mostly consists of discussion prior to teaching, occasional observation by a tutor or cooperating teacher of the trainee and a post-teaching discussion when the tutor or co-operating teacher comments on the student’s performance (Stones, 1985, p.4862) .

Tozer et al (1995) contended that one dimension of professional preparation in other fields is the clinical internship in which students practice their craft for the period of one or more years under the guidance of practicing professionals. In the teaching profession, practical preparation requires a mentee to undergo a structured internship before being admitted to practice. Internship provides training and gives guidance and support to beginning practitioners. This is what the In-In-Out programme seeks to do. The policy document guiding the implementation of the In-In-Out programme refers to teacher trainees as mentees; classroom teachers as mentors; and tutors at the training colleges as link tutors.

Burr, Harding and Jacob (1950) state that teaching process is one of the important programmes in the training of teacher. It is during the teaching practice period that the student teacher assumes the role of an actual classroom teacher to work with children. It enables the teacher trainee to put into practice the techniques learnt during methodology classes. According to them, the teaching practice helps the student teacher to form a sound philosophy of education. He also has a chance to put together his skills and ideas into a whole to enable him be a successful teacher. It also helps the student teacher to gain insights into the actual problems of classroom teaching. They go further to state that teaching practice helps students to acquire the abilities and skills inherent in actual teaching situations and brings the student teacher into intimate contact with children. To them it is a period when the teacher trainee begins to develop learning experience with children and for children; to guide children in various aspects of growth and development, to learn more about how children, as

individuals and as groups, behave, react and make achievement in schools situation. Burr et al. (1950) further contend that teaching is an art that must be acquired through experience and continuous practices.

According to Anamuah-Mensah (2004), internship serves many useful purposes. Apart from ensuring a smooth transition to teaching, it also helps interns to take on the full range of roles and responsibilities of a teacher whilst supported by a mentor. In addition, it provides interns with the avenue of translating theory into practice. It also allows interns to engage in autonomous decision making. Furthermore, interns get to know and appreciate the total world of teachers. It improves pedagogy and helps interns to develop understanding of the collaborative nature of teaching as an effective member of a school team. Anamuah-Mensah also maintains that internship helps to develop confidence and teaching competence of interns. Internship is also said to provide opportunities for the development of the skills of critical reflection and as a result it enhances the ability of interns to theorize and justify professional practice. Interns become active citizens in schools and communities and consequently gain insight into schools life through immersion in sustained work experience in school culture

The In-In-Out programme is a three-year programme organized in such a way that mentees spend the first two years on the college campus and the final year in school-based activities where the mentees will be attached to a school to teach, but also continue to study based on distance learning materials. The 'In-In' caters for the first two years of the mentees' training on campus where they are taught using the conventional face-to-face methods. In the first year, mentees

undertake an academic upgrading and updating course, while in the second year they pursue a rigorous course in curriculum studies integrated with methodology. In addition, and as a component of the methodology course, mentees are given a series of demonstration lessons and prescribed periods of campus-based practice teaching mainly; micro and peer teaching. (GES/TED,1998).

The “Out” segment of the In-In-Out programme covers the whole of third year when mentees are posted to basic schools where they undertake school-focused training to develop practical teaching skills. It is a year long attachment of mentees to schools. The school attachment offers mentees opportunity to learn to teach by teaching. Apart from practical teaching they are also exposed to practical issues such as school management, disciplinary procedures, staff relations, as well as appropriate professional behaviour development both inside and outside the classroom. While undergoing the activities listed above, mentees continue their studies based on distance learning materials. However, mentees return to campus after thirty weeks of teaching for another six weeks. The purpose is to evaluate their experiences during the school-based period and to write their final examination in two subject areas that is, Education studies and General studies for certification.(GES, 2000).

The Curriculum of the In-In-Out Programme

The Diploma in Basic Education programme for Teacher Training Colleges aims at achieving a minimum quality and quantity of instruction necessary to meet society’s teacher demands and expectations. Therefore, the

curriculum seeks to offer a new direction in training basic school teachers, thus ensuring that our children receive quality education.

The new policy directives for the Three-Year Diploma in Basic Education are geared towards the training of a generalist teacher who would be able to teach at both Primary and Junior Secondary School levels. Students take courses in Education, practical Activities and General Studies and also at least seven foundation subjects. These subjects are English Language, Mathematics, Ghanaian Language, Culture Studies, Pre-Vocational Skills, Religious and Moral Studies and French. The rest are Technical Skills, Environmental Studies and Social Studies. Students offering Technical Skills and French are exempted from Environmental and Social Studies. French and Technical Skills are options offered by specific Teacher Training Colleges. The practical activity courses such as Music and Dance and Physical Education are also intended to prepare the student for effective handling of the subjects at the basic level. However, the General Studies courses (Communication and Study Skills, HIV/AIDS Education and introduction to Information Technology) are geared towards the student's personal development. The generalist curriculum seeks to integrate teacher knowledge with professional performance in order to ensure improvement in teaching and learning. The content of the programme therefore starts from the revision of Senior Secondary School work through the second year of the four-year Bachelor of Education programme offered in any relevant teacher training university. The details of the content of the programme can be seen in Appendix 'H'.

The content, methodology, professional and personal development courses will reflect the following generalist principles:

- i. Foundation courses covering all the subjects taught at the primary and Junior Secondary School levels will be offered students.
- ii. Curriculum studies will cover both primary and Junior Secondary School subjects.
- iii. Courses in methodology will cover primary and junior secondary school Teaching.

The objectives of the curriculum are: to produce generalist teachers capable of teaching subjects at the primary and junior secondary school levels; to produce teachers who have a clear grasp of intended outcomes of their teaching activities, who are skilled in monitoring, diagnosing and providing equal opportunity to all pupils, and to produce close working relationship between teacher training colleges and local schools through the "Out" component of the programme.

The Three-Year Diploma in Basic Education programme has the following key features:

- i. It is a three-year Semester programme, spanning six semesters with teacher- trainees earning a Diploma.
- ii. It will enable teacher-trainees who graduate with a Diploma to upgrade themselves to Bachelor of Education (B.Ed) degree level at any relevant tertiary institution.

- iii. It will establish a judicious balance between theoretical knowledge and teaching skills.
- iv. It will train teachers to be facilitators of learning.
- v. It will produce teachers who are creative researchers in the classroom, (action solving problems through action research).
- vi. The “Out” component of the programme has duration of thirty two weeks (two semesters).
- vii. The programme is intended to support and monitor teacher-trainees’ performance at college, and during school-based study.

Practical Training of Trainees of the In-In-Out Programme

According to GES/TED (1998), the following are the activities through which mentees can receive practical training:

1. School attachment for observation of teaching and work experience;
2. On-campus practicum to develop teaching skills;
3. Off-campus practicum to develop teaching skills;
4. Internship, which will allow an “intern” to consolidate his/her teaching experience as a school-based activity under supervision and guidance of mentor for one academic year.

School Attachment for Observation

School attachment is an activity that every first year teacher-trainee undertakes at the end of his/her first year; it is a period during which each teacher trainee is posted to a school to observe what happens in real school situation. At

the end of the exercise, heads of schools are to present reports about each teacher-trainee to his/her training college. The areas that teacher-trainee look out for during the observation period are pupils involvement in learning, problem-solving, classroom management practices, dealing with pupils with different abilities and small groups (Sanger, 1988). Observation also gives teacher-trainee the opportunity to work alongside experienced teachers and to be involved in planning, organizing and evaluating the work of pupils.

On-campus Practicum

According to the policy document, the following will help mentees to develop teaching skills; demonstration lesson, peer teaching, and microteaching. Tutors should organize demonstration lessons for mentees before they start peer and micro teaching. The demonstration lessons allow tutors to present a model lesson to a basic school (especially demonstration schools attached to the college) in a natural way for mentees to observe. The tutor will select appropriate teaching strategies and combine them with relevant teaching and learning materials in a logical and coherent manner for mentees to observe. Ideally, the teaching strategies to be used to impact knowledge to the pupils as a tool for teaching in the schools should be used by tutors to give the mentees a practical illustration of what they are expected to do as teacher's (GES/TED, 2001). This will help mentees to have first hand experience on how to handle some topics in some classes.

Off-campus Practicum

After the micro-teaching and peer-group teaching stages is the off-campus practicum, where trainees are given field experience in actual teaching in the schools using real pupils/students. Trainees are assigned to experienced and committed teachers who provide support and advice and organize professional development. During the off-campus practicum, trainees are given the opportunity to practice the theories, techniques and knowledge that they are exposed to during their academic and professional preparation.

Internship or School Attachment

Internship or the year-long attachment of teacher trainees to schools constitute an important part of basic teacher preparation. The main objective of this internship is to produce qualified and effective teachers for basic schools through competency based training.

During the third year or final year, teacher trainees are posted to basic schools where they will combine their studies with practice teaching. Teacher trainees will carry out their studies based on distance learning methodology. Through the work-study in schools, lasting a whole academic year, teacher trainees will learn to teach by teaching and thus become competent and efficient basic school teachers. Therefore teacher trainees need a lot of guidance so that they can stay successfully in the communities and schools to which they will be assigned and teach as well as study without experiencing difficulties. This arrangement is in line with the school-focused mode of teacher education, which

enables teacher trainees to benefit from performance as a critical method of acquiring competent teacher status.

The teacher training colleges with the assistances of the district education offices, identify and select schools for the practice teaching. The teacher trainees or mentees are posted to the selected schools by the college. Two mentees or teacher trainees are put in a class under the guidance of a mentor or the class teacher who is trained by the college. The teacher trainees observe the mentor for a week in the classroom. After that, each mentees is given 4 periods a week to teach. While the mentor teaches, the mentees observe and hold discussions with him/her. On the other hand, when one mentee teaches the mentor and the other mentee observe and later hold discussions and suggestions are made for further improvement of the mentee's performance.

During the internship, teacher trainees are to take part in all activities of the school including school management, staff meeting, disciplinary procedures and co-curricula activities. The teacher trainees go home after school and prepare their meals. They attend study circles, where they converge to study the distant learning materials for a minimum of two and half hours. Teacher trainees are to keep daily diaries in which they record events and their movements. They also prepare their lesson notes and TLMs, which are verted by the head teachers or lead mentors.

Teacher trainees are to be involved in community activities during the one-year internship. They need to support communities in order to foster good relationship. Teacher trainees could arrange to take part in the following

activities; tree planting, sanitation, adults literacy classes, religious activities and others.

The internship ends after thirty weeks of teaching and teacher trainees return to the college for another six weeks. While in college for the six weeks teacher trainees evaluate their experiences during the school-based period and to write their final examinations in Education studies and General studies. (GES, 2002).

Supervision of Teaching

Supervision plays an important role in the achievement of the objectives of the In-In-Out programme. Writing on the importance of supervision, Adesina (1990) intimated that supervision plays a major role not only in creating a positive relationship between the leader and his subordinates but also in providing ample evidence upon which assessment can be based. In the school system, Adesina stated further that supervision helps the new teacher to understand the purposes, responsibilities and relationship of his position and the directions of his efforts. He concluded by saying that students of education as well as practising school administrators need to note that the term “supervision” does not mean “policing” which is the type most commonly found in day school system.

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Evaluating the National Conference on Teacher Education held in 1986, Tamakloe (1997) formulated the following principles for the organization and supervision of teaching practice:

- i. Student teachers should not be introduced to the actual off-campus teaching until they have gone through the preparatory steps of demonstration teaching, microteaching and peer teaching.
- ii. Classroom teachers should not be "On holding" during teaching practice, rather they should be always available to give guidance to the apprentice teachers.
- iii. College supervisors should plan their schedules such that they will find time to hold pre-observation conference with every student they supervise.
- iv. The training of teacher should be considered on co-operative venture between the institutions that produce the teacher (the training colleges) and those who eventually make use of the products, that is, school and the GES (Tamakloe, 1997).

The above principles confirm the important role that supervision plays in teacher education. In the In-In-Out programme the link tutors, the lead mentor and the mentor are all front line supervisors of the programme. As indicated by Tamakloe (1997) and Adesina (1990), supervision plays a major role in the preparation of teacher trainees during the off-campus practicum, and therefore the success of the In-In-Out will depend on proper supervision of link tutors and mentors.

The Concepts of Mentorship and Distance Learning

Methodology (Distance-Education)

The 'Out' segment of the In-In-Out programme is based on the concepts of mentorship and distance learning methodology (distance education) to achieve

some of the objectives of the programme. One way to “prepare teachers for the school circumstances now prevailing” is to mentor teacher-trainees and beginning teachers (Goodlad, 1991, p.27).

The word mentor has its root in Greek Mythology. The word means a wise and faithful Counsellor. Writing on the role of the mentor, Anderson and Sharnnon (1988) posited that: “the mentor’s responsibility is to nurture, serve as a role model, be a caregiver, and teach, support, encourage, counsel and befriend the inductee. Linda, Philips and Jones (1998) posited that mentors are “influential people who significantly help you reach your life goals. They have power, through who or what they know to promote your welfare, training or career” (p.21). The roles and qualities of mentors include, role model, guide, willing to be a mentor, support, experienced, advisors, trusted counselor, leader, friend, listener, knowledgeable, shares resources, observes confidentiality, interested, shows mutual respect, shows affection, accessible networker (Pascarelli as cited in MacCallum & Beltham, 1999).

In the mentor model, beginning teachers are assigned to expert teachers who provide support and advice (professional, emotional or both), and organized professional development (Griffiths & Owen, 1995). Griffiths and Owen contend that inherent in the mentor model is the notion that experienced teachers, who are chosen as mentors, possess many professional and personal qualities, including ability to provide information, ideas, assistance and support, adopt a stance of co-thinker and maintain a balance between sharing personal knowledge of good

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teaching and fostering the beginning teacher's construction of his or her own views about teaching (Griffiths & Owen, 1995, P.144).

To Galvey-Hjornevic (1986), mentors are successful when they are older than the beginning teachers and when they are of the same gender. Experienced mentors should be capable of handling discipline problems, classroom management, and lesson planning, understanding the written and unwritten rules of the school, developing socialization skills, and developing techniques used for handling parent conferences (Galvey-Hjornevic, 1986).

Jacques (1992) views the mentor as an expert professional, guiding the apprentice teacher but with the addition of a more precise instructional dimension. She further enumerates the role of mentorship as "an instructor, a teacher, a counsellor and an assessor rather than simply a craft expert to be copied by a novice" (p.340). This kind of training gives teachers professional wisdom and freedom to have real power and responsibility in the training process of their colleagues to be. This is evident in the role they play as mentors, as they guide and assess mentees. Clearly, they are now offered control and participation in the training of their own profession and can privilege aspects of the job they judge to be most important. Invariably, the mentorship strengthens the relationship between the training process and the practice process as the colleges and schools are getting closer and closer. The likely effect of this relationship is that teacher educators are better positioned to know the needs of real classroom situation and to factor these in the training process since they will be better informed about the problems teachers face in the real classroom during their visits. "The overriding

concern of mentoring is to build confidence in young people, and help them develop a clearer sense of purpose and direction in life” (Batty, Rudduck & Wilson, 1999, p. 365). The implication is that mentoring is an interaction between experienced and less experienced professionals, whereby the less experienced learn from the experienced. In so doing, the less experienced is made to believe what he/she sees from the experienced as the norm, hence he/she graduates from the point of less experienced to experienced as he/she builds on confidence. Batty et al. (1999) outline some qualities of mentors, and these are:-

1. The good mentor needs to be someone who is reliable;
2. Approachable, good listener and is interested in what you have to say;
3. Is trustworthy and will keep your confidences;
4. Has the skills to encourage to talk and is not too intrusive or pushy; and
5. Is knowledgeable and experienced.

