UNIVERSITY OF CAPE COAST

EVALUATION OF IN-SERVICE TRAINING FOR TEACHERS IN SOME

SELECTED TEACHER TRAINING COLLEGES IN THE ASHANTI AND

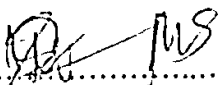BRONG AHAFO REGIONS OF GHANA

BY

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DECLARATION

CANDIDATE'S DECLARATION

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

Signature: .... Date: 21 - 03 -07

Candidate's Name: Thomas Sarpong

SUPERVISOR'S DECLARATION

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

Signature .... Date: 21 - 03 - 07

Supervisor's Name: Mr. Stephen Baafi-Frimpong.

ABSTRACT

As a result of increasing knowledge about how teaching and learning occur, new techniques are constantly emerging of which the classroom teacher must be aware. His or her methods will remain static and ineffective if he or she is not exposed to new ideas through in-service training.

The study was to evaluate in-service training (INSET) organized for training college teachers based on some factors like content, time duration, motivation, finance and instructional methods that affect the organization of INSET.

Data were collected using questionnaires and interviews. A total of 120 respondents were selected through purposive and random sampling. The respondents included 78 males and 22 female teachers from training colleges and 20 training personnel from both Ashanti and Brong Ahafo regions. All responded to the questionnaires given to them.

The study showed that: 65% of the Training College Teachers attended INSET; the contents of INSET were beneficial to the teachers; the best time for the organization of INSET was vacation; the duration of INSET was short; the Ghana Education Service (GES) and NGOs were the main sponsors of INSET; teachers who attended INSET were not well motivated; and the most popular instructional method used by training personnel at INSET was demonstration lesson followed by discussion. Based on the conclusions some recommendations were made for improvement of future in-service training.

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CHAPTER ONE

INTRODUCTION

Background to the Study

The teacher is in a sense a guide to learners who are involved in an educational journey. A successful trip for the teacher and for the learner depends on well planned and carefully implemented educational programmes. As change and growth are endemic in our complex modern society, the school or staff must also change and grow or else it atrophies.

Also many people are with the view that teaching is an occupation that anyone can do without necessarily any special training if the person has the initial academic knowledge from the basic level, secondary level and tertiary level. This fact may be true if teaching is to prepare individuals for an examination by learning a lot of information very quickly or in short, if teaching is by cramming of concepts or facts. However, if the teacher is considered as a counsellor and a change agent of learning then it is obvious that without adequate competencies the teacher cannot perform his or her various roles perfectly. This is why teacher training colleges are established to prepare the teacher with the necessary competencies or skills to be able to act as a guide, a facilitator and a change agent of learning.

Now the question one may ask is that, are the teachers adequately equipped to teach forever after the pre-service training? This question could be fully answered by looking at the problems at the initial training of teachers itself. At the initial training not all knowledge and skills teachers may need in

the future are acquired. Beside this, some aspects of the course may not have been properly taught to the teacher trainees. That aside, capabilities or competencies acquired in pre-service training become smaller, weaker or less important with time. For instance at the pre-service training the skills the teacher has learnt, if he or she is not using them, he or she may lose touch with them. Another factor that may make teachers become stale is isolation of teachers. Those teachers who are likely to encounter the problem of isolation are those who spend most of their lifetime teaching in the villages and towns, where libraries, computers, internet café and other facilities are not in existence.

According to Carwardine (2003) the world in which teachers operate is changing rapidly. It has been argued that there has been no period of time since the second world war during which schools have been confronted with so many challenges. Teachers need new skills and capabilities to respond to a wide range of demands, which include:

1. Economic – economic globalization is leading to pressure to raise educational standards in order for countries to be internationally competitive.

2. Social – changes in society are influencing students' home and family environment and it is not always possible to address students' educational needs without also considering their social needs and cultural identity.

3. Educational – educational research continues to reveal new insights about teaching and learning which teachers need to incorporate in their teaching practice.

4. Use of information and communication technology (ICT) in learning – the effective use of ICT in schools has the potential to enhance teaching and learning, but only if teachers are adequately trained; and

5. Government policy – schools and teachers need to respond to reforms in educational administration, curriculum and assessment (p.86).

Most nations have now realized the importance of new trends in education, economics and science as a tool for development and are therefore going by these ways. In this vein there is the need for the products of Ghanaian schools to be well equipped with the modern outlook. How can this be done if the teacher is ignorant of this modern outlook? In-service training of teachers is increasingly being regarded as the key mechanism to equip schools to respond to these challenges.

The arguments advanced so far seem to justify the continual learning of the teacher even after the initial teaching. Thus, no matter the length or quality of the initial training, it cannot prepare a teacher forever. According to Boakye (1991) in-service training, thus forms a unique aspect of the teacher's training because of the underlisted functions it is supposed to perform:

1. Advance the teachers skills and pedagogical knowledge required for new teaching roles;

2. Advance and update the teachers knowledge of subject matter;

3. Remedy the teachers deficiencies arising out of defects in his initial teacher training preparations;

4. Train the teacher for other positions apart from teaching.

These functions suggest that in-service training should equip the teacher for his profession throughout life. Apart from correcting faults at the pre-service stage, it prepares the teacher for any change in his or her profession, be it new knowledge or new positions. Because of its ability to cater for change, in-service training is mostly welcome by many teachers in various institutions.

The evaluation evidence obtained by the Education Review Office (ERO) in schools throughout New Zealand demonstrates clearly that the skills and capabilities of teachers have a significant impact on students learning and achievement. Both pre-service and in-service teacher training have a central part to play in developing teachers skills and capabilities. There is relationship between in-service training and student achievement. Effective in-service training can enhance teacher performance and this in turn will bring about improvements in student achievement.

Looking at the importance of in-service training to teachers much more effort should be made to develop programmes to fit the needs of practicing teachers. In Ghana the essence of in-service training has been realised with result that several categories of in-service training are organized, namely;

1. Workshops by subject associations. This is a problem solving activity. Sometimes its duration is about one week.

2. Refresher courses for all categories of serving and administrative personnel within the Ghana Education Service. This is designed to update teacher's knowledge in specific areas.

3. Induction courses for newly appointed and newly promoted teachers,

4. Seminars, which aim at updating knowledge in subject matter areas.

5. Conferences designed for administrative personnel. This exposes personnel to new educational policies and programmes.

6. Promotion courses, which prepare teachers for promotion interview.

In addition, national objectives for in-service training in Ghana have been formulated as the following;

1. To update teachers;

2. To introduce new methods and concepts incorporated in new syllabuses;

3. To render the teacher more effective in the classroom through self-confidence;

4. To inculcate in the teacher adaptability and committal to change and innovation;

5. To eliminate weakness detected in the teaching – learning habits of teachers and students;

6. To keep the teacher up-to-date and

7. To reinforce desirable teaching learning methods and techniques.

These are among the objectives of in-service training in Ghana. And these are the requirements of a life long education. However, one may ask , is it the real situation in Ghana?

Statement of the Problem

In many situations in-service training is not given the needed attention and only organized to meet emergency needs. For example, in Ghana the structure of Teacher Training does not give prominence to the requirements of a life long education strictly. In-service training is not being provided for

teachers as expected although the new structure and content of education of the Ministry of Education make provision for in-service education as part of the continuing education for teachers. Day-in and day-out, stakeholders of education lament over the fact that the Ghana Education Service (GES) has not been organizing in-service training to teachers. Boakye (1991) pointed out that sometimes articles in the daily news papers appeal to GES to look seriously into the question of retraining of teachers in view of the scientific and technological changes going on worldwide.

Assessing in-service teacher training in New Zealand and Europe, Marchandisse and Breuse (1981) brought to light factors such as timing, venue and duration as having effect on the organization of in-service training programmes. Awudetsey's (1971) study on in-service training of primary school teachers also pointed out the scanty nature of work done on in-service training programmes in Ghana. Similar observations have been made by Boakye (1991) on in-service training of science teachers in Ghana. The report of the National Conference on Teacher Education and its Agencies in Ghana, organized by the Institute of education in 1986 also came up with factors such as timing, duration, venue and financial constraint as having effects on in-service training programmes.

From the above, it is realized that there are problems with in-service training programmes. Unfortunately, it seems not much has been done by way of scientific research to identify the nature of the problems and the extent to which the problems affect the effective running of in-service training programmes in the country.

Since in-service training is an important aspect of teacher training and affects the performance of teachers at the training colleges in terms of new ideas and methodology, it was worthwhile investigating the constraints associated with the organization of in-service training for training college teachers. The study also sought to find out the measures that could be taken to address the problems of in-service training in teacher training colleges.

Purpose of the study

The study sought to investigate whether there were limitations of the provision of in-service training programmes for training college teachers. The study also sought to find out what kind of measures could be taken to address the problems of in-service training.

Objectives of the study

1. To determine the benefit of the content of INSET to the training college teachers.

2. To determine the instructional method used during in-service training of teachers.

3. To evaluate adequacy of the duration of INSET to training college teachers.

4. To find out the appropriate timing of in-service training for teachers in the training colleges.

5. To find out whether teachers are well motivated to participate in INSET.

6. To determine how in-service training programmes are financed.

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7. To find out how teachers of training colleges evaluate INSET organised for them.

8. To find out whether resource persons engaged in in-service training evaluate it.

Research Questions

The study sought to address the following questions:

1. How beneficial is the content of INSET to the training college teachers?

2. What instructional methods are used during in-service training of teachers?

3. How adequate is the duration of INSET to teachers in the training college?

4. How appropriate is the timing of in-service training for teachers in the training colleges?

5. Are teachers well motivated to take keen interest in INSET?

6. How are in-service training programmes for teachers financed?

7. How do teachers of the training college evaluate in-service training programmes organized for them?

8. Do resource persons engaged in in-service training properly evaluate what they do?

Significance of the study

The skills and capabilities of teachers have a significance impact on student learning and achievement. Both pre-service and in-service teacher training have a central part to play in developing teachers skills and

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capabilities. Considering the pace of technological development and the fact that most of the teachers being trained today will be teaching so many years into the future, it is important that the students should be abreast with modern technology such as the use of information and communication technology (ICT) in learning and other changes which will influence their work. In-service training is one of the avenues of passing on the new ways of doing things to the practicing teacher in the training college who can also impart that to his or her students.

The study has helped to identify the nature of the problems with respect to methodology, content, sponsorship, evaluation and the timing of INSET and recommended measures for improvement. The study, it is hoped; will be useful to organizers of in-service training programmes for the betterment of future in-service training programmes.