As analysed above the concept of mentorship adopted by the designers of the In-In-Out Programme is a strategy to support trainees to achieve quality training for effective work in the school set up.

Stakeholders of the In-In-Out programme will among other things;

- a. Offer teacher trainees opportunities for more exposure to the realities of the school and classroom situation and reduce the superficial nature of formal teaching practice.
- b. Commit classroom teachers to support trainees using a “mentoring” approach rather than abandoning them to their fate when these trainees are posted to the schools.

- c. Emphasise the importance of the concept of a foundation period, followed by a deepening of principles of methodology and prolonged cycle/period of practice (school attachment) and reflection which leads to a dynamic, development of the concept of “professional competence”.
- d. Ensure that trainee’s school experiences are mutually supportive and complementary. (GES/TED, 2002 Manual for mentees on school attachment).

According to GES/TED (1998), the context of In-In-Out model mentorship is a team of five: two mentees; subject or classroom teacher (Mentor); headteacher (Lead mentor); and tutor from the training college (Link tutor). Two mentees teach under the supervision of a mentor with special abilities and high professional standards. GES/TED (1998) stipulates that the role that mentors are to play include to assess the teaching and general behaviour of mentees under their charge and to write reports on such mentees. In addition, the mentor has oversight responsibilities of facilitating the work of the mentees. These include providing professional advice on how to deal with classroom challenges, the selection of appropriate teaching strategies and resource materials, and general school management and interpersonal relationships in the schools. The mentors will operate as in-school supervisors, and in this connection provide regular on-the-spot professional guidance and encouragement to mentees. Also, mentors help the mentees to adjust to the needs and culture of the community in which they work and even help resolve certain personal problems that might crop up in the course of mentees discharging their duties. The lead mentor plays the role of a

father by ensuring the well being of all mentees posted to his/her school. He/She uses the reports of mentors in preparing comprehensive reports on the mentees in his/her school for submission to principals through link tutors (GES/TED, 1998).

Ghana Education Service and Teacher Education Division require link tutors from the teacher training colleges to provide the linkage between the colleges and the schools and ensure that the practical training of the mentees is in consonance with the goals of competency based teacher education. The link tutors are expected to work closely with mentors when they visit the mentees so as to resolve any problems that the mentees might have experienced.

Furthermore, link tutors pay a weekly or monthly visit to schools where their mentees are attached. Link tutors play a tremendous role in bring mentees to a high level of professional standard. They guide them on how to use effective strategies in teaching difficult topics, how to relate with pupils, classroom management and all that goes into professionalism. In addition, they guide mentees on how to study the distance materials, and assess their teaching.

Distance Learning Methodology

The literature on distance education is relevant to this study, since trainees study whilst teaching in their various schools of attachment. Teaching and learning materials are supplied in eight subjects by the Ministry of Education through the Teacher Education Division of Ghana Education Service. With the support of the Distance Learning Materials (DLMs) trainees learn on their own and also meet at their study circle centres to share ideas. However, trainees have

the opportunity to meet their tutors to discuss their project work once a week. Trainees use the college Library after school hours and during the week ends to carry out research work and assignment. These activities support the Distance Education methodology of the 'Out' programme.

Ljosa (1992) viewed distance education as a system that should be considered in terms of its sub-systems and characteristic function. Thus, in defining distance education, thought must be given to such sub-systems as models of teaching, student's services, student activity, comprehensiveness of course materials, student follow-up, examination, subject areas and two-way communication.

Keegan (1986) perceived distance education as having the following important characteristics:

1. It is a teaching-learning interaction process marked by quasi-permanent separation of teacher and learner throughout the length of the process.
2. It is an educational arrangement which has planning, and preparation of learning materials and the provision of student support services as a very essential component.
3. It involves the utilization of a multiple number of media of instruction such as the print, and audio-visual equipment like radio, television, video and the computer.
4. It involves a two-way communication process in which instructors and learners engage in useful information exchanges via the multiple media mentioned above.

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5. It involves the quasi-permanent absence of a learning group throughout the duration of the course. This means that the learners do not usually study in a classroom group setting but mostly engage in self-instructional readings (or self tuition). They only have very limited face-to-face interaction among themselves and with their course instructions.

The principles of distance learning guided the designers of the In-In-Out programme to fashion work and study by trainees during the 'Out' programme. The modules supplied to trainees as distance learning materials are reader-friendly and tutors support trainees by giving assignments which are collected and marked. Tutors discuss comments made on marked assignments with trainees.

Training Programmes for Mentorship

Link tutors and mentors should be trained to effectively support the In-In-Out Programme. GES/TED (2001) required that link tutors should be trained first to serve as instructional supervisors, and also as trainers of the mentors.

The content of the initial training programmes covers the following topics:

1. The new teacher training programme.
2. Details of the syllabuses of the "Out" components of the programme
3. The use of action research methodology
4. Supervision for effective teaching and learning
 - a. Role of link tutors
 - b. Role of mentors
5. Assessment of mentees using the competence matrix
6. Writing and keeping profiles of mentees

7. Organizing school conferences
8. Evaluating progress of mentees
9. School, community, college interactions (GES/TED, 2001)

According to GES/TED (2001), a progressive approach should be adopted for the training of both link tutors and mentors. It should be arranged for link tutors and mentors to come together to engage in reflective examination of their achievements and challenges at the end of every term as a way of self-renewal for continuing with the support programme for mentees.

Objectives of the In-In-Out Programme

The old system of teacher education had its weakness and therefore, the products of the old programme are known to be ill prepared in facilitating effective teaching and learning in the basic schools. There were fundamental problems associated with the quality of students admitted for training. Most of the students admitted into the teacher training college may be described as deficient in academic knowledge upon which professional training of the prospective teacher can be based (GES/TED, 1998). The National Teacher Training Conference which took place in July, 1997 agreed that the current teacher education programme should be restructured to overcome the inadequacies which have, over the years, militated against the effective education and training of teachers for the basic schools. GES/TED (1998) stated that the rationale of the In-In-Out programme rests on these deficiencies and seeks to produce qualified and effective teachers for basic schools through competency- based training. Therefore, the programme emphasizes on integrating the teaching of theory with

performance in the classroom. The community is also to be involved so that the needs of the community can be taken into consideration. From GES/TED (2000) it can be discerned that the thrust of this new direction is that through work-study in schools lasting a whole academic year of attachment to schools will provide sufficient time for mentees to practice teaching and become competent in teaching.

Qualification of the Implementers of the In-In-Out Programme

The policy document stated that all tutors of Teacher Training Colleges in the country must be professionally qualified to teach in Teacher Training Colleges. The minimum qualification for tutors teaching in the Teacher Training Colleges will be Bachelor of Education (B.Ed) degree or degree with appropriate qualification in education. Ultimately, all tutors should have Master's in Education (M.Ed) or Post Graduate Degree with appropriate qualification in education. All holders of B.Ed may obtain a higher degree through distance education (MOE, 1996). The mentors and lead mentors are required to have a minimum of Four-Year Teacher's Certificate 'A' and must have proved competent in all regards. Such mentors are expected to undergo a training that will equip them with the necessary skills and competencies required of this new programme.

The academic qualification required of students for admission to pursue a Diploma in Basic Education programme in the Teacher Training Colleges is Senior Secondary School Certificate with aggregate 24 or better in core English, core Mathematics, Integrated Science and any other three subjects. The grade in

English should be D or better; or School Certificate or General Certificate of Education (SC/GCE) ordinary level with credits in six (6) subject including English, Mathematics, and one of the following: General Science/Agricultural Science/Health Science/Biology/Chemistry/Physics and three other subjects with aggregated 24 or better (GES/TED, 2002). The quality of the implementers will definitely promote the success of the In-In-Out programme.

**Reports on the In -In - Out programme and the Presidential
Committee on Review of Education Reforms in Ghana**

In 2002 the Teacher Education Division of the Ghana Education Service carried out a Mid – Term Assessment on school attachment scheme of the Three-year Post Secondary Teacher Training Programme and pointed out the challenges of the ‘Out’ programme and some positive things about the school attachment programme. The report revealed the key players in the school attachment programme as principals, link tutors, lead mentors, mentors, and teacher trainees. It identified the following challenges which should be addressed for smooth running of the programme:

1. Accommodation – free accommodation could not be obtained in some of the communities, moreover, where free accommodation was available, the source of worry is its sustainability.
2. Curriculum material – Textbooks, teachers’ handbooks, and syllabuses were inadequate in the schools. These inadequacies posed problems for not only the trainees but also the mentors in their lesson preparations and delivery.

3. Funds – Funds provided to the colleges were woefully inadequate to meet the running cost of the buses, stationery for printing of assessment and other related forms as well as supervision/out of station allowances for link tutors.
4. Inadequate support for mentees in terms of supervision by link tutors, principals and mentors. Most mentors failed to observe lessons and conduct post-observation conferences.
5. Motivation for mentors and link tutors.
6. Late commencement of project work.
7. Irregular supervision made trainees travel to college campuses and this exposed them to transportation risks and extra financial burdens.
8. Inadequate furniture for mentors from schools of attachment.
9. Transfer of trained mentors from schools of attachment to other schools
10. Disbursement of trainees' allowances – the current mode of paying Students allowances through the banks causes absenteeism from classes as they spend days to collect their allowances.
11. Late delivery of Distance learning Materials (DLMs)
12. Inadequate community support for the 'Out' programme.(GES/TED, 2002)

The report also indicated that mentors and mentees accepted the following as positive things about the school attachment exercise:

1. It gave trainees a great deal of professional experience and exposure to curriculum activities.

2. It helped trainees to manage their limited resources e.g. time and money.
3. It helped trainees to acquire skills in the preparation of teaching and learning materials (TLMs).
4. It helped trainees to learn how to prepare their own meals
5. It helped to expose trainees to diverse cultures.
6. Subjects that were not being taught by regular classroom teacher were taught for example, Physical Education.
7. Schools of attachment enjoyed full contact hours.
8. School attendance on the part of pupils as well as teachers improved.
9. There was evidence of academic progress in the schools of attachment.
10. Mentors and mentees have learnt new things from one another.
11. It helped trainees to learn how to live independent lives.

In a paper presented by the Deputy Director of Teacher Education Division (TED) at a Multisite. Teacher Education Project Symposium at Dodowa in 2002, he raised similar issues as indicated by Teacher Education Division of the Ghana Education Service report on a Mid-Term Assessment on school attachment scheme of the Three-year Post Secondary Teacher Training Programme.

The Deputy Director also mentioned the following issues:

1. There was too much work-load on trainees in teaching, preparing their own food, attending study-circle meeting and writing of project work.
2. Trainees considered the three terms of attachment periods too long.

3. Mentors complain of increased workload, especially vetting of lesson notes and supervision of trainees teaching in addition to their own class teaching (Nsowah, 2002).

An evaluation of the 'out' component of the Initial Teacher Training Programme was conducted by Aboagye and Kutor (2005). The report indicated the challenges of the "Out" programme which is close to the findings of the study carried out by Musah (2003) on "An evaluation of the In-In-Out programme of teacher education in Ghana". Their report also confirms some of the issues raised by Teacher Education Division (2002) and the report of the Presidential committee on Review of Educational Reforms in Ghana (2002). Some of the findings of the study by Aboagye and Kutor (2005) are:

1. Problem of water in some communities existed and therefore trainees struggled with community members for water. Some communities with boreholes lock them up and this made it difficult for trainees to fetch water any time they needed it.
2. Unavailability of raw food items in some instances. Trainees traveled to markets far away from their communities to buy raw food items.
3. Some chiefs and elders in some communities do not show concern and interest in the welfare of mentees, especially they do not visit mentees when they are sick.

4. Problems faced by teacher trainees on their project work. Teacher trainees spent so much money to travel from their schools to colleges to meet their supervisors.
5. Lack of knowledge in methodology in areas which were not teacher trainees options.
6. In some schools mentors abandoned their roles and teacher trainees had completely taken over the teaching load of mentors.

The report of the Presidential Committee on Review of Educational Reforms in Ghana (2002) outlined a number of a lapses in the In-In-Out programme as practiced in the teacher training colleges in Ghana. The report pointed out that undue attention is paid to methodology and practice to the neglect of content. Secondly, the daily schedule of the 'Out' component is overloaded; consequently trainees have very little time for their own studies. Thirdly, distance learning materials are received late due to logistic constrains. Furthermore, there is lack of incentives for mentors and link tutors resulting in poor supervision. There is also inadequate supervision from tutors who have to combine the teaching of the first and second year students with the supervision of teacher trainees in the 'out' programme. Other defects mentioned were lack of motivation and transportation for the supervision and non-availability of accommodation for teacher trainees.

Musah (2003) in a study, "An evaluation of the In-In-Out programme of teacher education in Ghana," identified the following as challenges of the In-In-Out programme; Incompetent mentors, poor supervision, inadequate resource

materials, and lack of incentive for tutors and mentors and inadequacy of allotted time. As the report indicated the issues raised above may affect the successful implementation of the In-In-Out programme. However, the study revealed that the programme had some positive impact on mentees. Mentees were exposed to the reality of teaching, acquisition of classroom management skills and being more professionally trained.

Musah's findings as well as the concerns raised by Mr. Nsowah are similar to those raised in the Presidential Committees Report on the Review of the Educational system presented in 2002.

Kunu (2005) in a study on "The challenges facing the internship of teacher trainees in the Volta Region of Ghana identified the following challenges; that the rent free accommodation for mentees could be threatened in coming years. The study also found out that majority of link tutors could not discuss DLMS and related problems with mentees, just as they were unable to hold conferences with mentees because of lack of time. Kunu also established that some mentors seemed to lack the professional competence and commitment and so could not stay in their classroom to observe and supervise mentees and thereby promote their professional development.

Summary of Literature Review

The literature review indicated that the educational system of the country continues to change to meet the demand and aspirations of the society. Therefore

there is the need to find out the effectiveness and efficiency of implementers of the educational reforms in the efforts to achieve quality education in Ghana.

A number of issues have been raised in the findings of some studies as indicated in the literature review which are challenges to successful implementation of the In-In-Out programme. Some of them are accommodation for mentees, lack of curriculum materials, transport, lack of incentive packages for mentors and link tutors, late supply of DLMs (Distance Learning Materials) to mentees, delay in payment of feeding grants to mentees and inadequate community support for the 'out' programme.

From the literature review it became clear that the strategies adopted by the designers of the In-In-Out programme are mentorship, supervision and distance learning concept and therefore the issues mentioned above are threats to the aims and objectives of the programme.

The review showed the introduction of In-In-Out programme as a novelty in teacher education. The programme emphasizes sound knowledge of subject matter and the acquisition of pedagogical skills by mentees who are being trained to be effective teachers in the basic schools.

The management of the 'Out' programme as revealed by the review of literature draws on partnership approach among the following participating groups;

- a. The teacher training colleges,, where the trainees have received training for two years,

- b. The schools of attachment under the District Directors of the Ghana Education Service where trainees are expected to teach to gain teaching experience in real life situations, and
- c. Teacher trainees who are on the attachment programme.