Delimitation of the study

The scope of the study involved the analysis of how in-service training was organized for training college teachers. It also covered factors that affected the organization of INSET such as motivation, finance, content, instructional methods, evaluation, timing and duration. The study was also concerned with both internally and externally organized in-service training programmes.

Limitations of the study

There were some limitations encountered in the course of undertaking the research. These limitations include the following; firstly, during the time of collecting the data the training college teachers were on long vacation and

some of them were at the marking centre to mark Institute of Education, UCC examination scripts and therefore, it was very difficult to get them for the questionnaire administration, which somehow affected the questionnaire recovery rate. Secondly, some of the questions were close ended ones and did not give the respondents chance to express their views on the issues. Thirdly, as a result of time factor, the researcher could not choose a large sample size as expected. All these were likely to affect whatever conclusion might be drawn from the study.

Organization of the study

The study, which was on evaluation of in-service training for teachers of teacher training colleges, has been organized into five chapters.

Chapter one of the study is the introduction. It gives the background to the study, the statement of the problem, the purpose of the study, significance of the study and research questions.

Chapter two deals with the review of literature. This includes the definitions of in-service training, characteristics of INSET, organization of INSET and factors that affect organization of INSET, such as content of INSET, duration, population, sample, sampling procedure, instruments for the collection of data, data collection procedure and data analysis. Chapter four concerns the result, analysis of the data and discussion of findings. Chapter five comprises the summary of the study, the findings, conclusions of the study, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

This chapter presents the review of literature to the topic as documented by some writers, authorities and researchers. The review is presented under the following headings: definition of in-service training, characteristics of in-service training, organization of in-service training, methods used by organizers of in-service training and problems associated with the organization of INSET.

Secondly, the literature reviews the factors that affect the organization of in-service training programmes. These include: motivation, finance, content, evaluation, timing and duration of in-service training programme.

Definition of In-service Training

Several useful definitions have been given to in-service training by different people but they all have similar meanings. The terms in-service training and professional development are often used interchangeably, but have slightly different meanings. According to the Organization of Economic Cooperation and Development (2002) professional development signifies any activity that develops an individual's skills, knowledge, expertise and other characteristics as a teacher. These include personal study and reflection as well as formal courses. In-service training refers more specifically to identifiable learning activities in which practicing teachers participate. In other words, INSET is a structured training activity that is intended to increase the skills and capabilities of teachers in a defined area.

Many definitions restrict the usage of the term in-service training to further training provided to professionals only, though others generalize it to include in-service training as "training designed for teachers who are already in professional practice and which they receive in the context of or in the course of their work either in their off duty time or during periods of varying length when their normal duties are suspended" (UNESCO, 1981).

The definition from UNESCO sees in-service training as training for professional teachers. That is, those who have been equipped with pedagogical skills through special training. However, in Ghana and most Africa Countries in-service training programmes are given to non-professional employees as well.

Adentwi (2002) quoting Harris (1969) also says " in-service training is a planned programme of continuing learning which provides for the growth of teachers through formal and informal on – the – job experience for all professional personnel". This definition, like most other definitions views in-service training as training for professional teachers.

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

Clearly, the foregoing definitions limit in-service training to training given to only professional personnel. A Commonwealth Regional Workshop (Commonwealth, 1977), however, defined in-service training as training that

is conducted at any given time after an individual has been employed as a full time teacher. Although less comprehensive in terms of describing the characteristic features of in-service training, this definition extends the usage of the term to include training offered to non professional or unqualified teachers and therefore reflects the situation as far as in-service training in many English speaking African countries are concerned. As a matter of fact, in Ghana as in many other African countries, in-service training has been organised for both professional and non-professional teachers. The researcher's study is in line with the definitions given by Commonwealth Regional Workshop (1977) and the Organisation of Economic Cooperation and Development (2002). Greenland (1983) conducted a survey on in-service training for primary school teachers in Anglophone African countries and found out that four main types of in-service training were provided as follows:

1. In-service training for the unqualified teachers.

2. In-service training to upgrade teachers.

3. In-service training for new roles.

4. Curriculum-related in-service training (p.52)

The word "unqualified" refers to the untrained teacher and a trained teacher without a certificate. In-service training for unqualified teachers took place in countries like Lesotho, Uganda, Liberia, Swaziland, Zimbabwe, Sierra. Leone and Ghana. In-service training for upgrading teachers took place in countries like Nigeria, Swaziland and Liberia. Nigeria had another variety of this type; that is in-service training for sub-qualified teachers which was designed to move pupil teachers, who have been given some form of training to higher grades after further training. For example, in Nigeria a sub-qualified

teacher can be upgraded from Grade III to Grade II. In-service training for new roles took place in countries like Ghana, Nigeria and Zimbabwe. In this case, some already qualified teachers were trained to serve as trainer of trainers or given further training in specialized areas of school life (e.g. giving teachers training in school administration, continuous assessment, or training teachers to serve as guidance and counselling coordinators).

Curriculum related in-service training took place in almost all countries. Such in-service training was designed to introduce teachers to innovations taking place in the curriculum of schools or to help implement educational reforms, an example of such in-service training has been held in Ghana to prepare teachers for the new curricular namely, the junior and senior secondary schools curricular. It is also organised in Kenya, Liberia, Gambia and others.

In-service training and in-service education have been used interchangeably. While some writers prefer to use the term in-service training, others prefer in-service education. Those who use the term 'training' view in-service training as largely concerned with the acquisition of skills and techniques using standardized learning procedures and sequences. The emphasis here is on the acquisition of specific teaching skills and competencies. In-service training programmes are too short to provide for the complete education of participants and that the concentration or form must be directed to the acquisition of know-how skills. On the other hand, those who use the term 'education' are of the opinion that in-service training is concerned with bringing about teachers' professional, academic and personal development though the provision of a whole series of study experiences and

activities of which training is only a part. Those of the second school of thought believe that the acronym INSET is unnecessary as it suggests a false parallel and possibly equal relationship between education and training (Greenland, 1983).

Characteristics of In- Service Training

Adentwi (2002) identified the following as characteristics of INSET.

1. In-service training is usually supplementary to the initial training that the teacher has received in a training college or university. In this regard, its role is to support the professional development of the teacher by keeping him abreast of new ideas, new ways of doing things, and changes taking place on the educational front to perform effectively and efficiently.

2. In-service training is also supposed to be well planned and executed activity no matter how short lived it may be.

3. In-service training is supposed to be a continuous process. It is supposed to be provided at anytime the need is seriously felt to add to the repertoire of knowledge and skills of the practicing teacher.

4. In-service training is normally organised for already engaged personnel in the school or educational establishment who find time outside their schedules to undergo the learning experiences provided. Sometime, in-service training may take the form of a long course, which may demand that the teacher should be on study leave.

5. In-service training provides the forum for the discussion of curriculum and instructional issues for improvement of the activities of schools.

6. In-service training provides experiences that lead to the professional, personal and intellectual growth of its participants(p.120).

In-service training seeks to widen and deepen teachers' knowledge, understanding, skills and expertise in respect of their work. To achieve this aim, Molomo (1983) suggests that the definition of in-service training should be spelled out to include the following among others:

1. Introducing teachers to new concepts and practices

2. Considering and attempting to remedy defects in existing educational practice.

3. Impressing upon educators the need for innovations and change.

4. Reinforcing desirable teaching and learning methods.

5. Helping teachers to develop and evaluate curriculum materials.

6. Enabling teachers to evaluate themselves and to upgrade their professional status.

7. Providing opportunities for professionals to socialize in order to share ideas about their work(p.152).

Organizations Involved in Providing In-Service Training in Ghana.

There are several organizations involved in in-service training activities. The UNESCO (1983) identifies two categories of organizations involved in the sponsorship of in-service training on the global scene. These bodies are classified as governmental and non-governmental. The governmental organizations are the:

1. United Nations Education Scientific and Cultural Organization (UNESCO)

2. Council for Mutual Economic Assistance (CMEA)

3. Organisational for Economic Co-operation and Development (OECD).

4. International Labour Organisation (ILO).

5. Council of Europe.

The non-governmental organisations are:

1. Association for the Training of European Teachers (ATET)

2. International Council on Education for Teaching (ICET).

3. World Confederation of the Teaching Profession (WCOTP).

4. International Federation of Teachers Unions (p.6).

Adentwi (2002), quoting Manu (1993), identified the originations noted for providing in-service training in Ghana. These include:

1. The Ministry of Education (MOE)

2. The Ghana Education Service (GES)

3. The Institute of Education UCC (IOE)

4. The Teacher Education (TED)

5. The Institute of Education Planning and Administration (IEPA)

6. The Institute of Education Development and Extension (IEDE) of UEW

7. The Subject Association like the Ghana Association of Science Teachers (GAST), the Ghana National Association of Business Education Teachers, Mathematics Association of Ghana (MAG) and so forth.

8. Ghana National Association of Teachers (GNAT)

9. Non-governmental Organization (NGOs) like World Vision, Canadian Teachers Federation and so on.

10. The West Africa Examination Council (WAEC)

11. The Curriculum Research and Development Division (CRDD) (p.132)

The roles of some of these bodies in the provision of in-service training in Ghana are as follows:

The Ghana National Association of Teachers (GNAT) organises courses to prepare teachers to pass promotion interview and examinations. It organizes book development workshops to train teachers in effective techniques for writing textbooks and other instructional materials. It organises study circles for teachers to update their knowledge in professional issues and social matters.

The subject Associations organise workshops for introducing teachers to new syllabuses. They also organise workshops for reviewing the existing syllabuses and teacher support materials to introduce need changes or to introduce entirely new ones.

Science Teachers Association is one of the most encouraging movement for science teaching improvements. In Ghana, at the teacher training college level, the importance of teachers subject Associations in in-service training programmes cannot be underestimated (Commonwealth Secretariat, 1974). In the United Kingdom, professional associations such as the Chemical Society and the Guild of teachers of Backward Children Play a supplementary function in in-service training to that organised by other agencies (Mattock, 1957). It can be seen from the examples in Ghana and the United Kingdom that subject professional associations can play a major role or a supplementary role in in-service training. The Ghana Education Service (GES) conducts in-service training on the introduction of new curricula into schools. It also conducts prescribed promotion courses to enable some categories of teachers to qualify for promotion in fulfillment of the conditions

of service of the GES. It also organises orientation courses for newly trained officers of the GES.

According to Boakye (1991), the Institute of Education (UCC) organises workshops in collaboration with other agencies to review policies, programmes and curricula for teacher education (for example, it organised the National Conference on Teacher Education and its agencies in Ghana in 1986 at the U. C. C.). The professional Board of the Institute of Education organizes conferences and seminars to review syllabuses and assessment procedures for the teacher training colleges. It organises every year courses on marking schemes for the purpose of coordinating the marking of the Post-Secondary Teachers' Certificate and Diploma Certificate Examinations. Besides, it organises sandwich courses for teachers. The Institute of Educational Planning and Administration (IEPA) of the University of Cape Coast organises courses and workshops to equip management and administrative personnel in educational institutes with educational administrative and management skills. IEPA too organises M.Ed sandwich programmes for teacher and other employees from other organizations.

Organisation of In-Service Training

Koranteng (1995) of Teacher Education Division of the GES in a seminar paper identifies the following processes or procedures in the organisation of in-service training.

1. Needs analysis

2. selection of Resource Persons

3. Planning of the course by the Resource Persons

4. Physical Resources

5. Financial Estimates

6. Sending Estimates to Sponsoring Agency

7. Invitation of the feedback from participants

8. Managing the delivery of the course

9. Evaluation of the course-post mortems and follow-ups(p.6).

He said that needs analysis basically involves the identification of problems with the curriculum in schools. These problems could be those faced by teachers in their implementation of the curriculum or may be those identified by a committee set up to find out such problems faced by teachers. Such committee could be set up by subject associations. An example of this was that the Mathematics Association of Ghana (MAG) conscious of the fact that no opportunities and facilities existed for re-training and in-service training courses for tutors, mounted an in-service training programme for tutors at Akropong on April 22 to 26, 1987, to improve upon the areas where they lacked competence, upgrade their knowledge and methods of teaching, and to discuss together the teaching syllabuses to ensure a common teaching approach, and above all to identify problem areas and find solutions to them (Koranteng, 1995).

He further on said that the success of any in-service training programme depends to a large extent on the efforts of the resource persons. Having identified the problems the next stage is to come up with a list of experts or professionals who would be able to help solve the problems identified. In doing so, there is the need for contacts and consultations in order to get those with the required expertise to handle the subject matter or topic. Also one needs to recognise the need for such training course to give

'adequate attention to teaching methods' since 'the concern here is about teachers and teaching. It is therefore required that most of these resource persons should have enjoyed successes as teachers in schools, and their school experience should be recent, substantial and relevant.

According to Harlen (1985) the main objectives for planning of in-service training include the following:

1. It establishes clearly the identifiable goals for the training process for both teachers and pupils.

2. It offers a framework for course design to meet the need for practical classroom skills.

3. It emphasizes the practical skills nature of teaching(p.45).

It was said that to be able to achieve these objectives the course co-ordinator and all the resource persons should meet and plan the course. At such a meeting the content and methods of delivery should be identified. A day's seminar is then held for the resource persons before the actual in-service training programme. Here they do an in-depth study of the syllabus and textbooks and also spend time working on functional methods in teaching and learning. The organisation of this seminar culminates in the production of a training manual or handouts which are used for the in-service course. Also the needed resource materials are identified and finally a time-table for the course is drawn.

Marchandisse and Bruese (1981) suggest that the running of in-service course will definitely require some funding. It is the duty of the co-ordinator / organising team to come up with the estimates of the required funding that can successfully run the course. These estimates may include some items such as:

Meals

Travelling and Transport Claims Accommodation

Resource Materials

Honorarium for Resource Persons

Funding may also be solicited from various sources both governmental and non governmental. Corporate bodies and business organisations as well as international educational agencies may be approached for assistance. But the caution here is that sponsors of in-service training programmes find it difficult to part with money especially when they find it unbearable. This leads to postponements which invariable lead to a further increase in cost thereby rendering it impossible to run. Therefore estimates should be on the moderate side or preferable manageable (Marchandisse and Bruese, 1981).

It must be emphasized that an Association which relies solely on external donors for its activities may run into difficulties. The members of the association must themselves be willing to make financial contributions towards their workshop or course activities. Besides, the Association must generate funds from activities such as fairs, exhibitions and particularly, publishing projects (Marchandisse and Bruese, 1981).

Koranteng (1995) says that after coming up with the required estimates there is the need for the co-ordinator to send these estimates to the sponsoring agency for discussion. If the donor / sponsors do not become convinced, should the unfortunate happen, that is, approval not given, there is the need for a downward review of the figures without necessarily sacrificing quality.

When the estimates are approved the next stage is the invitation of participants. What has been happening for sometime now is that invitation of

participants are either published in the media or that invitation letters are sent out to them a week to the start of course. This is wrong. In such situations either the letters fail to reach them or when they do the recipients are not able to reply to them in time. The result is that the number of participants expected for the course is reduced significantly. Course co-ordinators or organisers are advised to send out these invitations on time so as to enable the recipients react to them. When this is done co-ordinators could find replacements for those who would not be able to attend the courses (Koranteng, 1995).

It is the responsibility of the co-ordinator to see to it that the course is run successfully. The course coordinator should ensure that the programme is carried through with the little or no hitches at all. But this, it is expected that the right people and logistics are at the right places at right times. This will serve as a motivation to both the resource persons and participants and will urge them to take the course seriously. When courses are run in a lackadaisical manner everybody tends to relax which badly affects the intended impact or goal. It needs emphasising that the delivery of workshop materials should go beyond the use of traditional lecture approach only. Other, methods such as co-operative teaching, group use of classroom children, demonstrations, discovery, and others depending on the set goals must be used. A variety of approaches ensure participation by all and remove the tendency of boredom which lectures often generate (Koranteng, 1995).

McIntosh (1974) points out that to determine the success of the course there is the need for evaluation. There must be criteria for evaluating the course. Evaluation enables the course organisers to know what has been achieved and the shortcoming. This helps them to improve upon future

programmes. Questionnaires could be developed and distributed to participants to elicit information from them. These questions could be structured so as to evaluate either the resource persons or the whole programme. There could be open durbars at the end of the course where organisers and participants could exchange ideas. Also the course prefect's report serves as a form of evaluation.

Methods of Presenting In-Service Training

In-service training has many objectives and takes many forms. It includes specific learning activities tailored to the development needs of teachers and schools as well as nation-wide courses to equip teachers to deal with curriculum and other changes. For this reason, the methods of teaching employed during in-service training presentations should ideally be interactive and action-oriented to enable teachers to fully participate in the learning process. People who make presentations at in-service training should therefore present model lessons so that the teachers will learn from such presentations. However, it appears that the lecture method is most frequently used during in-service training programmes. Greenland (1983) explains that this is so because many in-service training programmes last for a short duration, even though very large volumes of information have to be passed on to the participants. Another possible reason for the domination of the lecture method is lack of planning. This may cause resource persons to lecture even though some other presentation techniques might have been better. The problem with the overuse of the lecture method during in-service training is

that it may not be the best for the teaching of practical skills. As Harlen (1985) points out:

Telling Teachers what they might do using teaching methods in practice quite contrary to the ones being advocated in theory would be likely to be a waste of time. Giving participating teachers experience of the proposed teaching approach could be more effective. (p. 57).

As a matter of fact, to give teachers practical skills, it is better to use a variety of teaching methods during in-service training programmes. Among the many methods advocated for use in-service training programmes are the case study, seminars, conferences, workshops, demonstrations, discussions, small group work, problem-solving methods, exercises, field trips, displays, exhibitions, panel discussions, participant presentations and the use of distance education materials. Others are team teaching, role-playing, simulations, television instructional sessions and the use of information and communication technology (ICT) (Harlen, 1985).

Each of these techniques may have its own merits and demerits. Therefore it has been realised that a combination of methods at in-service training may help to counterbalance the strengths and weaknesses of the various methods thereby making for a more effective presentation. It has also been observed that in-service training presentations can be made particularly interesting where the various methods are combined and the lessons illustrated with teaching and learning resources in the form of audio-visual aids and other media and technologies for learning (Arcus, 1979).

Where small groups are used during in – service training presentations, it is advisable to include people of varied backgrounds in different groups so

that there would be a greater knowledge pool in the group (Bolam, 1980). Also, it is considered important to keep group size small enough to allow for members to fully participate in the lesson.

Another important observation about in-service training presentation methods is that in-service training appears to work best where participants are involved in the planning of in-service training particularly, in deciding on the timing of in-service training as well as the topics or issues to be deliberated upon (Bolam, 1980).

Problems Associated With In-Service Training

Many researchers have brought to light the nature of problems confronting in-service training. Akeson, Tibetts and Silverman (1968), claimed in their book entitled 'Teaching in the Developing Nations: A Guide for Educators' that there were problems associated with in-service training in developing countries including Ghana. According to them, in these countries, difficulties encountered by the participants in travelling, poor accommodation, second job responsibilities of many teachers, may result in poor attendance. It has been observed that as a result of improper supervision, many teachers who have profited from in-service training go back to the college to continue with the old ways of doing things. This sometimes happens because it is more challenging to introduce innovations than to continue with old ways of doing things. Thus, when teachers who have benefited from in-service training face the least resistance in their attempts to introduce change, they give up trying to introduce change that would otherwise have been very beneficial to their schools. Bame (1991), has published the following summary of the reasons why in-service training fails:

1. Topics are frequently selected by people other than those for whom the in-service is provided.

2. Follow-up support for ideas and practices introduced during in-service programme occurs in only a very small minority of cases.

3. Follow-up evaluation occurs infrequently.

4. In-service programme rarely addresses the individual needs and concerns of participants(p.39).

The problems cited by Akeson et al (1968) can be summarized as venue, poor coordination and lack of financial support for the in-service training. These factors are worth considering since the Institute of Education, UCC (1986) identified similar problems with in-service training programmes in Ghana. These problems relate to short duration, inadequate financial support, lack of materials for workshops and lack of evaluation. Furthermore, some teachers do not attach any seriousness nor show commitment to in-service training because they are not issued with certificates after attending some of the in-service training courses. Even when certificates are given, they may not count towards the promotion of teachers.

Motivations of Teachers to attend In-Service Training Programmes

The word "Motivation", according to Moffit (1967) is a desire to do something. This "sometimes" can be as simple as eating a meal or as complex as designing a space capsule. It can be activities done alone or involving working with others. It can take a few moments or require years of efforts. Many variables influence people's desire to "do something" in the work environment. These variables include their own needs, factors present or

absent in the environment itself and the behaviour of their immediate managers. Taylor (1997) defined motivation as forces that maintain and alter the direction, quality and intensity of behaviour.

Good (1959) similarly defines motivation as the process of arousing, sustaining and regulating activity. Motivation as defined here, suggests interest in doing something, which may be the result of an incentive. But for the purpose of this study, it is considered as the attraction to attend in-service training for financial gain, promotion or acquisition of knowledge.

According to the commonwealth Secretariat (1974), teachers can be induced by incentives such as promotion or recognized qualification. This report sees promotion and qualification as being motivating factors for teachers to attend in-service training. This may not be true in all cases.