Each partner is expected to bring experience and support (both professional and materials) to bear on the development of teacher trainees. Also, these partners accept the basic principle that the training of teacher is a shared responsibility which cuts across school management, effective teaching and learning, disciplinary procedures, staff relations, school-community relations with regard to professional behaviour in schools and communities.

The partnership approach in the management of the “Out” programme goes with certain challenges. Although practitioners have a general idea about these challenges, there has been no study to find out how serious they are in the Tamale Metropolitan area.

CHAPTER THREE

METHODOLOGY

Overview

This chapter describes the area of study and discusses the population and the sample of the study, as well as the sampling technique used. The research design used is described, and research instruments including pre-testing, methods of data collection and analysis of the data also discussed.

Design of the Study

Research design indicates the basic structure of a study, the nature of the hypothesis and the variables involved in the study. Research design is a plan or blue print which specifies how data relating to a given problem should be collected and analysed. It provides the procedural outline for the conduct of any investigation (Gay, 1992). In this light the research design spells out the basic strategies that the researcher adopts to develop information that is accurate and interpretable.

This study is a descriptive survey design. Descriptive survey research is a research which specifies the nature of a given phenomena. It determines and reports the way things are. According to Ary, Jacobs and Razavieh (1990), descriptive research studies are designed to obtain information which concerns the current status of phenomenon. Descriptive research, thus, involves collecting data in order to test hypotheses or answer research questions concerning the current

status of the subject of the study (Gay, 1992). Fraenkel and Wallen (1993) agreed that descriptive research method provides opportunities for researcher to gain valuable insights into the current status of a phenomenon with respect to variables or conditions in a situation. The descriptive survey design was used to probe into the administrative challenges of the In-In-Out Programme in Tamale Training College and therefore brought to light the status of it's implementation.

Profile of the Study Area

The study is focused on Tamale Training College, which is situated in Tamale Metropolis. The Metropolis is located at the centre of the Northern Region, approximately 175 kilometres east of Longitude 1⁰ west and Latitude 9⁰ north. It shares common boundaries with Savelugu/Nanton District to the North, Tolon/Kumbungu District to the West, Central Gonja District to the South-West, East Gonja District to the South and Yendi District to the East. The Metropolis occupies approximately 750 kilometres square, about thirteen percent of the total land area of the Northern Region (see Figure 1). Tamale Metropolis has a total population of 293,879.(GSS, 2000).

The Tamale Training College is found in the Education Ridge, in the North- West part of Tamale. The Education Ridge is made up of the following: some Basic Schools, Tamale Secondary School, Bagabaga Training College, Tamale Polytechnic and the Regional Education Office of the Ghana Education Service. There are three Teacher Training Colleges in the Northern Region, namely: Tamale Training College, Bagabaga Training College and E.P. Training College, Bimbilla.

Tamale Training College was opened in 1960, mainly to train women to teach in primary and middle schools in Ghana. However, in 1978 the college was turned to a mixed institution. The current population of students is 889 and the staff population is 72. The college occupies a land area of four square kilometers

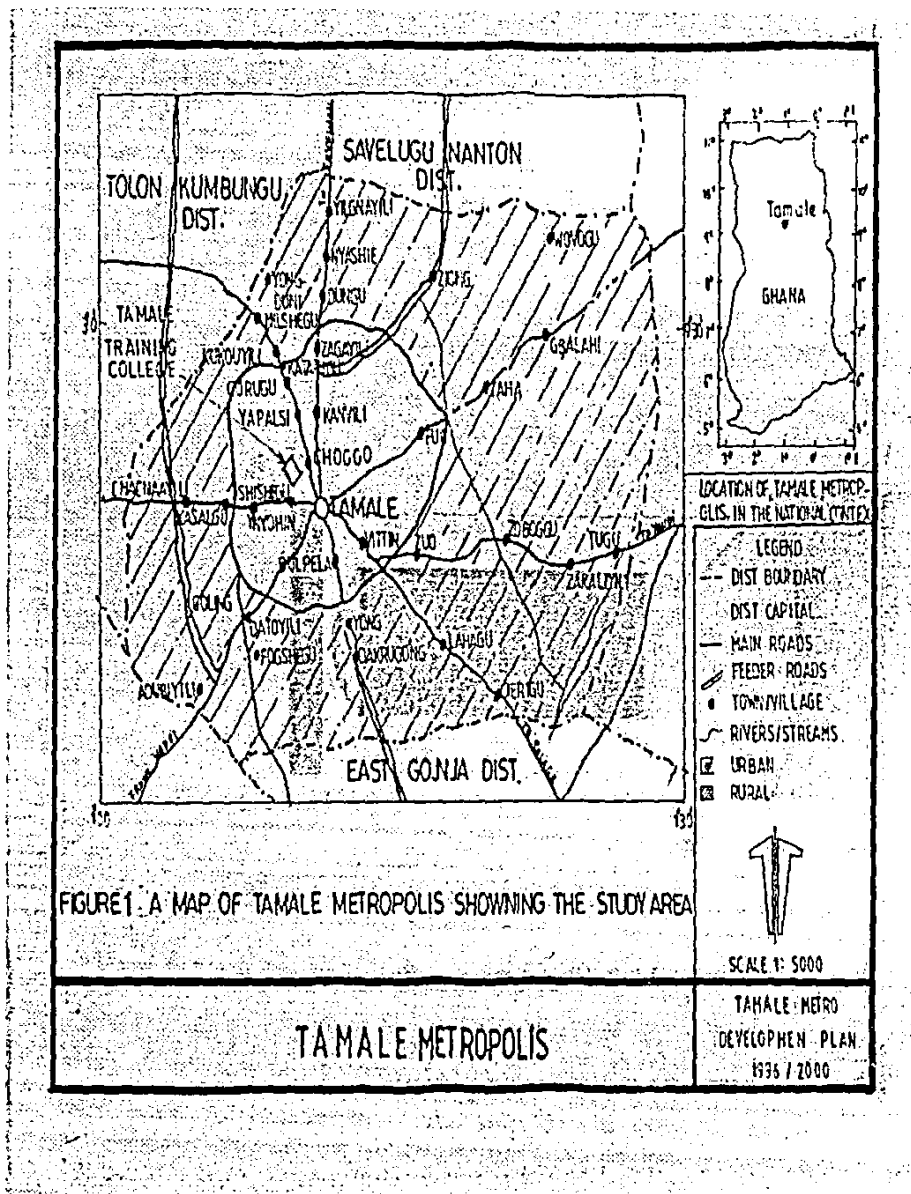


Figure 1 : A Map of Tamale Metropolis showing the study area

Population

The population for the study included all third year mentees of 2006/2007 and mentees who completed in the 2005/2006 academic years, the Principal, the two Vice Principals and tutors of Tamale Training College and selected mentors from the Basic schools of attachment. These groups of people selected are responsible for the implementation of the In-In-Out Programme and therefore detail and objective information was collected from them.

The Principal and the two Vice Principals are frontline administrators, who play supervisory roles for the successful implementation of the programme. The tutors were selected because they play a major role in the implementation of the programme. They teach in the college and also guide and supervise mentees in the schools of attachment. The choice of the mentees who completed in the 2005/2006 academic year is based on the fact that this group had experienced all the stages of the In-In-Out programme, while the mentees of 2006/2007 had gone through the two years training and were then in the “Out’ programme. The two groups were therefore, better placed to provide data for the study. The mentors were selected for the reason that they guide and support mentees throughout the one-year period of attachment.

The total target population was 615 respondents. The accessible population was tutors, the Principal and two Vice Principals, mentors and the Principal and two groups of mentees for 2005/2006 and 2006/2007 academic years. Some of the mentees of 2005/2006 academic year, who are now teachers in

Tamale Metropolis and Salaga District, were also part of the accessible population.

Sample and Sampling Procedure

The researcher used purposive sampling to select respondents. The Principal of the college, the two (2) Vice Principals. Twenty eight (28) tutors, one hundred and twenty four (124) mentees and sixty-six (66) mentors and 2 District Directors of Education (GES). Therefore the total sample size was two hundred and twenty-three (223) participants. The list of teachers for the year 2005/2006 was obtained from Tamale and Salaga District Education offices of the Ghana Education Service. The teachers were identified and the researcher met them in their various schools. The population of tutors, mentees and mentors selected was a fair representation of the total number of mentees, tutors, and mentors involved in the In-In-Out programme of Tamale Training College for two academic years.

The sampling was purposive or deliberate because all the groups were involved in successful implementation of the In-In-Out programme. They had exclusive information about the programme and the challenges of its implementation which no other people could describe any better way.

Research Instruments

The instruments used to collect data were interview schedules, observation guides and questionnaire. Primary and secondary data were obtained. The primary data were from the interviews and the secondary were obtained from the syllabuses and the policy documents guiding the implementation of the In-In-Out

programme. These documents helped the researcher to analyse what went on in the classroom situation.

Interview Schedule

The interview schedule was designed to obtain information from the two Vice- Principals and all tutors who were members of the Teaching Practice Committee. The questions were both open ended and closed ended. This was a two-way communication between the researcher and the respondents (Best and Kahn, 1993). This helped the researcher to check the accuracy of or to verify or refute impressions gained through observation and responses of both tutors and mentees. "The purpose of interviewing people is to find out what is on their mind" (Fraenkel & Wallen, 1993). Therefore the interview followed the usual manner in which interviews are conducted where answers to the questions were written down along the discussion. The interview technique was used for the fact that it established a rapport between the researcher and the respondents and questions were clarified to their understanding. The interview technique produced in-depth data because the researcher met the respondents personally and explained the purpose of the study to them. With the trust relationship established from the face-to-face meeting the researcher obtained accurate and honest responses.

Observation Technique

The researcher visited schools of attachment and carried out observation on teaching and learning activities in the classroom of mentees. An observational checklist prepared by the researcher was used. This was to help find out how the mentees performed in the classroom. The researcher looked for the following

variables: teaching and learning materials (TLM), classroom management, use of questions and interpersonal relationships.

Questionnaire

Questionnaire items were both open ended and closed ended. The questionnaire was divided into four parts. The first part consisted of questions that elicited information on the personal background of the respondents. The second part was to collect data on the objectives and resources needed for the successful implementation of the programme. The third part solicited information on strategies, and the fourth part sought the effectiveness and challenges of the In-In-Out programme.

The researcher sought permission from the college authorities and the District Directors of Education and personally met the tutors, mentees and mentors at their various schools. He personally distributed copies of the questionnaire to respondents in order to ensure that they got them. In all, two hundred and eighteen (218) copies of the questionnaire were distributed to the respondents. All the two hundred and eighteen were completed and returned.

Validity and Reliability of Instruments

The instruments used for the study were designed by the researcher and given out to some lecturers and his supervisor who scrutinized and made corrections for content validity. The corrected instruments were then used for pilot testing.

Try-Out of Questionnaire

The questionnaire was tried-out among some tutors, and mentees of Bagabaga Training College. The questionnaires were personally distributed among the respondents by the researcher. Some problems came up during the try-out exercise. Some of the questions were ambiguous or misleading and therefore had to be revised for clarity.

Data Gathering Procedures

The researcher personally administered the instruments to respondents in Tamale Training College with the permission of the college authorities. The selected tutors were met in their various Departments and after explaining the items on the questionnaire to them the researcher gave out the questionnaire to the tutors to respond. The completed questionnaires were collected back after the fourth day. The Principal and Vice Principals were informed about the interview and the purpose of the study, and they agreed to meet the researcher at a given date and time respectively. Each interview lasted forty minutes. As the discussion went on the researcher took down notes.

The researcher took permission from the District Directors of Education and met the mentors and mentees in their schools for the administration of the questionnaires. The researcher explained the items on the questionnaire and the purpose of the study to the mentors and mentees, and personally gave out the questionnaire to them to respond. The answered questionnaires were collected back after the fourth day.

Data Analyses Plan

Completed questionnaire and the interview schedules were examined carefully by the researcher to find out if all the items were answered properly and to determine the accuracy, consistency and appropriateness of the responses. Descriptive statistics were used. The researcher used the SPSS computer package to group the data into frequencies and percentages. The resultant relationships between the variables were then described and the relevant conclusions of the study drawn.

The findings emerging from the analysis of data collected in the study are presented and discussed in chapter 4 using frequencies and percentages.

CHAPTER FOUR
RESULTS AND DISCUSSION

Overview

This chapter presents the results of the analysis of the responses made by the respondents in the study. Tables are provided to illustrate and support the findings. In the analysis of the data vis-à-vis the research questions raised, frequency and percentage tables based on responses of respondents were constructed. The results of the study are presented, beginning with the characteristics of the respondents, followed by answers to the research questions.

Characteristics of Respondents

The study was conducted in Tamale Training College, Tamale Metropolis and East Gonja District in the Northern Region of Ghana. Tutors, mentors and mentees were involved in the study. Table 1 gives a distribution of respondents by sex and category.

Table 1

Distribution of Respondents by Sex

Sex	Category							
	Tutors		Mentors		Mentees		Total	
	No.	%	No.	%	No.	%	No.	%
Male	25	89.3	38	57.6	80	64.5	143	70.5
Female	3	10.7	28	42.4	44	35.5	75	29.5
Total	28	100.0	66	100.0	124	100.0	218	100.0

From Table 1, it is observed that males outnumbered the females by (68) 41%. Tables 2, 3, 4, 5 and 6 show the basic characteristics of the respondents.

Table 2

Age and Qualification of Tutors

Age (Years)	Qualification		Total
	Bachelors Degree	Masters Degree	
26 – 30	1	-	1
31 – 35	4	1	5
36+	21	1	22
Total	26	2	28

The distribution of respondents in Table 2 reveals that 26 of the tutors hold Bachelors degree and two have master’s degree. From the table, one tutor is within the age range 26 – 30 years and has a Bachelors degree. The majority (27) are within the ages of 31 years and above.

Table 3 shows the teaching experience of tutors.

Table 3

Teaching Experience of Tutors

Experience of Tutors	No. of Tutors	Percentage
One Year	1	3.6
Two Year	2	7.1
Three Year	5	17.9
Above Three Year	20	71.4
Total	28	100.0

Table 3 reveals that most of the tutors (89.3%) had more than three years teaching experience after graduation. The data suggest that the college had well – seasoned and experienced tutors.

Table 4 shows the number of times tutors had supervised students’ teaching practice.

Table 4

Number of Times Tutors had Supervised Teaching Practice

Frequency Tutors	No. of Tutors	Percentage of
Once	1	3.6
Twice	1	3.6
Thrice	6	21.4
More than three times	20	71.4
Total	28	100.0

From Table 4, it is seen that most of the tutors (92.8%) had supervised teaching practice for more than three times and this shows the importance the tutors attach to teaching practice which is a major component of the In-In-Out Programme.

Table 5 shows the basic characteristics of mentors.

Table 5**Qualification, Age and Teaching Experience**

Qualification	Age (Yrs)					Teaching Experience (Yrs)					Total
	20-25	26-30	31-35	36+	Total	0-4	5-10	11-15	16-20	21+	
Degree	-	5	4	10	19	1	11	3	2	2	19
Diploma	-	2	2	3	7	-	2	4	-	1	7
Cert. 'A' Post/Se.	9	13	7	6	35	2	17	12	3	-	34
Cert. 'A' Post/Middle	-	1	1	3	5	-	1	1	2	2	6
Total	9	21	14	22	66	3	31	20	7	5	66

Table 5 shows the qualification, ages and experience of mentors. The table reveals that 19 of the mentors hold Bachelor's degree and they are all 26 years of age and above and 18 of them have taught for 5 years or more. Diploma holders as indicated by the table are 7 and they are all 26 years of age and above with more than 5 years teaching experience.