On the issue of rewards and the use of in-service training knowledge, Postlethwaite and Husen (1985) claimed that long courses leading to academic awards can have negative effects. This is in the sense that they focus the minds of the participants on the prospects of the promotion associated with it at the expense of the practical knowledge that is needed for classroom work.

Kendall (1989) writing on the title 'Managing Educational Change" says that the individual will oppose innovation if it means he has more load without comparable rewards. Connecting this to in-service training programmes it can be said that the teacher will be more involved in in-service training programmes and put whatever is learnt into practice if it means the teacher's efforts will be rewarded.

Chambers (1997) pointed out that teachers can be persuaded to involve themselves when they feel that their own 'personal curricula' will be enhanced by so doing.

Content of In-Service Training Programmes

Chamber (1997) says that much of the discussion about the content of in-service training programmes over the past years has completely missed the point, for it has failed to recognize that what is taught is the teacher and not subjects. The focal point of any discussion about the content must be the teacher. It follows, too, that not only the focus but, indeed, the whole rationale for any in-service training articulation and planning must, again, reflect both the individual and collective curricular needs of real teachers in real schools.

Considering the various functions a teacher performs, Awuku (1986) suggests that the teacher must be knowledgeable about several issues being past or contemporary in our community, about the culture of his or her society apart from teaching the pedagogical skills he/she acquired in his area of specialization. Although some of these skills may have been taught during his or her initial training school, he or she still needs refreshment of knowledge, updating and strengthening his or her knowledge and professional skills since knowledge and skills are dynamic. A teacher being a member of the community and because of school – community relationship he or she must be current so that he will be able to explain current issues to the community members.

In this sense, Trendall (1989) says it is a shortcoming of initial and in-service courses when more emphasis is placed on only academic skills at the expense of inter-personal education. Sharing similar viewpoint, Chambers

(1997) writing an article about in-service training and the needs of teachers states that teachers have an interlocking range of total and 'life-skills' needs that are profoundly diverse. The motives for participating in in-service training programmes should reflect the extent to which they believe their 'life-skills' needs can be or are likely to be met by that provision and those 'providers. He suggested a possible 'taxonomy' of such 'life-skills' as indicated below.
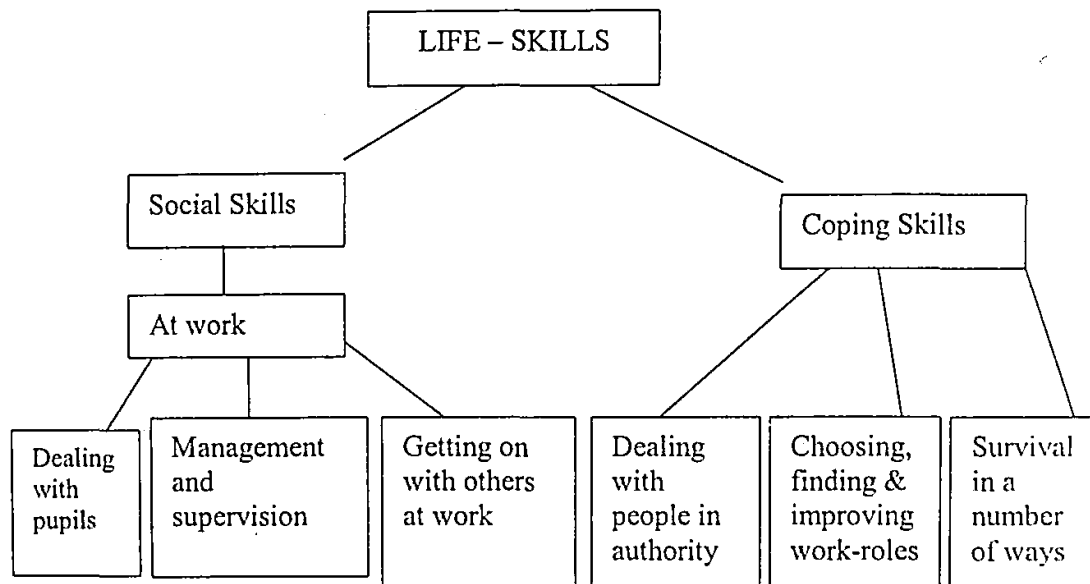
Figure 1: Taxonomy of Life Skills

This should be considered in the context of in-service training programmes for training college teachers.

Financing In-Service Training Programmes

The success of in-service training like many other important activities depends mostly on the availability of funds and other resources. It cannot be denied that the success of teacher education depends largely on the availability of resources. Marchandisse and Bruese (1981) reported that some sub-Saharan African countries continue to cut down their budget for in-service training due to financial constraints. Most of such countries do not organise in-service

training for their employees because of inadequate funding. Even for those countries which organise it, how to get funds to purchase logistics such as teaching and learning materials, handouts, pens and pencils for the in-service training programmes was a problem. The feeding of participants, their accommodation and night allowance deterred most of the countries from organising in-service training for teachers.

In Ghana, government subvention is one major source of funding for in-service training activities but these subventions do not come at the right time. Other means of funding in-service training include money provided by the professional associations or subject association of teachers, interested non-governmental organisations (NGOs) such as World Vision, JICA, UNICEF, USAID and Commission on Human Rights and Administrative Justice. Sometimes, they are called development partners (Koranteng, 1995).

Carwardine (2003) reported that a major step towards enhancing the quality of education in Afghanistan is made today with the start of the first nationwide teacher training programme, run by the Afghan Ministry of Education with the support of UNICEF. During 2003 a total of 70,000 teachers had received in-service training designed through a partnership between the Ministry and UNICEF. It could be realised from Cowardine's report that the in-service training programmes were supported by NGOs or Development Partners. Ahmed (2002) also reported that in Somali in-service training courses offered to 841 teachers was funded by Save the Children, NGO in United Kingdom.

In Ghana for example, funds provided by GNAT is one important source of money for in-service training. GNAT may either provide

sponsorship for teachers attending in-service training or may organise in-service training programmes itself either alone or in collaboration with other interested partners.

Goble and Porter (1977) reported of a form of sponsorship in Bulgaria, Hungary and USSR where the government teachers' organisation and teachers themselves supported in-service training. Here three parties namely the government, teachers' organisation and teachers provide the financial support.

In New Zealand, the Crown currently spends around $60 million on in-service training a year which amounts to 2.7 percent of its total budget for teachers salaries. This tells us how much goes into in-service training only (Goble and Porter 1977).

Evaluating In-Service Training Programmes

At time when there is more and discussion about accountability in education, it is inevitable that this should include a consideration of evaluating in-service programmes more systematically than before. Taylor (1997) says that even if we were to disregard the accountability argument, there are still good reasons for giving more thought to this task. First, provision of in-service training has greatly increased during recent years, but the quality of some of it has been doubtful. Clearly this ought to be rectified immediately. Secondly, despite the claims of the James Committee (1996) and other teachers who have made use of in-service training opportunities that it makes the teacher more efficient, there is very little empirical evidence to support this claim or indeed other claims that are made for in-service training. Thirdly, during recent years, there has been considerable diversification in the types of

programmes available, and this understandably has generated such questions as whether they are more beneficial than what was available before. Fourthly, since many teachers give up much of their own time for in-service education, we must ensure that this is not wasted. More attention to evaluation should assist us in providing answers to some of these questions.

The evaluation of in-service programmes is, of course, not new; it has been taking place for years, primarily through the increasing use of questionnaires given to teacher participants. However, the extent of even this kind of evaluation has been limited. We now need more accurate and valid information.

Although educational programmes can be evaluated in different ways and from different points of view, it seems to be some agreement about the general purpose of educational evaluation as advocated by Moffit (1967). He maintains that educational evaluation is a process of delineating, obtaining and providing useful information for judging decision alternatives.

In their analysis of the steps to be taken in the process of evaluation, Alexander and Sayler (1994) include the following:

1. the determination of what is to be provided; for what kinds of decision is evaluative data needed;

2. the kinds of data needed in making these decisions;

3. the collection of data;

4. defining criteria for determining the quality of the matter being evaluated;

5. analysis of the data in terms of these criteria;

6. provide information for decision making(p.42).

Equally helpful is the comment by McIntosh (1974) that a prerequisite of educational programmes should be their evaluation at a different levels, which includes:

1. evaluation of the need or demand of the programme;

2. evaluation of the effectiveness of the programme in the opinion of the students;

3. evaluation of the effectiveness of the programme in the opinion of the educator providing the in-service programme;

4. evaluation of the effectiveness of the programme in the opinion of user, buyer, or employer of the newly trained product;

5. evaluation of the effectiveness of the programme in the opinion of outside educationalists;

6. evaluation of individual units or blocks of work of the programme for example, one day or one week's work.(p.27).

Because of the volume of in-service programmes, their diversity, and the various resource problems, few programmes are likely to undergo such a vigorous evaluation process. However, evaluation at one or more of these levels would often be a considerable improvement on what has gone before (McIntosh, 1974).

Timing of In-Service Training Programmes

On the issue of timing of INSET, Thompson (1982) realised in an evaluation of in-service training education in Europe that low participation of most teachers in in-service training was due to the inappropriate or unstable timing. Most of the in-service training programmes occurred during

vacations, sometimes in the evenings and at the weekends where most workers rest and do their private work. He said that in Europe timing scarred most married couples and other workers to attend in-service training. Therefore in order to encourage high participation: Local Education Authorities (LEA's) set aside some days either two or three for participation in in-service training programmes. During these days schools are closed down. This is done because it is expected that every teacher will attend the in-service training.

It is released from Thompson (1982) evaluation that teachers do not want to sacrifice their leisure time for activities of the school such as in-service training. Perhaps, that was the reason why LEA's decided to use school days for in-service training which might make their duty-bound to participate.

Even though it appeared that the holiday periods seemed not be convenient for some of the teachers in Thompson's study, Marchandisse and Breuse (1981) evaluating in-service teacher training in Europe realised that most of the in-service courses took place in the holidays. Probably, teachers may participate fully in in-service training during vacations.

Duration of In-Service Training Programmes

The length of in-service training programmes determines the depth of content and instructional methods to be used. If the period for in-service training is very short, it implies that only few materials would be used and the participants would not receive detailed information from the in-service training programmes. On the other hand, if there is a long period for the in-service training sufficient information would be gained from it. The length of

in-service training also dictates the sort of instructional methods to adopt at the in-service training programmes. If there are few days for the programmes, non-interactive methods would be used, for example the lecture method (Mattock, 1975).

Bolam (1980) a research fellow, University of Bristol, School of Education writing an article on 'Training of the trainers' suggested some skills to be included in in-service training programme. These include; Clinical Supervision, Microteaching, Classroom interaction analysis and Adult counselling if there is to be adequate opportunity to practice these skills in both stimulated and real life situations. Bolam said these need longer duration for the practice and not just a short period. This was supported by Institute of Education, University of Cape Coast (1986), which also claimed that the duration of in-service training in Ghana was relatively short with the result that participants gained very little from the course. This also implicitly shows a dependence on the content covered at in-service training programme on duration. Thus the duration of in-service training may depend on what needs to be achieved at the end of the programme.

According to Mattock (1975), the aim and the content of in-service training programmes will determine the duration. Depending on the aim, varying durations of in-service training can be organised as was found in the United Kingdom. They are:

1. Short courses ranging from evening courses with duration of up to two years to one or two weeks vacation courses, one-day conferences and single meetings.

2. One-term full-time non-award bearing courses of professional study based on curricular and organisational changes in schools organised mostly by the colleges of education.

3. One-year full-time courses, which always lead to a named award (e.g. B.Ed; M.Ed; M.A; M.Sc and Advanced Diploma).

Mattock (1975) indicates the various in-service training that can be organised depending on the aim of the in-service training programme. In this case, longer duration in-service training led to the obtaining of an award.

This is not different from Ghana where such in-service training programmes are being organised for teachers to pursue Diploma in Basic Education (D.B.E); Post-Graduate Diploma in Education (PGDE); Degree for Higher National Diploma (HND) holders from Polytechnics; Masters Degree in Education (M.Ed) and Master of Arts degree (M.A) as sandwich and distance education programmes.

When teachers are sponsored fully to do the aforementioned courses it costs government a lot, and at the same time teachers leave the pupils and students in the classroom leading to shortage of teachers now and then. To cut everything short, funds in addition to other factors are essential factors in deciding the length or duration of in-service programmes. When there is enough money coupled with other factors the duration of in-service training would be longer (Koranteng, 1995).

CHAPTER THREE

METHODOLOGY

In this chapter the method and instruments used in the collection of data are presented. It also describes the population and sampling techniques.

Research Design

The study was a descriptive sample survey which employed quantitative research methods. The descriptive survey basically inquires into the status quo; it attempts to measure' what exists' with respect to variables or conditions in a situation (Marchandisse & Breuse, 1981).

The descriptive sample survey was chosen because in considering the purpose of the study, the research questions and the magnitude of target population, it was the most appropriate design, which could lead the researcher to achieve the purpose and to draw meaningful conclusions from the study.

Population

The population of the study comprised all training college teachers in Ashanti and Brong Ahafo Regions of Ghana estimated to be 400 and 20 training officers from Ashanti and Brong Ahafo Regional and District education offices. These teachers were post graduates and graduates, usually, from the University of Cape Coast and University of Education, Winneba.

Sample and Sampling Procedure

The sample for the study consisted of training personnels involved in in-service training at the District and Regional Education Service Units who organised in-service training for teachers. It also included teachers from five teacher training colleges in the Ashanti and Brong Ahafo Regions of Ghana.

In all there are ten government teacher colleges in the two regions. The names of training colleges selected and the number of teachers sampled from each college are presented in Table 1.

Table 1

Number of Training College Teachers Sampled

Teacher Training Colleges	Total Number of Teachers	Number of Sampled Teachers
FEMALE COLLEGES		
St. Monica's Training College	36	18
St. Louis Training College	34	17
CO-EDUCATIONAL COLLEGES		
Wesley College	50	25
Atebubu Training College	38	19
Berekum Training College	42	21
Total	200	100

The researcher used purposive sampling to select the training personnels at various Education units because the researcher needed specific information on in-service training. This specific information could only be obtained from specific people engaged in in-service training. In selecting the training college teachers a cluster sampling technique was used. Cluster

sampling was used to ensure that teachers from the co-educational training institutions and those from the exclusively female training institutions were adequately represented. This became necessary because it was observed that while males headed the co-educational training colleges in two regions, the female training colleges were headed by females whose leadership styles might be somehow different.

Two colleges were selected from the three female training colleges using simple random sampling technique (The lottery method). The names of the colleges were written on pieces of paper and put in a container. After shaking training it thoroughly, two schools were picked namely; St. Monica's and St. Louis training colleges. The same procedure was done for the co-educational training colleges which led to the selection of the three colleges namely; Wesley, Atebubu and Berekum training colleges.

The researcher used proportional random sampling for individual teachers for the study. For each college fifty percent (50%) of the total number of teachers were selected using the table of random numbers

Instruments for Data Collection

The instruments used for collection data were interviews and questionnaires. The researcher developed two sets of questionnaires.

One set of questionnaire was for the teacher training college teachers and the other set of questionnaires was for the training personnel or resource persons involved in the organization of in-service training in the teacher training colleges. Open and close-ended questions were used. The questionnaires were developed by the researcher based on the information

extracted from the literature on previous researcher work on in-service training. After designing the questionnaire the researcher gave them to his supervisor to examine and scrutinize them. Based on the comments made by the supervisor changes were then effected in some of the questions.

Questionnaires for the Teacher Training College Teachers

The questionnaires for teacher training college teachers had six sections. The first section 'A' sought background information on the teacher training college teachers and the sort of in-service training programmes they had attended. Under section 'B' the questionnaire sought information on the instructional method used at INSET. In section 'C' questions were asked about content of In-Service Training Programmes organized for Teacher Training College teachers. Sections 'D', 'E', 'F' and 'G' looked for information about financing, duration, timing and evaluation of in-service training programmes organized for teacher training college teachers respectively.

Questionnaires for the Training Personnel Concerned with the Organization of In-Service Training for Teacher Training College Teachers

The same pattern as used in the case of Teacher Training College teachers was used for the structuring of questionnaires for in-service training officers; section 'A' dealt with general information regarding the background of the training officers. The next section 'B' dealt with financing of in-service training. Section 'C' dealt with motivation at INSET. The remaining section D, dealt with evaluation of in-service training programmes organized for teacher training college teachers.

The researcher pre-tested the questionnaires on training college teachers at Atebubu Training College. Ten questionnaires were sent out and response rate was 80%. The pre-testing showed that four questions needed clarification. The researcher therefore modified the questionnaire to enable it elicit the right responses.

The Interview

The researcher used the interview method to seek for further information and clarification of the responses obtained using the questionnaire method. The researcher conducted unstructured interview with the heads of subject department and training officers to clarify some issues on in-service training.

Procedure for Data Collection

The researcher sent out hundred questionnaires to the selected colleges to be administered to the teachers. The questionnaires for the colleges in Kumasi were personally administered by the researcher while in the case of the colleges outside Kumasi the researcher had earlier on gone there to discuss with the vice principals so the questionnaires were mailed to them to be distributed to the training college teachers. A covering letter was enclosed in each batch of questionnaires posted to the colleges. The letter attached explained the purpose of the questionnaire and the deadline for the return of the completed questionnaires.

For the colleges in Kumasi the researcher collected the completed questionnaires himself. In addition, twenty questionnaires were sent to training officers at the regional and district education officers of the GES. The questionnaires for the training officers were administered personally in Kumasi and Sunyani. After a week the completed questionnaires were collected personally from them. The researcher also conducted face-to-face interview with the heads of subject department and training officers to clarify some issues on in-service training they had ever attended.

Problems

In the course of undertaking the study the researcher encountered many problems. The information was collected from the training college teachers but during the time of collecting the data, the teacher training colleges were on long vacation so the researcher found it very difficult to get the teachers. The researcher chased them here and there since some of them had left for their

hometowns and others had left for various centers to mark examination scripts. At first, since the teachers had scattered the researcher taught it was impossible to administer and collect all the questionnaires from the teachers. But the researcher, however, managed to go to the nearby marking centre to collect all the questionnaires upon the assurance given by some of the teachers.

Apart from these, the researcher had to make two trips to Sunyani and Kumasi to seek information from the Regional Education Service Directorates of the GES. All the journeys to these places cost the researcher much money, which was hard to come by.

Methods of Analysis

The researcher used descriptive statistics such as the mean and percentages in analyzing the data collected. Tables and a pie chart were also used to present the analyzed data

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the results of the study and discusses the data collected. Firstly, data on the background information of the training college teachers are presented and discussed. Secondly the data for the main research questions are presented and discussed. Tables and a pie chart are used to facilitate presentation of the data.

Background Information on the Training Teachers

In this section information is provided on the characteristics of the training college teachers and the INSET they have attended. The characteristics of the teachers include qualifications, ranks and teaching experience. The information presented on in-service training they have attended is with reference to time, organizers, level of attendance and so on.

Qualification of Teachers
Data on the qualification of the teacher respondents is presented in Table 2.

Table 2

Distribution of teachers by qualification

Qualification	No. of Teachers	%
B.Ed	75	75
B.Sc / B.A. and Diploma Ed.	7	7
B.Sc / B.A. PGDE	7	7
M.Ed. M Phil, M.Sc, MA	11	11
Total	100	100

As indicated in Table 2 as many as 75 teachers representing 75% had B.Ed degree. In addition there were also 14 teachers (14%) who were graduates and had diploma in education. There were as many as 11 teachers who had the master's degree (i.e. M.Ed, M Phil, M.Sc, and M.A.).

From Table 2 it is clear that almost all the teachers in the teacher training colleges studied were professional teachers having at least diploma in education. The implication is that they were professional teachers who knew the essence of in-service training and understood why they should avail themselves of any opportunity offered through in-service training to ensure their continuous development and growth. In fact, there is no doubt that in-service training helps to upgrade and update the professional skills, competencies and knowledge of serving teachers.

Rank of the Teachers

Responses with regard to the rank or professional status of the teachers are presented in Table 3.

Table 3

Distribution of Teachers by Rank

Rank	No. of Tutors	Percentage
Principal Superintendent	60	60
Assistant Director 2	31	31
Assistant Director 1	3	3
Non Response	6	6
Total	100	100

Table 3 clearly shows that 60% of the tutors who were of the lowest rank were of the status of principal superintendent while 31% were of the rank of Assistant Director 2. In addition, 3 teachers were of the status of Assistant Director 1. From Table 3 it may be concluded that all the tutors were experienced ones of the highest professional status. Then it could be said that the tutors were experienced ones who had taught for some considerable number of years and might have had some in-service training. This is particularly so in view of the fact that in the Ghana Education Service before one is usually promoted he/she has to go through some prescribed courses or orientation which are all typed of in-service training.

Attendance of Teachers at INSET

Data on the attendance of training college teachers at in-service training is presented in Table 4.