The majority (34) of the mentors are Certificate 'A' Post-Secondary holders with aged 20 years or above and 32 of them have taught for more than 4 years, whereas Mentors with Certificate 'A' Post-Middle are only five, all of whom have more than 4 years teaching experience.

By the policy document of the In-In-Out Programme teachers with less than 5 years teaching experience are not qualified to be mentors. Thus, from the table only 3 teachers were not qualified in terms of teaching experience to be selected as mentors. However, in terms of qualifications, all the teachers were qualified to be selected as mentors, as stated in GES/TED (1998) that minimum qualification of mentor is certificate 'A' (Post –Middle). Table 5 further reveals that 62 of the teachers selected were well seasoned and experienced mentors.

Table 6 shows the characteristics of the mentees.

Table 6**Distribution of Mentees by Age, Gender and Entry Qualification**

Age	Gender				Entry Qualification									
	Male	%	Female	%	Total	GCE 'O' Level		%	SSSCE		%	Total	%	
21-25	62	50.0	37	29.8	99	80.0	-	00	72	58.0	72	58.0		
26-30	18	14.5	7	5.7	25	20.0	2	1.6	50	40.3	52	42.0		
					124	100.0							124	100.0

N = 124

Table 6 shows that all the mentees (124) were aged between 21- 30 years. About 98.3% of the mentees entered the training college with a Senior Secondary School Certificate (SSSCE). Only 1.6% of the mentees entered the college with General Certificate of Education (GCE) 'O' Level Certificate. From Table 6 it can be inferred that all the mentees qualified to pursue the In-In-Out Programme. The minimum entry requirement as stated in the policy document for Teacher Training Colleges is SSCE or GCE.

The researcher was also interested in why the mentees chose to train as teachers.

Table 7 shows the reasons why mentees chose Teacher Training College.

Table 7**Reasons Why Mentees Chose Teacher Training College**

Reasons	Frequency	Percentage
Wanted to be a teacher	61	49.2
Teaching will help me pursue my course in other higher institutions.	8	6.5
I wish to raise the standard of education in Ghana.	28	22.6
Teaching is a noble profession	6	4.8
I did not qualify for the University	2	1.6
I want to help the younger ones	19	15.3
Total	124	100.0

Table 7 reveals that few mentees (2) 1.6% entered the college to be professional teachers because they did not qualify for the University, while (122) 98.4% of the mentees went into teaching profession because they wanted to be teachers, to help the young ones, to help raise the standard of education in Ghana and to them teaching is a noble profession.

It is inferred from the responses that majority of the mentees had positive attitude toward teaching. This is because the reasons given by the mentees to be teachers is in line with the objectives of teacher education in Ghana. According to

Djangmah (1986), teacher education is to give teachers a sound set of professional skills that will enable them guide pupils to learn, and to give teachers manual skills to enable them to interact with the pupils in the acquisition of basic vocational skills. The responses of the two mentees who did not qualify for the University suggest that they were not interested in teaching but were compelled to choose Teacher Training College.

Research Question One

Research Question 1: What level of importance do implementers attach to the objectives and activities of the programme? This question sought to find out from implementers the degree of importance they attach to specific objectives as stated in the policy document. Tables 8 and 9 indicate the level of importance that respondents attach to the objectives and activities of the programme.

The objective to “Teach mentees to understand clearly the challenges of real classroom situation” on table 8 recorded above 72% as “very important” by all the respondents and on Table 9 the over all mean of responses recorded 75.8% as “very important”. The views of Burr et al (1950) support the responses of the respondents, that teaching practice gives mentees the chance to put together their skills and ideas into a whole to enable them to be successful teachers. Burr et al further explained that teaching practice also helps the mentees gain sights into the actual problems of classroom teaching.

The objectives which had high responses were “to help mentees acquire basic knowledge in classroom management” and “To expose mentees to the challenges of real classroom situation” as shown on Table 9 recorded 68.2% and 64.7% respectively. These responses are consistent with the views of Tozer et al (1995), according to them one of the objectives of teacher education is to connect training experiences to classroom teaching. The high responses of the respondents on “exposure of mentees to the challenges of real classroom situation” is consistent with that of Burr et al (1950). They also stated that teaching practice helps mentees to acquire the abilities and skills inherent in actual teaching situations and brings the mentees into intimate contact with children.

The objective “To develop in mentees positive attitude towards the teaching profession” recorded about 85% (Table 9) responses. This is an indication that mentees have a positive attitude towards the teaching profession which is in line with the police document of the In-In-our programme.

Table 8**Level of importance that respondents Attach to each of the Objectives and Activities of the In-In-Out Programme**

Objectives	Tutors				Mentors				Mentees			
	NI	SI	IM	VI	NI	SI	IM	VI	NI	SI	IM	VI
To teach mentees to understand clearly the challenges of real classroom situation.	3.6	3.6	17.8	75.0	1.5	25.8	-	72.7	3.2	4.8	12.2	79.8
To help mentees acquire basic knowledge in classroom management	-	3.6	39.6	57.1	1.5	3.0	27.3	68.2	1.16	3.5	15.5	79.4
To develop in mentees positive attitude toward the teaching profession	-	17.9	39.3	42.9	6.1	7.6	53.0	33.3	4.1	9.7	27.4	58.8
To help mentees to understand the nature of interpersonal relationships in schools that lead to effective teaching and learning.	7.1	7.1	60.7	25.0	3.0	7.6	57.1	33.3	8.1	8.9	24.2	58.8

Table 8 (Continued)

Objectives	Tutors				Mentors				Mentees			
	NI	SI	IM	VI	NI	SI	IM	IV	NI	SI	IM	IV
To help mentees acquire skills to handle subject(s) at the basic level effectively.	7.1	3.6	46.4	42.9	1.5	7.6	33.3	57.6	1.6	5.6	14.5	75.0
Exposing mentees to the challenges of real classroom situation.	3.6	8.6	21.4	66.4	1.5	7.6	33.3	57.6	1.6	8.9	19.4	70.1
To equip mentees with the knowledge and skills of dealing with the community in which they will be working.	3.6	10.7	53.6	32.1	1.5	15.2	42.4	37.9	8.1	13.7	21.0	57.2
To help mentees to be able to select appropriate teaching method (s) or individual topics	3.6	10.7	46.4	39.3	15.2	33.3	48.5	97.0	2.4	10.5	26.6	58.9

Table 8 (Continued)

Objectives	Tutors				Mentors				Mentees			
	NI	SI	IM	VI	NI	SI	IM	IV	NI	SI	IM	IV
To ensure that mentees' school experiences and college training experiences are mutually supportive and complementary	-	7.1	67.9	25.0	4.5	16.7	54.5	22.7	5.6	12.9	39.5	38.7
To help mentees to be able to adjust their professional competencies to suit the environment in which they will be teaching.	7.1	14.3	35.7	39.3	3.0	10.6	47.6	36.4	4.8	12.1	28.2	51.6

Table 8 (Continued)

Objectives	Tutors				Mentors				Mentees			
	NI	SI	IM	VI	NI	SI	IM	IV	NI	SI	IM	IV
To help mentees to acquire basic knowledge of methodology to handle subject(s) of the basic level effectively.	-	17.9	25.0	57.1	1.5	4.5	33.3	59.5	4.0	4.0	16.1	73.4
ACTIVITIES												
Peer teaching by second year Mentees.	-	7.1	46.4	46.4	3.0	9.1	48.4	39.4	4.8	7.3	34.0	54.0
Out of school base practice.	-	28.6	35.7	35.7	3.0	6.1	33.3	57.5	6.5	7.3	33.1	53.2
Independent self directed study.	-	28.6	53.6	17.9	9.1	12.1	51.5	27.2	12.1	23.4	35.4	29.0
Tutorials with link tutors	3.6	14.3	60.7	21.4	-	9.1	43.9	47.0	5.6	12.9	54.0	44.4
Observation of the first year	-	14.3	42.9	42.9	3.0	4.5	39.3	53.0	12.1	10.5	29.0	48.4
Interpretations: NI – Not Important, SI – Somehow Important, IM – Important, and IV – Very Important												

Table 9 shows the means percentage rating of tutors, mentors and mentees, concerning the importance they attached to each of the objectives and activities of the In-IN-Out Programme.

Table 9

Mean Percentage Rating of tutors, Mentors and Mentees

Objectives	NI	SI	IM	VI
To teach mentees to understand clearly the challenges of real classroom situation	2.8	11.4	10.0	75.8
To help mentees acquire basic knowledge in classroom management	1.0	3.4	27.5	68.2
To develop in Mentees positive attitude towards the teaching profession	3.0	11.7	39.9	45.0
To help mentees to understand the nature of interpersonal relationships in schools that lead to effective teaching and learning	6.1	24.9	47.3	39.9
To help mentees acquire skills to handle subjects at the basic level effectively	3.4	5.6	31.4	58.5
Exposing mentees to the challenges of real classroom situation.	2.2	8.4	24.7	64.7
To equip mentees with the knowledge and skills of dealing with the community in which they will be working	4.9	13.2	39.0	42.4
To help mentees to be able to select appropriate teaching method (s) or individual topics	7.1	18.2	40.5	65.1
To help mentees to be able to adjust their professional competencies to suit the environment in which they will be teaching	3.4	12.2	54.0	28.8

Table 9 continued

Objectives	NI	SI	IM	VI
To help mentees to be able to adjust their professional competencies to suit the environment in which they will be teaching	5.0	12.3	37.2	42.4
To help mentees to acquire basic knowledge of methodology to handle subject(s) of the basic level effectively	1.8	8.8	24.8	63.3
Activities				
Peer teaching by second year mentees	2.6	7.8	42.9	46.6
Out of school base practices	3.2	14.0	34.0	48.8
Independence self directed study	7.1	17.6	42.8	24.7
Tutorials with link tutors	3.1	12.1	52.9	37.6
Observation of the first year	5.0	9.8	37.1	48.1

Interpretations: NI – Not Important, SI – Somewhat Important, IM – Important, and VI – Very Important.

Source: Extracted from Table 8

Overall, the mean of the responses given by the respondents on the objective “To help mentees to understand the nature of interpersonal relationships in schools that lead to effective teaching and learning” was over 80% (Table 9). “To help mentees acquire skills to handle subject(s) at the basic level effectively”. So was the objective “To equip mentees with the knowledge and skills of dealing

with the community in which they will be working". These opinions of the respondents were in line with Anamuah-Mensah (2004) who maintained that interns (mentees) are given the opportunities to develop the skills of critical reflection and as a result it enhances the ability of mentees to theories and justify professional practice and further mentees become active citizens in schools and communities (Anamuah-Mensah, 2004).

From the respondents, the level of importance attached to the activities of the In-In-Out programme was high. This recorded above 67% on Table 9 as responses of tutors, mentors and mentees. "Peer teaching by second year mentees" recorded 89.5%. This suggest that it is important for mentees in the second year to practice teaching before they go out to the field to teach. This support what Tomakloe (1997) stated. According to him student teachers should not be introduced to the actual off-campus teaching until they have gone through the preparatory steps of demonstrating teaching, microteaching and peer teaching. Responses on "Out of school base practice" recorded 82.8% (Table 9). This is an indication that the "out" programme of the In-In-out programme is very important in the training of mentees. Here mentees are exposed to real practical work of teaching in schools. Response on "Observation of the first year" recorded about 85.2% (Table 9). This shows how respondents attach much importance observation of classroom practices at the end of the first year by mentees. This confirms the statement made by Sanger (1988), which during the period of observation mentees look out for pupils involvement in learning, problem-

solving, classroom management practices, dealing with pupil with different abilities and small groups. Sanger (1988) further stated that observation also gives mentees the opportunity to work alongside experienced teachers and to be involved in planning, organizing and evaluating the work of pupils. Burr et al (1950) contended that teaching practice is one of the important programmes in the training of teachers; they agreed that during the teaching practice period the student teacher assumes the role of an actual classroom teacher to work with children and to put into practice the techniques learnt during methodology classes.

From the foregoing, one can conclude that the implementers of the programme attach a high level of importance to the objective and activities of the In-In-Out programme.

Research Question Two

What are the attitudes of implementers towards the programme? This research question sought to find out the attitude of implementers towards the programme. Tables 10 show attitudes of Tutors, Mentors and Mentees toward the programme.

Table 10

Implementers' Attitude towards the Programme

	Tutors				Mentors				Mantees			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
The In-In-Out												
Programme broadens												
the scope of mentees												
and makes them under-												
stand issues relating to												
teaching profession	39.3	57.1	-	3.6	50.0	48.5	1.5	-	73.4	24.2	1.6	.8
The programme exposes												
mentees to the realities												
of the practices of												
teaching profession	57.1	25.7	3.6	3.6	68.2	29.0	1.5	1.5	66.1	29.0	3.2	1.6
The programme has a												
better potential to												
produce competent teachers												
who can handle individual												
topics in the basic education												
level better than the old												
programme.	25.0	46.4	21.4	7.1	59.1	39.4	1.5	-	46.8	37.1	13.7	2.4

Table 10 continued

	Tutors				Mentors				Mantes			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
Learning through the programme enables teachers to develop positive attitudes towards community members in which they will be teaching	32.1	53.1	14.3	- 65.2	32.0	1.5	1.5	40.3	39.5	11.3	8.9	
The programme makes it possible for mentees to identify appropriate methods of teaching specific topics	25.0	67.9	7.1	- 39.4	53.0	6.1	1.5	55.0	32.3	7.3	5.6	
The programme helps mentees to able to deal effectively with classroom discipline	21.4	64.3	10.7	3.7	44.0	47.0	4.5	4.5	64.5	26.6	6.5	2.4

Interpretation: SA – Strongly Agreed, A-Agreed, D- Disagreed, SD- Strongly Disagreed

Table 11

Mean Percentage Rating of Attitude of Tutors, Mentors and Mentees toward the Programme.

	SA	A	D	SD
The In-In-Out programme broadens the scope of mentees and makes them understand issues relating to teaching profession	37.8	43.3	1.0	1.5
The programme exposes mentees to the realities of the practices of teaching profession	63.8	27.9	2.8	2.2
The programme has a better potential to produce competent teachers who can handle individual topics in the basic education level better than the old programmes	43.6	41.0	12.2	3.2
Learning through the programme enables teachers to develop positive attitudes towards community members in which they will be teaching	45.9	41.5	9.0	3.5
The programme makes it possible for mentees to identify appropriate methods of teaching specific topics	39.8	58.6	6.8	2.4
The programme help mentees to be able to deal effectively with classroom discipline	43.3	46.0	7.2	3.5

Interpretation: SA – Strongly Agreed, A – Agreed, D – Disagreed,

SD – Strongly Disagreed

Source: Extracted from Table 10

From Table 11, responses on “The In-In-Out Programme broadens the scope of mentees and makes them understand issues relating to teaching profession.” Recorded 81.1%. Almost all the respondents highly agreed to the statement and this is in line with the policy document of the In-In-Out Programme. “The Programme exposes mentees to the realities of the practices of teaching profession” recorded 91.7% (Table 11). The view that “The programme helps mentees to deal effectively with classroom discipline” recorded 89.3% (Table 11) These responses are consistent with GES/TED (2002) statement, that the programme offers mentees opportunity to learn to teach by teaching and they are also exposed to practical issues such as school management, disciplinary procedures and staff relations.