Table 4

Teachers' years of teaching and attendance at INSET

Years Taught	Years attended INSET		No. of Teachers who have not attended INSET	
	No	%	No	%
1-5 years	8	12.5	23	63.8
6-10 years	20	31.5	7	19.4
11-15 years	17	26.5	5	13.8
16.20 years	10	15.6	1	3.0
21.25 years	7	10.9	0	0
25+ years	2	3.1	0	0
Total	64	100	36	100

The data in Table 4 indicate the relationship between teaching experiences of training college teachers and their attendance or non-attendance at INSET. As shown in the table 4, for teachers who had taught between 1-5 years, 8 teachers had attended in-service training while 23 had not attended in-service training. For those who had taught between 6 – 10 years, 20 out of 27 had attended INSET. And for those who had taught for 16 – 20 years out of the 11 teachers 10 had attended in-service training while one had not attended any in-service training. Finally for those who had taught for twenty years and above all of them had once attended in-service training.

It can be said that the percentage of teachers who had never attended any in-service training was 36. It is important to note that more than half of the tutors who had never attended in-service training had only 1 – 5 years of teaching experience. It is however, gratifying to note that all those who had taught for a long period of time (above 16 years) had the opportunity of attending in-service training. This implies that teachers get upgraded through INSET as they stay longer in the service. This is very important, because as the adage goes "He who rests rust", consequently teachers need to update and upgraded their knowledge to be abreast with time. But it is important that teachers are given in-service training to help them improve upon their professional skills and competencies even within the first five years of their career.

Qualification of Training Personnel

Data on the qualification of the training personnel involved in the study is presented in Table 5.

Table 5

Distribution of training personnel by qualification

Qualification	No of Training Personnel	Percentage %
B.Ed	13	65
B.Sc / B.A. and Diploma Ed	2	10
B.Sc / B.A. PGDE	3	15
M.Ed, M.Sc, MA	2	10
Total	20	100

As shown in Table 5 as many as thirteen training personnel out of twenty had B.Ed degree. In addition to this there were five training personnel who were graduates and had diploma in education. There were two training personnel who had their second degree (i.e. M.Ed and M.A.). From Table 5 it is clear that all the training personnel in the Regional and District Education Units of GES studied were professional teachers because they all had at least diploma in education. The implication is that they were teachers who knew the importance of INSET and they were ready to help teachers to acquire the necessarily knowledge, professional skills and experiences needed for continuous development and growth.

Rank of the Training Personnel

Responses with regard to the rank or professional status of the training personnel are presented in Table 6. The data in Table 6 show that out of twenty training personnel only two were principal superintendents. The rest,

that is, eighteen representing 90% were Assistant Directors. The implication is that all the training.

Table 6

Distribution of Training Personnel by Rank

Rank	No. of Training Personnel	Percentage %
Principal Superintendent	2	10
Assistant Director 2	10	50
Assistant Director 1	8	40
Total	20	100

Personnel were experienced ones of the highest professional status. It was therefore no wonder that interviews with some of them revealed that they were experienced training personnel who had offered in-service training to considerable number of teachers.

Years Worked as Training Personnel

Data on the number of years the training personnel had been organizing in-service training to teachers is presented in Table 7.

Table 7

Training Personnel Years of Organizing INSET to Teachers

Years organized INSET	No. of Training Personnel	Percentage %
1 – 10	4	20
11 – 20	12	60
21^{+} years	4	20
Total	20	100

As indicated in Table 7, twenty percent of the total training personnel had organized in-service training for teachers for a period of one year to ten years while 16 training personnel representing 80% had organized in-service training for teachers over eleven years. This implies that they had gained enough experience in organizing in-service training for teachers.

Results of the Study

The results of the study are presented and discussed under the basic research questions.

Research Question 1

How beneficial is the content of INSET to the training college teachers?

Responses with regard to whether teachers benefited from in-service training are presented in Table 8.

Table 8

Benefits of INSET to the teachers

Topic	Response on usefulness of INSET Content	
	No	%
Preparation of teaching and learning material	17	26.6
Discussion of subject syllabus	6	9.4
Preparation of lesson plan	13	20.3
Deliberations on subject content area	28	43.7
Total	64	100.0

It should be noted that out of 100 teachers sampled for the study, 64 teachers had attended in-service training while 36 had not attended therefore the responses of the 64 teachers were used for further analysis.

As shown in Table 8 as many as 28 teachers representing 43.7% indicated the deliberation on subject content areas which promotes understanding is one important benefit of in-service training. This was followed by 17 teachers (26.6%) who also said that the preparation of teaching and learning materials was useful. There were also 13 teachers (20.3%) who said that helping teachers to prepare lesson plans was one important benefit of INSET.

Based on the above analysis, discussion of the data it could be said that all the teachers in one way or the other acknowledged that the content of in-service training given them was useful to their work because it enabled them improve upon their teaching. This was supported by Awuku (2002) who said that subject association organized workshops for introducing teachers to new syllabuses, reviewing the existing one and preparation of teacher support materials for effective teaching. This is logical expectation since almost all the topics treated at INSET are often related to the subjects the participants teach. This suggests that whenever they are invited to workshops they will quickly attend because they know it will be beneficial to them. In addition to this, if the content is related to their work or needs then it will help the teachers to improve upon their professional skills and competencies. This is in line with what Morant (1981) suggested, that in-service training is taken to include all those courses and activities in which serving teachers may practice for the purpose of extending his professional knowledge, interest and skills.

Research Question 2

What instructional methods are used during in-service training of

teachers?

Responses with regard to the use of appropriate instructional methods during

in-service training are presented in figure 2.

The pie chart presents information on the instructional methods, often

used at in-service training. The data was obtained by asking the respondents

to tick the appropriate methods used at in-service training they had attended

from a checklist. The checklist was obtained from the research made by Arcus

(1979), UNESCO (1981) and Morant (1981).
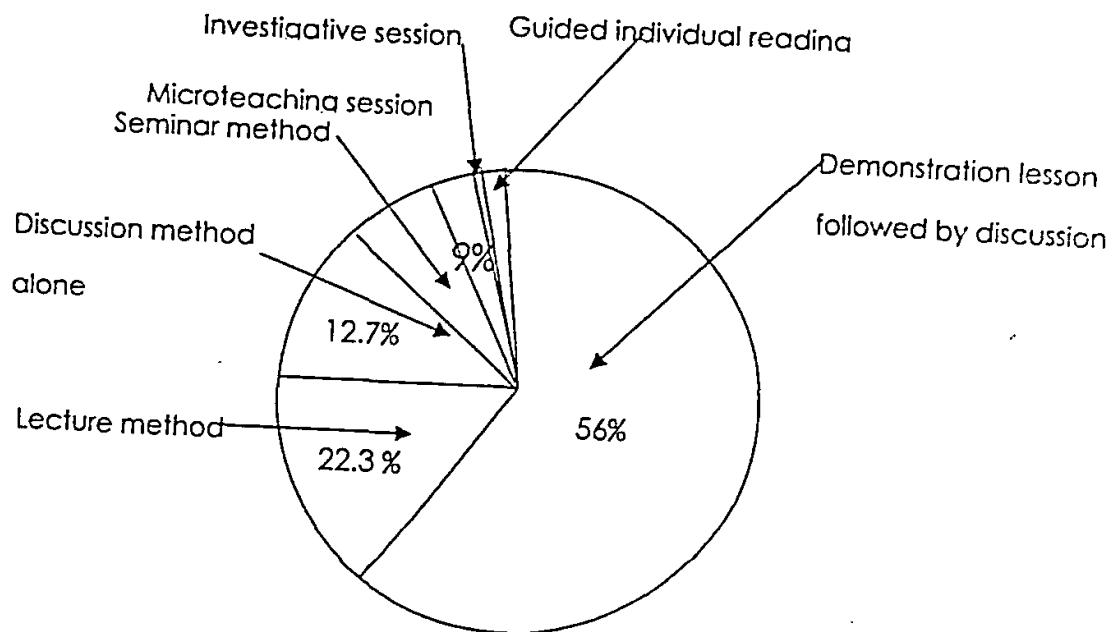
Figure: 2: Instructional Techniques used at INSET

Figure 2 shows that the main method frequently used during INSET

was demonstration lesson followed by discussion. Fifty – six percent (56%)

of the 64 tutors indicated that demonstration lesson followed by discussion

was the instructional method often used by the training personnel at INSET.

This was followed by lecture method, which was 22.3% of the total

respondents indicated was used by the training personnel. Also 12.7% of the tutors chose discussion method alone as the instructional method used by the training personnel. Whilst 9% of the respondents picked seminar method. micro teaching sessions, investigative session and guided individual reading as appropriate instructional methods used by the training personnel.

It is clear that the instructional method most frequently used to help the teachers to learn was the demonstration lesson followed by discussion. This method is good in the sense that it promotes interactions among the participants and also between the participants and the training personnel. However, it may be pointed out that using the discussion method alone cannot meet all the objectives of INSET. This is because for teachers to learn they must be involved in practical activities. This is in line with the popular Chinese adage which says "I hear I forget, I see I remember, I do I understand". To be effective a practical lesson may be preceded by a lecture, which gives clear and specific instructions followed by a discussion, which fosters clear understanding. This implies that in an INSET, different kinds of instructional methods can be combined to meet the objectives of the course.

It is unfortunate that the lecture method was identified as the second most frequently used method of instruction during INSET. If teachers are taught only by the lecture method, what effect will it have on their teaching? They may also end up teaching by lecturing. This agrees with Harlen (1985) who said that telling teachers what they might do using teaching methods in practice quite contrary to the ones being advocated in theory would be likely to be a waste of time. Therefore, there is the need to de-emphasize the use of

lecture methods for teaching teachers and instead encourage the use of variety of instructional methods.

With regards to the specific method that teachers benefited most from, 56% of the teachers indicated that they benefited most from demonstration lesion followed by discussion. They indicated it helped them most since it enabled them to get information or ideas form their colleagues as well. This suggests that the method which had been used at INSET and found most useful, was teachers engage in discussions with their peers and with experts or resource persons involved in in-service training they are able to sharpen their knowledge of whatever subject matter they are dealing with.

Research Question 3

How adequate is the duration of in-service training to teachers in the training college?

Responses with regard to whether the duration of in-service training for teachers of training colleges was adequate are presented in Table 9

Table 9

Adequacy of INSET duration to the teachers

Days	No. of Teachers	Adequate	Inadequate
1 day	2	0	2
2 days	6	1	5
3 days	15	3	12
4 – 6 days	35	15	20
1 week	6	5	1
2 weeks or more	0	-	-
Total	64	24	40

The data in table 9 show that the teachers had attended in-service training of different durations ranging from one to seven days. Thirty-five teachers had attended in-service training lasting between 4 to 6 days. Twenty-three teachers had also attended in-service training which lasted between one to three days. In addition, six teachers had attended in-service training lasting for one week. However, none of the teachers had attended in-service training from two weeks or more. From the result it could be realized that majority of the teachers had attended INSET lasting for roughly a week. This suggests that in Ghana most of the in-service training programmes organized for teachers last for at most one week.

On the question of whether the duration was adequate or inadequate, out of twenty-three teachers who had attended INSET between one to three days four of them indicated that the duration was adequate while nineteen of them said the duration was inadequate. Out of 35 teachers who had also attended INSET between 4 – 6 days, 15 of them indicated that the duration of in-service training for teachers was adequate whilst 20 said that it was inadequate.

It may be concluded that INSET for training college teachers lasting for less than six days may be regarded as of short duration as the teachers considered that to be inadequate. The result is that teachers may not cover and master much contents or materials, which will benefit them most.

This suggests that the duration of INSET should be more than six days. As shown in the Table 9, ninety percent of those teachers who had attended INSET for one week said the duration was inadequate. Teachers may consider the duration to be inadequate when they think they may not be able to cover

much of the contents or when they think the organizers will rush them through INSET programmes and they may not have better understanding of the INSET topics. This was supported by Institute of Education University of Cape Coast (1986) which said that the duration of in-service training in Ghana was relatively short with the result that participants gained very little from the course.

It is important for teachers to be given adequate time to enable them effectively assimilate or master whatever they are taught if they are indeed to derive maximum benefit from their learning. If the duration is short there is the tendency for the organizers to rush the teachers through the programme. This may not auger well for effective teaching and learning. This suggests that ideally teachers should be given a longer period for in-service training. However, the duration of INSET must not be too long because it appears teachers do not like to leave their homes or classrooms for a long time. Apart from that, it seems an in-service training that lasts for long period may lead to boredom.

Research Question 4

How appropriate in the timing of in-service training for tutors in training college?

Responses with regard to the timing of INSET for training college teachers are presented in Table 10a and 10b.

Table 10a

The timing of INSET teachers had attended

Period of INSET	Responses	Percentage
School Session	45	70.3
Vacation	15	23.4
Week-end	4	6.3
Total	64	100

Table 10b

The preferring period for Teachers to attend INSET

Period	Reponses	Percentage
School Session	3	4.7
Vacation	56	87.5
Week-end	5	7.8
Total	64	100

Table 10a indicates the timing of INSET teachers had attended. Out of the total respondents forty-five teachers attended their least INSET when schools were in Session. Fifteen also attended INSET when they were on vacation while four teachers representing 6.3% attended their last INSET at week – ends.

From the result majority had their last INSET when schools were in session while only four and fifteen had their last INSET at the weekend and vacation respectively. This reveals that in Ghana most of our workshops for teachers are organized when schools are session this is contrary to what

Thompson (1982) found out when evaluating in-service training education in Europe. He said that in Europe most of the in-service training occurred during vacation. This is serious in Ghana because teachers may attend INSET at the expense of classroom work. Consequently teachers may not be able to complete their syllabuses for the term or year.

Table 10b indicates the periods teachers would like to attend INSET. Fifty-six teachers representing 87.5% chose vacation period as the best time to attend INSET. Only three wanted to attend INSET when schools were in session while five respondents representing 7.8% wanted to attend INSET at week-ends. When they were asked to state reasons for their choice, about ninety percent of those who chose vacation period as the best time for INSET said that they used week-ends to prepare their lesson notes and perform other activities in the home. They also claimed when schools were in session they did not want to miss their classes. It is gratifying to note that majority of teachers wanted INSET to be organized during vacation when they were free or less busy. This suggests that teachers will be prepared to participate fully in INSET activities and learn much if in-service training programmes are organized for them during vacation periods.

With regard to whether teachers received invitations earlier or not, out of sixty-four respondents forty-eight representing 75% said 'NO' they did not receive invitation early while sixteen responded 'Yes' they received invitation early. From the analysis it could be realized that majority of the teachers did not receive invitation early enough to make adequate preparations to attend in-service programmes. This implies that teachers may rush to attend workshops unprepared and therefore there is tendency for teachers not to understand

issues well or acquire the needed knowledge and skills at in-service training. There is the need for the organizers of in-service training programmes to inform participants early enough for them to prepare adequately before they attend INSET. This will give teachers sound mind at workshops to learn and acquire knowledge and professional competencies that will enable them carry their work in the classroom efficiently and effectively. Also if teachers are invited early enough it will enable them make their homework well before leaving for workshops. If teachers are not given invitations early enough they may attend INSET while at the same time be thinking about their families and other social issues at home. Whatever may be the case, the duration of any INSET should be based on the objective of the programme. Consequently one cannot have a fixed duration of INSET.

Research Question 5

Are teachers well motivated to take keen interest in INSET?

Respondents concerning how teachers are motivated to take keen interest in INSET are provided in Table 11.

As indicated in Table 11, thirty four teachers representing 53.1% said that they were not well motivated to attend INSET. Eighty-eight percent indicated that they were not motivated by incentives provide at INSET while only 12% claimed they were motivated by incentives provided. Forty-two (66%) of the respondents said that they were disappointed for lack of incentive whilst twenty-two (34%) said they were not disappointed for lack of incentive. Fifty– six teachers representing 88% indicated that they would participate in future INSET even without any incentives, while only twelve percent said they would not participate because of lack of incentives. Forty-eight representing

75% said that they were motivated by the knowledge to be acquired while only 25% said that they were not motivated by the knowledge to be acquired at INSET.

Table 11

How teachers are motivated to attend INSET

Extent of Motivation	Responses Yes		Responses No	
	No	%	No	%
Well motivated to attend INSET	30	(46.9)	34	(53.1)
Motivated by incentives provided	8	(12)	56	(88.0)
Disappointed for lack of incentive	42	(66)	22	(34.0)
Will participate in future INSET without any incentive	56	(88)	8	(12.0)
Motivated by the knowledge to be acquired	48	(75)	16	(25.0)

From the analysis, it good to note that when the respondents were asked whether they would participate in future INSET even if they do not lead to any incentive, as much as 88% answered in the affirmative. Those who responded 'yes' said that in a way they benefited through valuable knowledge and professional skills gained. Thus, although teachers were not well motivated in terms of financial gain, promotion to another rank or allowance, the knowledge they gained served as an intrinsic motivating factor for them to attend INSET. It would however be necessary to induce more teachers to have interest in attending INSET by giving them incentives such as promotion, allowances and other incentives. This was supported by commonwealth secretariat report of 1974 which states that teachers could induced to attend

INSET by giving them incentive such as promotion or recognized certificates. It is good or important to motivate teachers well when they attend INSET because when the teachers are well motivated they will be ready to learn whatever knowledge or skills that are taught at workshops and be read to put them into practice in their classrooms. If teachers who attend INSET are awarded the requisite certificates, they would always have great interest in in-service training programmes organized for them. For example, INSET of short duration can be organized on modular or sandwich basis as done in the case of the post graduate diploma in education (PGDE), diploma in basic education (DBE), M.Ed and M.A degree programmes during the school holidays which enable participants to earn certificates. This will prevent teachers from the situation whereby they have to leave their classrooms for long periods to pursue courses.

It is therefore in a good direction that the untrained teacher training diploma education programme (UTDBE) has been introduced by the Ghana Education service, precisely, the Teacher Education Division Directorate for all untrained teachers in Ghana. This is form of in-service training and at the same time solving the problem of shortage of professional teachers in the country.

Research Question 6

How are in-service training programmes for teachers financed?

How teachers are sponsored to attend in-service training are presented in Table 12a and 12b.

Table 12a

Teachers' responses regarding how they were sponsored to attend INSET

Source of Sponsorship	Responses No.	%
I sponsored myself	10	15.6
I was sponsored by my school	3	4.7
Sponsored by Subject Association	2	3.1
Sponsored by GNAT	3	4.7
Sponsored by GES	40	62.5
Sponsored by some NGO	6	9.4

Table 12b

Teachers' views regarding sponsorship and financing of INSET

Item	Yes	No
It's right for the teacher to pay for INSET	5	59
Money for Sponsoring to Attend INSET received before INSET	24	40
Money spent by teacher reimbursed soon after INSET	5	13

From the table 12a it could be realized that over 80 percent of the teachers were sponsored to attend INSET. Non-governmental organization, Ghana Education Service and others sponsored nearly three quarters of the teachers. Ten teachers representing 15.6 percent sponsored themselves. From Table 12a it is also seen that although 84.4 percent of the total respondents were sponsored, this gave the false indication that training college teachers did not have any problems with sponsorship. This is because financial constraint

actually limited the participation of many teachers at INSET. The explanation being that because of the financial constraint under which colleges were operating it was highly impossible to sponsor all the teachers and as a result only the selected few were sponsored, normally, Heads of Department. It also implies that without sponsorship less than 20 percent of the teachers in the sample might have attended any INSET. This is very serious because if sponsors fail to sponsor teachers to attend INSET, it means teachers may not be able to attend INSET to update and upgrade their knowledge.

From Table 12b, out of sixty-four respondents indicated, as many as 38% of them were provided with funds before they attend INSET. A large number of the respondents 80% said they were sponsored and when they returned from the INSET their monies were reimbursed promptly while 20% of the respondents said they were reimbursed very late. Most of the respondents said that even if their monies were not reimbursed they would continue to attend INSET programmes to upgrade their knowledge.

Since majority of the teachers monies were reimbursed promptly, it indicates that training college teachers would be prepared to attend any INSET they are invited to attend even if the colleges have not got money at that hour. This is because they are sure that when the colleges get money they would reimburse their monies to them.

One objective formulated to obtain information from the training personnel related to how the financial constraint of INSET affected the organization of in-service training. Fortunately, it was found out that there was no indication that the organizers had any financial problems with respect to INSET activities.

The organizers (training personnel) received support in the form of equipment and money. In addition non-governmental organizations and the Ghana Education Service gave financial support to the organizers for INSET activities. Marchandisse and Breuse (1981) reported, that some sub-Saharan African Countries continue to cut down on their budget for in-service training due to financial constraints. Thus, most of such countries did not organize in-service training for their employees because of inadequate funding. Fortunately this is not the case in Ghana. The responses from the organizers (training personnel) on the source of financial support for INSET indicated that Training Personnel got support for the organization of their activities mainly from the Ghana Education Service and international Organization. This agrees with Globle and Porter (1977) who reported that in Bulgaria and USSR in-service training is sponsored by the government, teachers' organization and other international organizations. The training personnel indicated that they obtained support in the form of money, textbooks, equipment and others. Since the support was not sufficient to meet the needs of the organizers, it was supplemented with support from local non-governmental organizations. According to them the supports was regular and met their needs with respect to the organization of INSET. The picture is not so bright as has been presented here because without the financial support of GES and other local Organizations, organization of INSET would be financially handicapped.