Majority of the respondent indicated that “The programme has a better potential to produce competent teachers who can handle individual topics in the basic education level better than the old programme.” This recorded 84.6% (Table 11). Therefore, the views of the respondents on this issue are consistent with GES/TED (1998), which stated that the In-In-Out Programme seeks to overcome the inadequacies in the old programme. GES/TED (2001) also stated that teaching strategies to be used by tutors to give the mentees a practical illustration of what they are expected to do as teachers and this will help mentees to have first hand experience on how to handle some topics in some classes. Anamuah-Mensah (2004) confirms the views of the respondents by maintaining that the internship programme helps to develop confidence and teaching competence of interns.

Table 12 shows mentees’ assessment of the appropriateness of the various aspects of the In-In-out programme.

Table 12**Aspects of the Programme and their Appropriateness as expressed by Mentees**

Aspect of the Programme	Most Inappropriate		Most Appropriate		Most Appropriate		Most Appropriate	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Content	11	8.9	20	16.1	49	39.5	44	35.5
Objective	9	7.3	5	4.0	43	34.7	67	54.0
The Practices	11	8.9	19	15.3	39	31.5	55	44.0
“Out” Component	9	7.3	21	16.9	42	33.9	52	42.0
Peer teaching	11	8.9	11	8.9	49	39.5	55	42.7
Observation	12	9.7	21	16.9	52	41.9	39	31.4

Table 12 reveals that 75% of the mentees' responses considered the content of the programme as appropriate and 88.7% of them claimed the objective of the programme was appropriate. The response on the "Practice", "observation" and "out" component of the programme revealed about 75% as appropriate while "peer teaching" recorded 82.2% as appropriate. This is an indication of how important these aspects of the programme are to mentees. The views of respondents support the statement of Buir et al (1950) that teaching practice helps the students teachers to form a sound Philosophy of education and also helps them acquire the abilities and skills inherent in actual teaching situations. The views of the respondents confirms the statement made by GES/TED (1998) that peer teaching develops the teaching skills of mentees.

From the above analysis, most of the respondents considered all the aspects of the programme mentioned as highly appropriate and therefore the results showed that the direction of attitude of respondents towards the programme is positive.

Table 13 shows the problems beginning teachers anticipate as indicated by mentors.

Table 13

Problems Beginning Teachers Anticipate as Expressed by Mentors

Problem	SA		A		D		SD	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Classroom discipline	24	36.4	38	57.5	3	4.5	1	1.5
Student motivation	8	12.1	41	62.1	15	22.7	2	3.0
Dealing with individual differences.	19	28.8	34	51.5	12	18.1	1	1.5
Organization of class work	11	16.7	33	50.0	15	22.7	7	10
Wrong choice for the teaching profession.	15	22.7	15	23.7	21	31.8	15	22.7
Improper attitudes and unsuitable personality characteristic.	13	19.7	17	25.8	23	34.8	13	19.

Table 13 continued

Problem	SA		A		D		SD	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Inadequate professional training.	8	12.1	18	27.3	27	40.9	13	19.7
A problematic school situation	9	13.6	21	31.8	26	39.4	10	15.2
Difficulties in dealing with community members	12	18.2	25	37.9	13	19.7	16	24.2
Relations with parents	4	6.1	29	43.9	22	33.6	11	16.5
Inadequate TLM	25	37.9	30	45.4	6	1.9	5	7.6

Interpretation: SA – Strongly Agreed, A – Agreed, D – Disagreed, SD – Strongly Disagreed

Table 13 shows the responses of mentors about beginning teachers' views regarding problems anticipated. As shown in the tables "Dealing with individual differences" (80.3%), "organization of classwork" (66%) and "Inadequate TLM" (83.3%) were the problem areas that most beginning teachers anticipated. As seen from Table 11 the general attitudes of mentors towards the perceived problem areas of beginning teachers was positive as evidenced by the high level of percentages recorded.

Research Question Three

Research Questions 3: How adequate are the implementers prepared for the implementation of the programme? This research question sought to find out how tutors and mentees were prepared for the implementation of the programme. Table 14 shows the responses of tutors' preparedness towards the programme.

Table 14
Tutors' Preparation towards the Programme

Activity	VI	I	A	VA	Total
Knowledge and application of skills and methods of teaching	-	7.2	71.4	21.4	100.0
Exposure to all aspects of the programme.	-	42.8	53.6	3.6	100.0
Ability to integrate content with methods of teaching.	3.6	14.2	64.3	17.9	100.0
Understand the ways adolescents and older students learn to teach.	3.6	25.0	57.1	14.3	100.0
Use of audio-visual resources (e.g. charts, radio, pictures).	7.2	35.7	46.4	10.7	100.0
Exposure of mentees to classroom management.	3.6	10.7	75.0	10.7	100.0
Organization of peer teaching.	3.6	21.4	53.6	21.4	100.0

Interpretation: VI – Very Inadequate, I – Inadequate, A – Adequate VA – Very Adequate

As shown in Table 12, 92.8% of tutors indicated that they had adequate preparation in knowledge and application for skills and methods of teaching. Also, 57.2% of the tutors felt that their exposure to all aspects of the programme was adequate. As indicated on Table 12, tutors responses on "Ability to integrate content with methods of teaching" and "Exposure of mentees to classroom management" recorded 82.2% and 85.7% respectively. "Organization of peer teaching" recorded 75% and "Use of audio-visual resources" recorded 57.1%. The college has audio-visual centre and this might have assisted the tutors in the preparation and use of audio-visual towards the implementation of the In-In-Out Programme.

From the above analysis tutors preparedness toward the In-In-Out programme was adequate for its successful implantation.

The researcher was also interested in how the mentees were prepared for the programmes. Table 15 shows the responses of tutors and mentees on how mentees perceived their preparation towards the programme.

Table 15**Mentees' Preparation towards the Programme as Expressed by
Tutors and Mentees**

Activity	SA	A	D	SD	Total
Mentees were taken through all the topics in the syllabuses.	16.9	27.4	32.3	23.4	100.0
Mentees understood all the TTC syllabuses.	8.9	22.5	50.8	17.7	100.0
Mentees did observation at the end of their first year.	59.0	25.8	8.9	6.5	100.0
Mentees had enough training on the use of methods of teaching individual topics.	26.6	39.0	26.6	8.1	100.0
Each mentee was actively involved in the peer teaching.	54.0	29.8	2.9	3.2	100.0
The period for peer teaching was adequate for the mentees	20.2	29.0	27.4	23.4	100.0
During the peer teaching period, individual mentees exhibited proven skills and competencies that can help them face the real classroom situation.	38.7	45.2	10.5	5.6	100.0

Table 15 Continued

Activity	SA	A	D	SD	Total
Mentees were taken through specialized personal development studies.	19.4	34.5	33.9	12.1	100.0
Mentees were taken through education studies.	58.0	30.6	6.5	4.8	100.0
Mentees were taken through curriculum studies and methodology	60.4	31.5	4.0	4.0	100.0

Interpretation: SA – Strongly Adequate, A – Adequate, D – Disagreed,

SD – Strongly Disagreed

As shown on Table 15, responses of tutors and mentees indicated that mentees were taken through curriculum studies and methodology (91.9%), mentees were taken through education studies (88.6%) and mentees were taken through specialized personal development studies (53.9%). Furthermore, respondents agreed that mentees did observation at the end of the their first year which recorded 84.8%. Also, each mentee was actively involved in the peer teaching (83.8%). Mentees had enough training on the use of methods of teaching individual topics (65.6%) and about 83.9% of responses indicated that during the peer teaching period, individual mentees exhibited proven skills and competencies that can help them face the real classroom situation. From the above analysis, preparation of mentees through the other aspects of the programme was adequate.

However, respondents disagreed that mentees were taken through all the topics in the syllabuses and also mentees understood all the Teacher Training College Syllabuses which recorded 55.7% and 68.5% respectively.

About 50.8% of the respondents disagreed with the statement that the period for peer teaching was adequate for the mentees. This is to show that the period for peer teaching was inadequate for preparing mentees towards the implementation of the In-In-Out Programme. The responses, shown on Tables 14 and 15 suggest that tutors and mentees preparation towards the programme was adequate for the In-In-Out Programme.

Research Question Four

Research Question 4: How adequate are resources allotted to the college for the successful implementation of the programme?

The research question sought to find out if resources allotted to the college are adequate for the implementation of the programme. Here resources include teaching staff, teaching-learning materials, science laboratory and transport. These resources are important to the college for effective teaching and learning. The research question was analysed using the responses of tutors and mentees. Table 16 shows the adequacy of resources and facilities in Tamale Training College as reported by respondents.

Table 16**Adequacy of Resources and Facilities in the College as Reported by Tutors and Mentees**

Resources/ Facility	Adequate	Inadequate	Not available
Textbooks for teachers	24.8	62.5	12.7
Syllabuses for basic schools	72.3	25.6	2.0
Teaching hand book for basic schools.	28.0	40.7	31.25
Teaching/Learning Materials	36.7	65.2	3.6
Physical infrastructure	63.2	27.5	9.2
Laboratory facilities	9.3	71.3	15.6

The results from Table 16 show that 62.5% of the respondents claimed the college had inadequate textbooks for teachers. The respondents also indicated that the following were inadequate in the college to support the implementation of the programme; Teaching hand book for basic school (40.7%), Teaching Learning Materials (65.2%) and Laboratory facilities (71.3%). From the above responses, the respondents have indicated that some of the resources and facilities are inadequate in the college and this has negative effect on the implementation of the programme. However, respondents agreed that syllabuses for basic schools (72.3%) and physical infrastructure (63.2%) were adequate in the college for successful implementation of the programme.

The researcher was also interested in the adequacy of time for the various components of the Programme. Table 17 shows tutors and mentees perception about the time available.

Table 17**Adequacy of Time for the components of the In-In-Out Programme as Reported by Tutors and Mentees**

Component	Very Adequate(%)	Adequate (%)	Inadequate (%)	Very Inadequate(%)
First year observation	2.2	64.7	29.3	3.8
Second year peer teaching	3.9	71.8	21.9	2.4
Teaching of content	23.8	65.1	9.8	1.3
Visits by link tutors	1.4	15.9	81.5	1.2
Tutorials by link tutors	2.4	18.7	76.0	2.9

Table 17 shows clearly that, 64.7% of responses of tutors and mentees claimed that time allotted for the first year observation was adequate, and also time allotted to second year peer teaching (71.8%) and teaching of content was adequate for the components of the In-In-Out programme. Respondents however, stated that time allocated for the visits by link tutors and tutorials by link tutors was inadequate with responses of 81.5% and 76.6% respectively. According to GES/TED (1998), link tutors from teacher training college are required to provide the linkage between the colleges and the schools and ensure that the practical training of the mentees is in consonance with the goals of competency-based teacher education. Also, link tutors are expected to work closely with mentors when they visit the mentees so as to resolve any problems that the mentees might

have experienced. Therefore, to achieve the goals of the programme, time allotted for link tutors should be adequate enough for visits and tutorials, so as to support mentees during the out programme.

Research Question Five

Research question 5: What are the major challenges faced by the principal officers in the implementation of the In-In-Out Programme?

This question sought to seek the views of respondents about the major constraints which may affect the successful implementation of the In-In-Out Programme in Tamale Training College in the Northern region of Ghana. Table 18 shows the responses of respondents on the challenges of the implementation of the In-In-Out Programme.

Table 18

Challenges encountered in the Implementation of the In-In-Out Programme

Problem	Frequency	Percentage
Inadequate transportation	22	10.0
Lack of incentives for tutors and mentors.	19	8.7
Inadequate teaching and learning materials	48	22.0
Accommodation problem	23	10.5
Financial constrains	33	15.1
Inadequate supervision by tutors	65	29.8
Inadequate support from Communities	8	3.6
Total	218	100.0

As indicated in Table 18 respondents mentioned some of the major challenges encountered during the implementation of the programme. For all the challenges identified by respondents "Inadequate supervision by tutors" has the highest percentage of 29.8%. According to the policy document, link tutors should visit schools of attachment at least every week to supervise the work of mentees. From Table 16, as indicated by the respondents, the directives of the policy document of the In-In-Out Programme were not followed by link Tutors of Tamale Training College. Supervision plays an important role in the achievement of the objectives of the In-In-Out Programme and therefore link tutors, as stated by GES/TED (1998) are expected to work closely with mentors when they visit the mentees so as to resolve any problem that the mentees might have experienced and further to guide them on how to use effective strategies in teaching difficult topics, how to relate with pupils, classroom management and all that goes into professionalism. To buttress the importance of supervision, Adesina (1990) stated that supervision helps the new teacher to understand the purposes, responsibilities and relationship of his position and the directions of his efforts.

Respondents expressed their views that "Inadequate teaching and learning materials" (22.0%), as shown in Table 18, is one of the challenges which is likely to affect the success of the programme. Respondents think that mentees would need teaching and learning materials to facilitate effective work in the classrooms. This problem of inadequate teaching and learning materials such as, syllabuses, textbooks and teacher's handbooks in some schools was identified by Nsowah (TED 2002). Some respondents showed that financial constrains (15.1%) will

affect the success of the programme. This confirms GES/TED (2002) report that funds provided to the college were woefully inadequate to meet the running cost of bus, stationary or printing of assessment and other related forms as well as training of mentors, supervision and out of station allowances for link tutors. "Inadequate transportation" (10.0%) was also the concern shown by the respondents as one of the challenges of the programme. The college has one bus for teaching practice supervision. Any time the bus breaks down link tutors find it difficult to visit schools of attachment for supervision. Another common challenge mentioned by respondents was lack of incentives for tutors and mentors which recorded 8.7%. Respondents stated this because it may affect the success of the programme. To support the views of respondents on this issue, Nsowah (TED 2002) stated that lack of incentive packages in recognition of increased workload for mentors and link tutors as one of the challenges likely to affect the success of the In-In-Out Programme.

The last two challenges mentioned by the respondents are "accommodation problems" and "Inadequate support from communities" were supported by 10.5% and 3.6% of responses, respectively. These are issues respondents stated may affect the successful implementation of the In-In-Out Programme. This confirms MOE (2002) statement that some of the defects of the programme were non-availability of accommodation for teacher trainees. By the policy document of the In-In-Out Programme mentees are to be given free accommodation and support by the communities of the schools of attachment.

The research sought respondents' views regarding how to improve the implementation of the Programme. Table 19 shows their suggestions.

Table 19

Suggestions made by respondents for the Improvement of the Implementation Process

Suggestions	Frequency	Percentage
Provision of teaching-learning materials	45	20.6
Incentives for tutors and mentors	34	15.5
More vehicles for supervision	15	6.8
Provision of decent accommodation for mentees	33	15.1
Increase financial support	12	5.5
Regular supervision and monitoring of mentees	47	21.5
Regular support from communities	32	14.6
Total	218	100.0

As shown in Table 19, 20.6% of the respondents viewed "provision of teaching-learning materials" as a way of improving the implementation of the In-Out Programme. Provision of textbooks, syllabuses and teacher's handbooks will enhance effective teaching and learning in the schools. Respondents suggested that "regular supervision and monitoring of mentees, which recorded the highest of 21.5%, should be carried out by tutors. To them it is essential to professional development of the mentees. Also about 6.8% of the respondents

suggested that more vehicles should be provided for supervision. With the In-In-Out Programme the link tutors, the lead mentors and mentors are all front line supervisors of the programme as agreed by Tamakloe (1997) and Adesina (1990). To them supervision plays a major role in the preparation of teacher trainees during the off-campus practicum, and therefore the success of the In-In-Out Programme will depend on regular supervision and monitoring of mentees.

Another suggestion made by respondents on how to improve on the implementation of the In-In-Out Programme, which recorded 15.5% is to provide incentives for tutors and mentors for the extra work they are doing. With enhanced allowance and regular paid allowance will motivate tutors and mentors will be motivated to play their respective roles to achieve the desired goals of the programme.

Respondents also suggested that "provision of decent accommodation for mentees", and "regular support from communities, which recorded 15.1% and 14.6% respectively, may go a long way to assist the programme. By the policy document of the programme, communities are to provide free accommodation for mentees for the period of attachment. However, only few communities are able to provide free accommodation for mentees. Therefore, majority of the mentees rent rooms and are sometimes made to pay one year rent advance.

About 5.5% of respondents suggest that financial support for the programme should be increased, such as increasing students allowance so as to help them rent decent accommodation in the communities. Increase in financial

support will also help the college to fuel and maintain the only college bus for effective supervision.

Summary of Findings

The focus of this section has been on presenting the results of the analysis of data collected from the fieldwork. The findings relate to the issues of the In-In-Out Programme as it is implemented in Tamale Training College. The findings are summarized in relation to:

1. Objectives and activities of the programme.
2. The attitudes of implementers towards the programme
3. Preparation of implementers towards the implementation of the programme.
4. Availability of resources in the college and
5. Challenges encountered in the implementation of the programme.

Research question one sought to find out the level of importance implementers attach to each of the objectives and activities of the programme. The level of importance attached to all the objectives was high since respondents stated that over 60% of all the objectives of the programme was important. The level of importance attached to the activities of the In-In-Out – Programme by the implementers in Tamale Training College was high. This recorded over 70% from all respondents.

Research question two sought to find out the attitude of implementers towards the programme. About 97.5% of respondents agreed that the In-In-Out Programme broadens the scope of mentees and makes them understand issues

relating to the teaching profession. Also about 85% of respondents stated that the In-In-Out programme has a greater potential to produce competent teachers than the old programme. About 75% of respondents agreed that content, objective, practices, out component, peer teaching and observation of the In-In-Out Programme are appropriate. Respondents saw all the aspects of the programme as appropriate and therefore the attitude of respondents towards the programme is positive.

The findings revealed that tutors were given adequate preparation in knowledge and application of skills and methods of teaching (71.4%). Tutors' exposure of mentees to classroom management and their ability to integrate content with methods of teaching recorded 85.7% and 82.2% responses respectively. From the findings mentees were adequately prepared for the programme. This is shown by the view of respondents as 91.9% of them agreed that mentees were taken through curriculum studies and methodology, peer teaching (84.8%) and individual mentees exhibiting proven skills and competencies (83.9%) during the peer teaching period. Therefore, from the results, tutors and mentees were adequately prepared for the In-In-Out Programme.

The study also showed that 12.5% of respondents felt that the college had inadequate textbooks for tutors in addition to the following; Teachers' Handbook for Basic Schools (40.7%), Teaching Learning Materials (65.2%) and Laboratory facilities (71.3%) were inadequate. However, syllabuses for basic schools (72.3%) and physical infrastructure (63%2) were adequate in the college for successful

implementation of the programme. Time allotted for the following components of the programme was adequate: first year observation, second year peer teaching and learning of content. However, time allotted for visits by link tutors and tutorials was not adequate. To achieve the goals of the programme adequate time should be allotted for link tutors to visit and have tutorials with mentees so as to ensure that practical training of the mentees is in line with the goals of competency based teacher education.

From the research findings, tutors' supervision of the work of mentees on the 'Out' programme is inadequate, with a percentage of 29.8% as shown in Table 18, suggesting that tutors of Tamale Training College do not comply with the policy of the In-In-Out Programme which stated that link tutors should visit schools of attachment at least every week to supervise the work of mentees. As indicated by the respondents, teaching and learning materials were inadequate in the schools of attachment. Mentees need curriculum materials such as; syllabuses, textbooks and teacher's handbooks for effective work. The research found out that Tamale Training College had inadequate transport. The college has one bus for the use of tutors for supervisions. Link tutors travelled to East Gonja District and around Tamale Metropolis to supervise the work of mentees. Transport is therefore important for successful implementation of the programme. As indicated by the respondents (15.1%), finances are inadequate for the college to run the programme successfully. Adequate finances are needed to maintain and fuel the college bus for the 'Out' programme and also for the training of mentors and

allowances for link tutors. Lack of incentives for tutors was mentioned by 8.7% of the respondents as shown on the Table 18.

The research findings indicated that mentees did not have adequate support from the communities and therefore faced accommodation problems during the 'Out' programme. As stated by the policy document, mentees are to be given free accommodation and assisted by the communities of the schools of attachment so as to motivate mentees to carry out their work effectively during the period of the 'Out' programme.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This Chapter presents a summary of the processes and findings of the study. It then draws conclusions arising from the main issues of the study and makes some recommendations. Areas for further research are also indicated

Summary of Research Processes

The purpose of the study was to examine the administrative challenges of the In-In-Out Programme of Teacher Education being implemented by Tamale Training College in the Northern Region of Ghana. The study was a descriptive survey. A sample size of 223 respondents comprising the Principal, 2 Vice Principals, 28 tutors, 66 mentors, 124 mentees and 2 District Directors of Education (GES) was used. The research questions that guided the study were the following;

1. What level of importance do implementers attach to the objectives and activities of the programme?
2. What are the attitudes of implementers towards the programme?
3. How adequately are the implementers prepared for the implementation of the programme?
4. How adequate are resources allotted to the college for the implantation of the programme?

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2. What are the attitudes of implementers towards the programme?
3. How adequately are the implementers prepared for the implementation of the programme?
4. How adequate are resources allotted to the college for the implantation of the programme?

5. What are the major challenges faced by the principal officers in the implementation of the In-In-Out Programme?

The research instruments were tried-out among twelve tutors and twenty-four mentees of Bagabaga Training College and six mentors of schools of attachment in Tamale Metropolis. The purpose of the try-out was to identify any problems with the items. Some problems came up during the try-out exercise. It was identified that some of the items were ambiguous or misleading and therefore they were revised for clarity.

The researcher conducted the main study by personally administering the instruments to respondents in Tamale Training College, who were twenty-eight tutors, and the two Vice Principals, one hundred and twenty-four mentees and sixty-six mentors of schools of attachment. However the Metro-Director of Education Tamale and the District Director of Education East Gonja District in the Northern Region were not in office to be interviewed. The researcher met the selected tutors at their various departments and gave out the questionnaires to them after explaining the items on the questionnaires for them to respond. The completed questionnaires were collected back after four days. The researcher went out to the schools of attachment in Tamale Metropolis and Salaga in the Gonja District and met the mentors and mentees in their various schools for the administration of the questionnaires. After explaining the items on the questionnaires and the purpose of the study to the mentors and mentees, the answered questionnaires were collected back after the fourth day.

Summary of Findings

The major findings of the study are the following:

1. Respondents attached a high level of importance to the objectives and activities of the programme. This is indicated by the high responses of respondents on objectives of the programme, which recorded high percentage, such as mentees acquire basic knowledge in classroom management (68%), to expose mentees to the challenges of real classroom situation (73.4%), to teach mentees to understand clearly the challenges of real classroom situation (73.4%) and to develop in mentees positive attitude towards the teaching profession (82.2%). Responses on the activities recorded high percentage, such as peer teaching by second year mentees (89%), out of school-base practice (82%) and observation of the first year (85%).
2. The respondents considered all the aspects of the programme as appropriate and therefore from the results, the direction of attitude of respondents towards the programme is positive. The respondents felt that the programme exposes mentees to the realities of the practices of teaching (95%), the programme helps mentees to be able to deal effectively with classroom discipline (89%) and that the programme has a greater potential to produce competent teachers than the old programme (85%).
3. Generally, the tutors' and mentees' preparation towards the programme as indicated by the respondents was adequate. For example, about 92% of

respondents said that mentees were taken through curriculum studies and methodology while about 89% stated that mentees were taken through education studies. Also, about 84% of respondents said that each mentee was actively involved in peer teaching and individual mentees exhibited proven skills and competencies during peer teaching period. Moreover, about 71% of respondents agreed that tutors had adequate preparation in knowledge and application of skills and methods of teaching while 75% of the respondents stated that tutors had adequate training in how to organize peer teaching. Furthermore, about 86% of the respondents said that mentees were adequately exposure to classroom management while about 82% said that tutors had the skill to integrate content with methods of teaching.

4. About 72% of the respondents agreed that the following resources were inadequate for the programme: teaching hand books for basic schools, teaching-learning materials; and textbooks for tutors. Also, about 63% of the respondents said that syllabuses for basic schools and physical infrastructure were adequate in the college for the successful implementation of the programme. The study revealed that time allocated for visits by link tutors and tutorials by link tutors to support mentees during the out programme was inadequate with responses of 81.5% and 76.6% respectively. Respondents, however, agreed that time allotted for observation, peer teaching (71.8%) and teaching of content was adequate.

5. The study revealed the following as challenges of the In-In-Out Programme: inadequate supervision by tutors, inadequate funds provided to the college to meet the running cost of the college bus, stationery or printing of assessment and related forms as well as training of mentors and supervision and out of station allowances for link tutors. About 10.0% of respondents indicated that transportation for the college was inadequate, the reason being that the college has one bus for teaching practice supervision. It was also revealed that lack of incentives for tutors and mentors may affect the programme. The study also revealed that mentees had inadequate support from communities and were facing accommodation problem.

Conclusions

The study has revealed some challenges of the In-In-Out Programme. These included inadequate time allocated for visit by link tutors and tutorials to support mentees, inadequate support from communities, accommodation problem facing mentees and inadequate funds for the college to run the programme. The study however, established that all the implementers attached a very high level of importance to the objectives and activities of the programme and the programme has developed mentees attitudes positively towards the teaching profession. The respondents believe that the new programme has greater potential to produce competent teachers than the old programme.

Recommendations

The following recommendations are made based on the findings and conclusions of the study:

1. Supervision plays a major role in the implementation of the In-in-out Programme, therefore link tutors, lead mentors and mentors should be encouraged to carry out effective supervision on the activities of mentees in their schools of attachment. It is also recommended that, Link tutors visit schools of attachment at least once every week to supervise and monitor the work of mentees, so as to resolve problems of mentees and to give them professional guidance. Supervision should cover all aspects of the mentees' work, including the keeping of daily dairy and organization of study circle meetings.
2. It is also recommended that the Ghana Education Service and the District Assemblies should give principals, tutors and mentors incentives for the increased work load, as a means of motivating them. On the other hand if monetary incentives for the personnel involved in the programme might not be sustainable, the work of the personnel should be recognized by Ghana Education Service and District Assemblies. Principals, tutors and mentors should also be given the opportunity to attend interviews for the selection of Best Teacher Award Candidates, and be promoted to the next rank. Incentives for the key players of the programme will stimulate their interest and commitment to the successful implementation of the programme.

3. With regard to the issue of mentees facing accommodation problem and inadequate support from the communities, the researcher recommends that the allowances of the mentees should be increased such that they can pay their rent, electricity and water bills without problems. The district assemblies can take up the payment of rent for accommodation as part of their sponsorship package, so that mentees can rent decent rooms during the period of the 'Out' programme. On the issue of inadequate support from the communities, there is the need to continue sensitizing the communities on their contribution towards the programme. In this direction, the Chiefs, Assembly persons, opinion leaders and Parent-Teacher Associations (PTA) should be involved.
4. Funds for the programme should be increased by Government to pay for supervision and out of station allowances of tutors, to meet the running cost of college vehicles, stationery and training of mentors. Another alternative is to seek assistance from the GETfund to support the programme. From GETfund the college may receive at least two new buses for teaching practice supervision, the science laboratories will be equipped and adequate allowances will be made available for the work of tutors and mentors who are key players of the In-In-Out- Programme.
5. Provision should be made for adequate supply of teaching and learning materials by Teacher Education Division to mentees. If schools of attachment are supplied with adequate materials, mentees would prepare and use TLMs during lessons. The allowance for mentees is inadequate

and therefore they will not want to use their money meant for feeding and payment of bills to purchase TLMs.

6. There should be periodic and regular training of mentors in the schools of attachment. This will update the skills and knowledge of mentors and also facilitate the replacement of mentors who have gone for further education, transferred or left the teaching profession.
7. For the inadequacy of textbooks and teachers handbooks, Government should improve on the textbooks situation in the schools as a way of helping the programme succeed. The Institute of Education (UCC) and Teacher Education Division of Ghana Education Service should organize training workshops from time to time for all tutors to develop the skills in writing of textbooks. This might also help tutors to write textbooks for the college and basic schools to reduce the problem of textbooks in schools.

Suggestions for Further Research

The researcher recommends the following for further research;

1. The effectiveness of key officers on supervision of the In-In-Out Programme.
2. Distance-learning methodology as a strategy of training mentees during the internship of the In-In-Out Programme.
3. A comparative study of the effectiveness of teacher trained under the old programme and those trained under the In-In-Out Programme could be carried out.
4. The effectiveness of the mentorship on mentees of the In-In-Out Programme

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APPENDIX A

LETTER TO TUTORS, MENTORS AND MENTEES

Dear Sir/Madam,

The attached questionnaire is intended to elicit information on the issues of the "In-In-Out" Programme of the college of Education in the Northern Region of Ghana; A case study of Tamale Training College. It is meant solely for academic purposes. You are entreated to provide frank and objective answers to the questions. You are assured of confidentiality.

Thank you.

APPENDIX B

**INTERVIEW SCHEDULE FOR PRINCIPAL, VICE PRINCIPALS,
AND HEADS OF DEPARTMENTS**

SECTION A: PARTICULARS OF THE COLLEGE

1. Number of Link Tutors.....
 1. Number of Mentees on Attachment
Female..... Male:.....
 2. Districts and number of schools used for attachment

NO.	NAME OF DISTRICT	NUMBER OF SCHOOLS	NUMBER OF MENTEES
1	TAMALE		
2	SALAGA		

SECTION B: IMPLEMENTATION OF THE IN-IN-OUT PROGRAMME

3. At what stages in the designing of the in-in-out programme were your tutors involved?
.....
.....
.....
4. How many seminars/workshops did your tutors attend to upgrade their competencies and skills towards the implementation of the programme?
.....
.....
5. How did the seminars/workshops upgrade tutors competencies and skills?

.....
.....
.....

6. What do you consider to be the reasons for the introduction of the In-In-Out Programme?

.....
.....
.....
.....

7. How would you describe the preparedness (in terms of logistics) of your college for the implementation of the Programme?

.....
.....
.....

8. How would you describe the attitudes of your tutors towards the implementation of the Programme?

.....
.....
.....

9. Through which of the following activities were the mentees prepared for the implementation of the IN-IN-OUT Programme?

Seminar/workshop []

At school gathering []

Other (specify).....

10. How did you organize peer teaching in your college?

Normal lessons []

Outside classroom lessons []

Other (specify).....

11. How would you rate the time allocated for peer teaching in your college?

- Very adequate []
- Adequate []
- Inadequate []

12. How would you assess the peer teaching sessions in your college?

- Very effective []
- Effective []
- Out effective []

SECTION C

OUTCOMES AND CHALLENGES OF THE IN-IN-OUT PROGRAMME

13. How often do your link tutors visit the mentees at their various schools?

- Weekly []
- Monthly []
- Termly []

14. What supports are link tutors expected to offer the mentees?

.....

.....

.....

.....

.....Did you visit some of the mentees at their schools? YES [] NO []

15. How would you assess the over all performance of the mentees?

- Excellent []
- Very good []
- Good []
- Satisfactory []

16. What positive impact had the Programme have on the teacher education Programme?

.....
.....
.....

In your own view, did the mentees acquire the competencies and skills stipulated by the policy document of the programme?

YES []

NO []

17. What are the challenges encountered so far in the implementation of the Programme?

.....
.....
..... Give reason(s) for your

answer in item 20.

.....
.....

18. How would you assess the effectiveness of the Programme in preparing teachers for their jobs?

.....
.....

Thank you

APPENDIX C

INTERVIEW SCHEDULE FOR DISTRICT DIRECTORS OF EDUCATION (GES, TAMALE AND SALAGA)

SECTION A: PARTICULARS OF DISTRICTS (GES)

- 1. Name of District:.....
- 2. Number of Mentors:.....
- 3. Number of Mentees on Attachment
Female..... Male:.....
- 4. Districts and number of schools used for attachment

S./NO.	NAME OF DISTRICT	NUMBER OF SCHOOLS	NUMBER OF MENTEES
1	TAMALE		
2	SALAGA		

SECTION B: IMPLEMENTATION OF THE IN-IN-OUT PROGRAMME

- 5. At what stages in the designing of the In-In-Out Programme were you involved?
.....
.....
.....How many seminars/workshops did you attend for the preparation of the implementation of the Programme?
.....
.....What do you consider to be the reasons for the introduction of the In-In-Out Programme?
.....
.....
.....

6. How would you describe the preparedness (in terms of logistics) of your District for the implementation of the Programme?

.....
.....

.....How would you describe the attitudes of your mentors towards the implementation of the Programme?

.....
.....
.....

7. What support do you give to the mentors and mentees towards the implementation of the In-In-Out Programme?

.....
.....
.....

SECTION C
OUTCOMES AND CHALLENGES OF THE IN-IN-OUT PROGRAMME

8. Did you visit mentors and mentees at their schools? YES [] NO []

9. How often do you visit the mentors and mentees at their various schools?

Weekly []

Monthly []

10. What positive impact had the Programme have on the teacher education Programme?

.....
.....
.....

11. In your own view, did the mentees acquire the competencies and skills stipulated by the policy document of the programme?

YES []

NO []

12. What are the challenges encountered so far in the implementation of the Programme?

.....
.....
.....Give reason(s) for your

answer in item 15

.....
.....
.....

13. How would you assess the effectiveness of the Programme in preparing teachers for their jobs?

.....
.....
.....

Thank you.

APPENDIX D
TUTOR INSTRUMENT
SECTION A

BACKGROUND CHARACTERSTICS

1. Name of College:.....
2. Gender: Male [] Female []
3. Highest professional qualification Degree [] Diploma []
Other specify:.....
4. Age: 21 -25 [] 26-30 [] 31-35 [] 36 and above []
5. For how long have you been teaching at the Training College after graduation?
One year [] Two years [] Three years [] above three years []
6. How many times have you been o teaching practice?
Once [] Twice [] Thrice [] more than three times []

SECTION B

OBJECTIVES OF AND ATTITUDES TOWARDS THE IMPLEMENTATION
OF THE IN-IN-OUT PROGRAMME

7. What do you consider to be the reasons for introducing the In-In-Out Programme?
.....
.....

8. Indicate the degree of importance you attach to each of the following aims and objectives and practices of the Programme. Tick 1 for not important; 2 for somehow important; 3 for important; and 4 for very important.

A. OBJECTIVE OF THE PROGRAMME	1	2	3	4
a. Teaching mentees to understand clearly the challenges of real classroom situation				
b. Helping mentees acquire basic knowledge in classroom management.				
c. Development n mentees positive attitudes toward the teaching profession.				
d. Helping mentees to understand the nature of interpersonal relationships in schools that leads to effective teaching and learning				
e. Helping mentees acquire basic skills to handle subjects(s) at the basic level effectively.				
f. Exposing mentees to the challenges of real classroom situation				
g. Equipping mentees with the knowledge and skills of dealing with the community in which they will be working.				
h. Helping mentees to be able to select appropriate teaching method(s) for individual topics				
i. Ensures that mentees school experiences and college training experiences are mutually supportive and complementary				
j. Helping mentees to be able to adjust their professional competencies to suit the environment in which they will be teaching				
l. Helping mentees to acquire basic knowledge of methodology to handle subject(s) at the basic level effectively.				

B. ACTIVITIES				
m. Peer teaching by second year mentees				
n. Out of school-base practice				
o. Independent self-directed study				
p. Tutorials with link tutors				
q. Observation of classroom practices at the end of the first year				

9. To what extent do you agree with each of the following statements? Tick 1 for strongly disagree; 2 for disagree; 3 for agree; and 4 for strongly agree.

	1	2	3	4
a)The IN-IN-OUT Programme broadens the scope of mentees and makes them understand issues relating to teaching profession				
b)The Programme exposes mentees to the realities of the practices of teaching profession				
c) The Programme has a better potential to produce competent teachers who can handle individual topics in the basic education level better than the old programme.				
d) Learning through the Programme enable teachers to develop positive attitudes towards community members in which they will be teaching				
e)The Programme makes t possible for mentees to identify appropriate methods of teaching specific topics				
f)The Programme helps mentees to be able to deal effectively with classroom discipline				

10. Which part of the Programme designing were tutors involved?

- Planning stage []
- Development of materials []
- Trying out the materials []
- Implementation of the programme []
- Were not involved at all []

SECTION C

THE INPUTS USED IN TRANSACTING THE IN-IN-OUT PROGRAMME

11. How many workshops/seminars did you attend to upgrade your competencies towards the implementation of the Programme?

- One [] Two [] Three or more []

12. How would you describe these workshops?

.....

Preparation of mentees

in your College. (Read each statement carefully and respond by ticking () the answer that most accurately represents your thinking and feeling. F you strongly agree tick SA, if you Agree Tick A, if you Disagree, tick D and if you strongly Disagree, tick SD.

	SA	A	D	SD
a. Mentees were taken through all the topics in the basic level syllabuses				
b. Mentees understood all the topics the TTC syllabuses				
c. Mentees did observation at the end of their first year				
d. Mentees had enough training o the use of methods of teaching individual topics				
e. Each mentees was actively involved the peer teaching.				
f. The period for peer teaching was <u>adequate</u> for the mentees				

g. During the Peer teaching period, individual mentees exhibited prove skills and competencies that can help them face the real classroom situation				
h. Mentees were taken through specialized personal development studies.				
i. Mentees were taken through education studies.				
j. Mentees were take through curriculum studies and methodology				
k. Mentees were take through practical training				

13. How would you rate your preparation toward the IN-IN-OUT Programme with regard to each of the following competencies? Tick 1 for very inadequate; 2 for inadequate; 3 for adequate; and 4 for very adequate.

	1	2	3	4
a. Knowledge and application of skills and methods of teaching				
b. Exposure to all aspects of the Programme				
c. Ability to integrate content with methods of teaching				
d. Understand the ways adolescents ad older students learn to teach				
e. Use of audio-visual resources (e.g. charts, radio, pictures)				
f. Exposure of mentees to classroom management				
g. Origination of peer teaching				

14. How adequate, would you say is the total number of periods per week devoted for these practices?

PRACTICES	Very adequate	Adequate	Inadequate	Very inadequate
First year observation				
Second year peer teaching				
Visits by link tutors				
Tutorials by link tutors				
Teaching of content				

15. The availability of resources/faculties in your college (Tick as appropriate)

Resources/faculties	Adequate	Inadequate	Not Available
Textbooks			
Syllabuses			
Teachers handbook			
T/L material			
Physical infrastructure			
Laboratory faculties Other (specify).....			

16. How often do the link tutors visit the mentees at their various schools?

Weekly [] monthly [] termly [] other (specify.....)

17. The following are the kinds of support that link tutors give to the mentees.

Rate them: 1 for not available, 2 for satisfactory, 3 for effective ad 4 for very effective.

Support given by Link Tutors	1	2	3	4
a. Discuss distance learning materials with mentees				
b. Help mentees solve pertinent issues the classroom				
c. Help mentees organize their study circle discussion				

d. Discuss their lesson plans with mentees				
e. Help mentees reorganise their lesson delivery				
f. Help mentees prepare appropriate T/L materials				
g. Help mentees select appropriate teaching methods				
h. Discuss with mentees how to relate with the community				

SECTION D

THE OUTCOMES AND CHALLENGES OF THE PROGRAMM

18. What are the challenges encountered so far in the implementation of the Programme

.....

.....Suggest ways by which the Programme could be improved.

.....

.....

.....

.....

19. Lesson delivery by mentees (Tick as appropriate)

Teaching Performance	Excellent	Good	Satisfactory	Poor
a. Lesson objectives are clear				
b. Lesson objectives are measurable				
c. Lesson objectives achievable				
d. Ability to tailor lessons to suit pupils relevant previous knowledge				
e. Ability to select and prepare appropriate teaching – learning materials				

f. Ability to present lesson systematically and coherently				
g. Ability to use appropriate teaching methods efficiently				
h. Can handle pupils response cordially and sympathetically				
i. Has a sound knowledge of subject matter				
j. Ability to use appropriate teaching-learning resources systematically and efficiently				
k. Ability to sustain the interest of pupils throughout the lesson				
l. Assigns of appropriate class exercises, assignments and tests				
m. Immediate feedback by scoring exercise in time				
n. Ability to interact with pupils ad cater for pupils with special needs				
o. Ability to manage classroom				

20. What positive impact did the programme have on the mentees?

.....
.....
.....

In your own view what competencies would you say mentees have acquired form the Programme?

.....
.....
.....

21. How would you assess the effectiveness of the Programme in preparing
teacher for their jobs?

.....
.....
.....

Thank you.

APPENDIX E
MENTOR INSTRUMENT
SECTION A
GENERAL INFORMATION

1. School Code:.....
2. Gender
 - i. Male []
 - ii. Female []
3. Age in years:
 - i. Under 20 []
 - ii. 20 – 25 []
 - iii. 26 – 30 []
 - iv. 31 – 35 []
 - v. 36 and above []
4. Highest professional qualification.
 - i. Bachelor's Degree []
 - ii. Diploma []
 - iii. Certificate 'A' (P/S) []
 - iv. Certificate 'A' (P/M) []
 - v. Other (specify).....
5. Number of years taught.
 - i. Below 5 []
 - ii. 5 – 10 []
 - iii. 11 – 15 []
 - iv. 16 – 21 []
 - v. Above 20 []

SECTION 'B'

OBJECTIVES AND ATTITUDES TOWARDS THE IMPLEMENTATION OF THE PROGRAMME

6. What do you consider to be the reasons for introducing the In-In-Out Programme

.....

.....

.....

.....

.....

7. Indicate the degree of importance you attach to each of the following aims and objectives and practices of the Programme. Tick 1 for not important; 2 for somehow important; 3 for important; and 4 for very important.

A. OBJECTIVE OF THE PROGRAMME	1	2	3	4
a. Teaching mentees to understand clearly the challenges of real classroom situation.				
b. Helping mentees acquire basic knowledge in classroom management				
c. Developing in mentees positive attitudes towards the teaching profession.				
d. Helping mentees to understand the nature of interpersonal relationships in schools that leads to effective teaching and learning				
e. Helping mentees acquire basic skills to handle subject(s) at the basic level effectively				
f. Exposing mentees to the challenges of real classroom situation				
g. Equipping mentees with the knowledge and skills of dealing with the community in which they will be working				
h. Helping mentees to be able to select appropriate teaching method(s) for individual topics				

i. Ensures that mentees school experiences and college training experiences are mutually supportive and complementary				
j. Helping mentees to be able to adjust their professional competencies to suit the environment in which they will be teaching				
k. Helping mentees to acquire basic knowledge of methodology to handle subject(s) at the basic level effectively				
B. ACTIVITIES				
l. Peer teaching by second year mentees				
m. Out of school-base practice				
n. Independent self-directed study				
o. Tutorials with link tutors				
p. Observation of classroom practices at the end of the first year				

8. The following are some of the perceived problems that beginning teachers face in their teaching career. (Tick the box which approximates your feeling)

Problems	Strongly Agree	Agree	Disagree	Strongly Disagree
(a) Classroom discipline				
(b) Student motivation				
(c) Dealing with individual differences				
(d) Testing and Assessment				
(e) Organization of class work				
(f) Wrong choice for the teaching profession				

(g) Improper attitudes and unsuitable				
Personality Characteristic				
(h) Inadequate professional training				
(i) A problematic school situation				
(j) Difficulties in dealing with community Members				
(k) Relations with parents				
(l) Inadequate TLM				
(f) Guide mentees on how to relate with the community				
(g) Help mentees solve personal problems				

12. List the kinds of support you offer to mentees?

.....

.....

.....

SECTION 'D'
OUTCOMES AND CHALLENGES OF THE IN-IN-OUT PROGRAMME

13. What are the challenges encountered so far in the implementation of 'OUT' component.

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Suggest ways by which the 'OUT' component can be improved.

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14. List the positive impact that the In-In-Out Programme had on mentees.

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15. Rate mentees with regard to the following areas:

A. COMMUNITY INVOLVEMENT	Very Good	Good	Satisfactory	Poor
i. Communication with parents				
ii. Relationship with people in the community.				
iii. Participation in community self-help projects.				
iv. Education of community on good sanitation				
v. Participation in Adult Literacy Classes				
vi. Any other (specify).....				
B. SCHOOL INVOLVEMENT				
i. Attendance at Classes				
ii. Preparation of Lesson notes				
iii. Lesson delivery				
iv. Involvement in co-curricular activities				
v. Relationship with teachers				
vi. Relationship with pupils				
vii. Relationship with other mentees				

16. How would you assess the effectiveness of the Programme preparing teachers for their jobs?

.....
.....
.....
.....

Thank you.

SECTION 'B'
OBJECTIVES AND ATTITUDES TOWARDS THE
IMPLEMENTATION OF THE
IN-IN-OUT PROGRAMME

7. What do you consider to be the reasons for introducing the In-In-Out Programme?

.....

8. From what source did you learn the objectives of the Programme?

(i) During teaching lessons by the teacher []

(ii) At a seminar/workshop []

(iii) From colleagues []

(iv) Other (specify).....

9. Rate the following aspects of the IN-IN-OUT programme you consider to be most appropriate.

Tick 4 as the most appropriate, 3 as appropriate, 2 as inappropriate and 1 as most inappropriate

Aspects of In-In-Out Programme	1	2	3	4
(a) The content of the programme				
(b) The objectives of the programme				
(c) The practices of the programme				
(d) The 'OUT' component of the programme				
(e) The 'peer teaching' component of the programme				
(f) The 'observation' component of the programme				

10. Indicate the degree of importance you attach to each of the following aims and objectives and activities of the programme. Tick 1 for not important; 2 for somehow important; 3 for fairly important; 4 for important; and 5 for very important.

A. OBJECTIVE OF THE PROGRAMME	1	2	3	4
a. Teaching mentees to understand clearly the challenges of real classroom situation				
b. Helping mentees acquire basic knowledge in classroom management.				
c. Developing in mentees positive attitudes toward the teaching profession				
d. Helping mentees to understand the nature of interpersonal relationships in schools that leads to effective teaching and learning.				
e. Helping mentees acquire basic skills to handle subject(s) at the basic level effectively.				
f. Exposing mentees to the challenges of real classroom situation				
g. Equipping mentees with the knowledge and skills of dealing with the community in which they will be working				
h. Helping mentees to be able to select appropriate teaching method(s) for individual topics				
i. Ensure that mentees school experiences and college training experiences are mutually supportive and complementary				
j. Helping mentees to be able to adjust their professional competences to suit the environment in which they will be teaching				
l. Helping mentees to acquire basic knowledge of methodology to handle subject(s) at the basic level effectively.				

B. ACTIVITIES				
m. Peer teaching by second year mentees				
n. Out of school-base practice				
o. Independent self-directed study				
p. Tutorials with link tutors				
q. Observation of classroom practices at the end of the first year				

11. To what extent do you agree with each of the following statements?

Tick 1 for strongly disagree; 2 for disagree; 3 for agree; and 4 for strongly agree.

	1	2	3	4
a. The In-In-Out Programme broadens the scope of mentees and make them understand issues relating to better teaching				
b. The Programme exposes mentees to the realities of the practices of the teaching profession.				
c. The Programme has the potential to produce competent teachers who can handle individual topics in the basic education level better than the old Programme.				
d. Learning through the Programme enables teachers to develop positive attitudes towards community members in which they will be teaching				
e. The Programme makes it possible for mentees to identify appropriate methods of teaching specific topics				
f. The Programme helps mentees to be able to deal effectively with classroom discipline.				

SECTION 'C'

THE INPUTS USED IN TRANSACTING THE IN-IN-OUT PROGRAMME

12. Preparation of mentees in your college. (Read each statement carefully and respond by ticking (✓) the answer that most accurately represents your thinking and feeling. If you strongly agree tick SA, if you agree tick A, if you disagree, tick D and if you strongly disagree, tick SD.

	SA	A	D	SD
a. Mentees were taken through all the topics in the syllabuses				
b. Mentees understood all the topics in the syllabuses				
c. Mentees did observation at the end of their first year				
d. Mentees had enough training on the use of the methods of teaching individual topics				
e. Each mentee was actively involved in the peer teaching.				
f. The period for peer teaching was <u>adequate</u> for the mentees				
g. During the Peer teaching period, individual mentees exhibited proven skills and competences that can help them face the real classroom situation				
h. Mentees were taken through specialized personal development studies.				
i. Mentees were taken through education studies.				
j. Mentees were taken through curriculum studies and methodology				
k. Mentees were taken through practical training				
l. Mentees were taken through basic level syllabus				

13. How adequate, would you say, is the total number of periods per week devoted for these practices?

PRACTICES	Very adequate	Adequate	Inadequate	Very inadequate
First year observation				
Second year peer teaching				
Visit by link tutors				
Tutorials by link tutors				
Teaching of content				

14. The availability of resources/facilities in your college (tick as appropriate)

Resources/facilities	Adequate	Inadequate	Not Available
Textbooks			
Syllabuses			
Teachers handbook			
T/L Materials			
Physical Infrastructure			
Laboratory facilities/			
Other (specify).....			

15. How often do the link tutors visit your school of attachment?

(i) weekly [] (ii) Monthly [] (iii) Termly [] (iv) Other (Specify).....

16. The following are the kinds of support that link tutors give to you

(mentee). Rate them according to: (i) Very Effective (VE) []

(ii) Effective (E) []

(iii) Satisfactory (S) [] (v) Poor; and (v) Not Available (NA) []

	VE	E	S	P	NA
(a) Discuss Distance Learning materials with mentees					
(b) Help mentees solve pertinent issues in the classroom					
(c) Help mentees organize their study circle discussion					
(d) Discuss mentees lesson plans with them					
(e) Help mentees reorganize their lesson delivery					
(f) Help mentees prepare appropriate T/L materials for teaching					
(g) Help mentees select appropriate teaching methods for teaching					
(h) Discuss with mentees how to relate with the community					
(i) Help mentees tailor their lessons to suit pupils' interests and abilities					
(j) Help mentees to interact well with special needs of pupils					
(k) Guide mentees how to assess pupils					

17. List the kinds of support that mentors gave to mentees.

.....

.....

.....

18. What difficulties did you face during the peer teaching?

.....

.....

.....

19. Suggest ways by which the peer teaching can be improved.

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.....
.....

Thank you.

SECTION 'D'

THE OUTCOMES AND CHALLENGES OF THE IN-IN-OUT
PROGRAMME

20. What are the challenges encountered so far in the implementation of the
Programme?

.....
.....
.....

Suggest ways by which the 'OUT' component can be improved.

.....
.....
.....

List the positive impact that the In-In-Out Programme had on mentees.

.....
.....
.....

21. What are your general feelings about the In-In-Out Programme?

.....
.....
.....

Thank you.

APPENDIX G

OBSERVATION SCHEDULE

SECTION A

GENERAL INFORMATION

1. Gender:.....
2. Class:.....
3. Number on roll:.....
4. Subject taught:.....
5. Availability of curriculum materials for the subject
 - a. Syllabus. Available [] Not Available []
 - b. Pupils Textbooks. (1 to 1) [] (1 to 2) [] (1 to 3) []
Any other specify:.....
 - c. Teachers Handbook. Available [] Not Available []
6. Mentee preparation. (tick as Appropriate using the following key)
AV-Available; NAV-Not Available; V-Vetted; NV-Not vetted; AP-Appropriate
IAP - Inappropriate

NO	AN	NAV	V	NV	AP	AP
a. Lesson Notes						
i. Teaching						
Learning						
Materials						

7. Lesson delivery (Tick as appropriate)

Performance/Activity	Excellent	Good	Satisfactory	Poor
a. Introduction of lesson				
b. Use of appropriate teaching methods				
c. Logical, systematic and sequential presentation of lesson				
d. Appropriate use of LR				
e. Class control and organization				
f. Time management				
g. Assessment of pupils learning				
h. Conclusion and feedback				
i. Ability to arouse and sustain pupils interest throughout the lesson				
j. Knowledge of subject matter				
k. Ability to interact with pupils with special needs				
l. Use of appropriate questions to solicit pupils response				
m. Even distribution of questions				
n. Provision of adequate and very clear exercises, homework, project work etc in assessing pupils' performance.				
o. Proper and neat marking of exercises, provision of feedback and giving encouragement to pupils to do corrections				

APPENDI X H
THREE-YEAR DIPLOMA IN BASIC EDUCATION FOR
TEACHER TRAINING COLLEGES
PROGRAMME STRUCTURE

i	FOUNDATION COURSES (FD)	56 Credits
	(minimum)	
	English (with elements of Literature)	11 “
	Mathematics	11 “
	Ghanaian Language and Culture	6 “
	Integrated Science	11 “
	Technical skills	11 “
	Pre-Vocational skills	8 “
	French	11 “
	Environmental and Social Studies	7 “
	Religious and Moral Education	2 “
ii	EDUCATION AND PROFESSIONAL STUDIES (EPS)	38 Credits
	Principles and Practice of Education	2 “
	Child and Adolescent Development and Learning	2 “
	School-Community Relations	2 “
	Teaching as a Profession	2 “
	Assessment in basic schools	2 “
	Introduction of Guidance and Counselling	“
	Educating the Individual with Special Needs	2 “
	School Management and Administration	2 “
	Development of Education in Ghana	2 “
	Introduction of Curriculum Development	2 “
	Principles and Methods of Teaching in Basic schools	2 “
	Education Research Methods	2 “

	Principles and Methods of Early childhood Teaching	2	“
	On-Campus Teaching Practice	3	“
	Of-Campus Teaching Practice	6	“
	Project	3	“
iii	PRATICAL ACTIVITIES (PRA)	4	CREDITS
	Music & Dance	2	“
	Physical Education	2	“
iv	GENERAL STUDIES (GNS)	6	CREDITS
	Communication and Study Skills	2	“
	HIV/AIDS Education	2	“
	Introduction to Information Technology	2	“

YEAR 1 SEMESTER 1
CODE COURSE TITLE

CREDITS

FOUNDATION COURSES

FDC 111	English (with Elements o Literature)1	2
FDC 112	Mathematics 1 (Numbers and Basic Algebra)	2
FDC 113	Ghanaian Language and Culture 1 (Language Skills Development)	2
FDC 114	Integrated Science 1	3
FDC 115	Technical Skills 1 (Designing and Making)	2
FDC 116	Pre-Vocational Skills 1	2
FDC 117	French (Language Structure and Usage 1)	2
FDC 118	Environmental and Social Studies 1	2
FDC 119	Religious & Mora Educ. (General Introduction to Religious and Moral Educ.)	1

EDUCATION AND PROFESSIONAL STUDIES

EPS 111	Principles and Practice of Education	2
EPS 112	Introduction Curriculum Development	2

PRACTICAL ACTIVITIES

PRA 111	Physical Education 1 (Principles and Practice of P.E.)	1
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GENERAL STUDIES

GNS 111 Communication and Study Skills 2

YEAR 1 CODE	SEMESTER 2 FOUNDATION COURSE	CREDITS
FDC 121	English (with Elements of Literature) 11	3
FDC 122	Mathematics 11 (Geometry and Trigonometry)	2
FDC 123	Ghanaian Language and Culture 11 (Introduction to Literature) Integrated Science 11	1
FDC 124	Integrated Science 11	3
FDC 125	Technical Skills 11 (Graphic Communication)	2
FDC 126	Pre-Vocational Skills 1	2
FDC 127	French 11 (Language Structure and Usage 11)	2
FDC 128	Environmental and Social Studies 11	2

EDUCATION AND PROFESSIONAL STUDIES

EPS 121	Child and Adolescent Development and Learning	2
EPS 122	Educating the Individual with Special Needs	2
EPS 123	Principles and Methods of Early Childhood Teaching	2
EPS 124	Principles and Methods of Teaching in Basic Schools	2

PRACTICAL ACTIVITIES

PRA 121	Music and Dance I (elements of Music, Dance and Drama)	1
PRA 122	Physical Education II (Methods of Teaching P.E.)	1

GENERAL STUDIES

GNS 121 HIV/AIDS Education

YEAR 2 **SEMESTER 1**
CODE **FOUNDATION COURSES**

	CREDIT(S)	
FDC 211	English (with Elements of Literature) 111	2
FDC 211	Methods of Teaching English (with Elements of Literature)	2

FDC 212	Mathematics 111 (Statistics and Probability)	1
FDC 212	Methods of Teaching Primary School Mathematics	3
FDC 213	Methods of Teaching Ghanaian Language and Culture	2
FDC 214	Methods of Teaching Integrated Science	2
FDC 215	Technical Skills III (Materials, Tools and Processes)	2
FDC 215	Methods of Teaching Pre-Vocational Skills I	2
FDC 216	Methods of Teaching Technical Skills 1	2
FDC 217	French III (Language Structure and Usage III)	2
FDC 217	Methods of Teaching French I	2
FDC 218	Methods of Teaching Environmental and Social Studies	2
PFC 219	Methods of Teaching Religious & Moral Education	1
EDUCATION AND PROFESSIONAL STUDIES		
EPS 211	Assessment in Basic Schools	
YEAR 2	SEMESTER 2	
CODE	FOUNDATION COURSES	CREDIT(S)
FDC 221	English (with Elements of Literature) IV	2
FDC 222	Mathematics IV (Further Algebra)	1
FDC 222	Methods of Teaching Junior Secondary School Mathematics	2
FDC 223	Ghanaian Language and Culture III (Customs and Institution)	1
FDC 224	Integrate Science III	3
FDC 225	Technical Skills IV (Materials, Tools and Processes II)	2
FDC 226	Pre-Vocational Skills III	2
FDC 227	French IV (Language Structure and Usage IV)	1
FDC 228	Environmental and Social Studies III	1

EDUCATION AND PROFESSIONAL STUDIES

EPS 221	School Management and Administration	2
EPS 222	Development of Education in Ghana	2
EPS 223	Introduction of Guidance and Counselling	2
PES 224	On-Campus Teaching Practice	3

PRATICAL ACTIVITES

PRA 221	Music and Dane II (Principles and Methods of Teaching Music, Dance and Drama)	1
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GENERAL STUDIES

GNS 221	Introduction to Information Technology	2
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YEAR 3 SEMESTER 1 & 2

CODE	COURSE TITLE	CREDIT (S)
EPS 311	Teaching as a Profession	2
EPS 312	School – Community Relations	2
EPS 313	Of-Campus Teaching Practice	6
EPS 321	Project Work)	
	TOTAL	13

APPENDIX I

TAMALE TRAINING COLLEGE
SCHOOLS OF ATTACHEMENT

NO	SCHOOL	LOCATION	NO. OF MENTEES	NO OF MENTORS
1	Kamina Primary School	Kamina Barracks	23	13
2	BawaBarracks Primary School	Bawa Barracks	12	7
3	BawaBarracksJ.S.S.	Bawa Barracks	4	7
4	Kanvili Presby Primary School	Kanvili Village	12	7
5	Jisonaayili Islamic Primary	Josonaayili Village	12	7
6	Jisonaayili Islamic Primary	Jisonaayili Village	6	8
7	Gumani Methodist J.S.S.	Gumani village	9	7
8	Choggu Demonstration Primary 'A'	Choggu Village	14	9
9	Choggu Demonstration Primary 'B'	Choggu Village	14	9
10	Choggu Demonstration J.S.S.	Choggu Village	8	7
11	Sakasaka Presby Experimental Primary	Sakasaka Bolga Road	14	8
12	Our Lady of Fatima Primary	Nyanshegu	19	11
13	Our Lady of Fatima J.S.S.	Nyanshegu	8	7
14	Kalpohini S.D.A. Primary	Kalpohini Village	14	8
15	Saqaat Islamic Primary	Jakarayili Village	12	7
16	Mahataliya Islamic Primary	Dohannaayili Village	12	7
17	St. Peter's Primary School 'A'	Changni Village	12	7
18	St. Peter's Primary School 'B'	Changni Village	12	7
19	Choggu Yapalsi R.C. Primary	Choggu Yapalsi Village	12	7
20	Zogbeli J.S.S. 'A'	Zogbeli	8	7
21	Zogbeli J.S.S. 'B'	Zogbeli	10	8
22	Lamashegu J.S.S.	Lamashegu	10	7
23	Zahariya J.S.S	Bayan Waya	10	7

NO	SCHOOL	LOCATION	NO. OF MENTEES	NO OF MENTORS
24	Manhali Islamic Primary	Bayan Waya	12	7
25	Salaga Presby JSS	Salaga	3	4
26	Timu Girls JSS	Salaga	3	5
27	St. Anthony JSS	Salaga	4	4
	Total		289	199