Proper funding for INSET activities and full sponsorship at INSET for teachers will enable many more teachers to attend INSET and also enable the organizers to provide the needed facilities or materials for the participants.

Although money cannot solve all INSET problems it plays an important function in INSET activities because materials for teaching and learning, provision of food for the participants and even transportation of participants all involve money.

Research Question 7

How do teachers of the training college evaluate in-service training programmes organized for them?

Responses regarding how teachers are made to evaluate in-service training programmes organized for them are presented in Table 13.

Table 13

Responses regarding the evaluation of INSET

Tool for Evaluation	Responses No. of Teachers	Percentage (%)
Through open forum discussion	2	3.2
Through assessment forms given	54	84.3
Through the report of the course Prefect	3	4.7
No response	5	7.8
Total	64	100

As indicated in Table 13 two teachers representing 3.2% said INSET programmes were evaluated through the open forum discussion. Fifty-four teachers representing 84.3% said INSET programmes were evaluated through the filling of assessment forms given to them when they attended INSET while three teachers indicated that the INSET programmes were evaluated when the INSET course prefects presented their reports.

Form the analysis of the data it is clear that after the training personnel had taken the participants (teachers) through the INSET programmes the teachers were given the chance to evaluate the programme. This implies that the teachers would have the chance to point out the pitfalls of the INSET for the organizers to improve upon the INSET programmes in future. Out of the 64 teachers as many as 54 teachers 84.3% indicated that the evaluation was done through the filling of assessment or evaluation forms. This is not the best, because such evaluation forms are usually issued to the participants at the end of the training programme when they are exhausted and anxious to rush back home. Under such conditions they may not take their time to analyze the questions on the evaluation forms given to them for proper evaluation. Since teachers may not get time to do proper evaluation there should be much time set aside for effective evaluation of INSET as the programme proceeds on. This agrees with James Committee (1996) which said that the evaluation of in-service training programmes is not new, it has been taking place for years; primarily through the increasing use of questionnaires given to teachers participants. However, the extent of even this kind of evaluation has been limited. We now need more accurate and valid information. It is believed that will enable the organizers to have the necessary feedback for improvement in subsequent in-service training programmes.

Research Question 8

Do training personnel or resource persons engaged in in-service training properly evaluate what they do?

Reponses with regard to evaluation of INSET by training personnel / resource persons are presented in Table 14.

Table 14

Responses regarding evaluation of INSET by organizers

Evaluation Method	Responses	
	No	%
I evaluate INSET by making follow up to see teachers put what they learn into practice	2	10
I evaluate by using questionnaire	1	5
I evaluate by observing students' performance	4	20
I evaluate based on whether teachers needs were meet	2	10
None of the above	11	35

Responses from the training personnel indicated that out of twenty (20) training personnel, two evaluated the INSET activities by making follow up to colleges to see teachers put what they had learned into practice. One training personnel evaluated INSET activities in the colleges by using questionnaires while four evaluated by observing students performance. However, eleven training personnel did not use any of the techniques mentioned to evaluate the INSET activities in the colleges. It is unfortunate to note that out of twenty training personnel interviewed eleven representing 55% did not evaluate in-service training activities at all after workshops. The implication is that teachers may go back to their schools with some misconceptions and to practice what they were previously doing. Even those training personnel who evaluated whatever teachers had learnt at the workshops did not do regular evaluation of teachers in the schools. It is unfortunate that training personnel did not make follow up to see whether what the teachers learnt during the INSET were put into practice or not. If such situation prevails then the aims

and objectives of the organization of the INSET programmes cannot be achieved. This was supported by Taylor (1997) who said that even if we were to disregard the accountability argument, there are still good reasons for giving more thought to evaluation of in-service training programmes. Provision of in-service training has greatly increased during recent years, but the quality of some of it has been doubtful. There is therefore the need for the sponsors and organizers of INSET programmes to visit the various institutions of the participants for proper evaluation to ensure they really put whatever they learn during in-service training programmes into practice in their classrooms.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the study, conclusions drawn from the study and recommendations for future improvement of in-service training programmes for training college teachers. Finally, suggestions for further research work have been put forward.

Summary

The study, which was a descriptive sample survey, was undertaken to find out how in-service training programmes were organized, how beneficial were the contents of INSETS, how adequate were the durations of INSET to teachers and whether teachers were motivated to take keen interest in INSETS, among others.

Relevant and related literature to the study was reviewed. Data were collected from training college teachers in selected training colleges in both Ashanti and Brong Ahafo Regions. A set of questionnaire was administered to the teachers in training colleges, while another set was given to training personnels who were responsible for the organization of various INSET at both district and regional levels.

The accessible population of the study comprised teachers in two training colleges in Brong Ahafo, three training colleges in Ashanti Region and training personnel in Sunyani and Kumasi, which are the regional capitals of Brong Ahafo and Ashanti respectively. A sample of 120 respondents was selected for the study. This consisted of 100 training college teachers and 20

training personnel. Purposive sampling was used to select respondents from Sunyani and Kumasi (Brong Ahafo and Ashanti Regional Education Offices) who were in charge of INSET for the study.

The data collected were analysed using descriptive statistics, to be precise, percentages. The data were statistically analysed using the Statistical Package for Social Science (SPSS) computer software.

Summary of findings

Among other things the study found out that:

1. Teachers in the teacher training colleges' studied were professional teachers who knew the essence of attending in-service training programmes.

2. Teachers in the training colleges studied were experienced ones of the highest professional status. About 70% of the teachers had taught for over ten years and had attended in-service training several times.

3. The content of each in-service training the teachers had attended was useful to their work because it enabled them to improve upon their teaching, hence they were ready to attend any workshop or INSET that will be organized for them.

4. The instructional method most frequently used at INSET that helped teachers to learn, understand and assimilate knowledge, skills and competencies was demonstration lesson follow by discussion. It was found out that this technique of instructions promoted interactions among the participants and also between participants and training personnel or experts. In addition, some of the training personnel used the lecture method at INSET.

5. Both teachers and training personnel agreed that the duration for most in-service training in Ghana was inadequate. The duration for most INSETS was between 1 and 7 days.

6. Teachers who attended INSETS were not well motivated in terms of money or financial gains but the teachers considered the knowledge they gained as an intrinsic motivation factor for them to attend INSET. It was also found that even though the teachers were not motivated well, they were ever ready to attend INSET programmes because of the valuable knowledge they would gain.

7. In-service training programmes were mainly sponsored by Ghana Education Service and agencies or development partners such as World Education, World Vision and other non-governmental organizations.

8. The organizers of INSET programmes faced financial problems that was why sometimes only few teachers were invited to attend workshops. Sometimes teachers attended workshops with their own monies but when they returned to their colleges those monies were reimbursed.

9. In most cases teachers attended workshops with their own money only to be reimbursed later when they returned to their college.

10. The training personnel seldom made follow-up to the colleges of participants to see whether they were putting what they learnt at INSET into practice and also during INSET teachers were not given enough time to evaluate INSET programmes.

11. Most of the INSET programmes for teachers took place when schools were in session and that teachers attended workshops and seminars at the expense of teaching in the classroom.

12. Teachers preferred attending INSET during vacation periods when schools were not in session.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. Since the teachers in the training colleges studied were professional teachers and had taught for several years, it may be concluded that because of their experiences they might think they knew much and therefore if they were not well motivated they would not attended in-service training programmes, which may undermine the aims and objectives of INSET for teachers.

2. Since it was found out that teachers were ready to attend in-service training programmes because the content were beneficial to them, it may be concluded that for INSET to be effective and patronized by teachers, it must always be designed to meet the needs of teachers.

3. Since most of the INSET programmes were sponsored by development partners or non-governmental organizations, if these organizations failed to sponsor or lend support, it means that INSET may not be organized for teachers. This may have adverse effects on the performance of teachers in the classroom.

4. As teachers were not given adequate time to evaluate the INSET, it may be said that the organizers of INSET may not obtain the necessary feed back to improve upon future in-service training programmes.

5. Since the training personnel seldom made follow – ups to the colleges of the participants when they go back to their colleges they may not put whatever they learnt at in-service training into practice.

6. If the lecture method was extensively used by training personnel at INSET it may be said that there is the tendency for teachers who were taught at INSET by this technique to also teach students using the same method.

7. Since it was found out that the contents of in-service training programme were beneficial to the teachers, it may be concluded that given the conditions and resources to teachers would readily embrace in-service training programmes.

8. If training programmes were inadequate, there is the likelihood that participants may not be able to understand and assimilate knowledge as expected. This may undermine the essence of in-service training.

9. Because it was found out that teachers were readily to attend in-service training even if they were not given financial rewards it could be said that for INSET programmes to be effective, the participants must be intrinsically motivated.

Recommendations

The following recommendations are made based on the findings of the study and conclusions drawn from them.

1. Since teachers acknowledge that INSET helped them improve upon their teachings, the government should allocate substantial amount of money in the budget purposely to organize in-service training for teachers.

2. Considering the fact that INSET is important, the attendance of INSET should be obligatory for every teacher at least once every year. This will make the in-service Education Directorate to sit up, and frequently organize INSET for teachers to update and upgrade their knowledge.

3. To avoid the situation where teachers have to use their own money to attend INSET as much as possible the heads of institutions should organize INSET internally by tapping the rich knowledge and expertise some of the staff. This will bring INSET within the reach of every teacher so that those in the system who have never attended any INSET can avail themselves of the opportunity.

4. INSET should always have practical component that relates to the experience of teachers since the respondents maintained that the method which was effective and enabled them to learn was demonstration lesson followed by discussion method.

5. Considering the importance of INSET for teachers, it should be used as criterion for promotion of teachers for example, to be qualified as a head of instution one should have gone through a specific number of in-service training. In addition teachers can be allowed to attend. INSET for a specific numbers of years and be awarded certificates such as diploma in basic education, postgraduate diploma and masters in education.

6. To help heads of institutions to monitor INSET activities in the schools, they should always insist that those who attend INSET programmes write reports for them to get insight into what such beneficiaries are supposed to put into practice. In addition, the school should have a framework for ensuring that new knowledge and skills acquired by recipients of INSET are effectively disseminated.

7. Considering the benefits of feedback, the organizers of in-service training should make sure adequate time is given to participants to evaluate INSET activities after and during the programme. If proper and accurate evaluation is done it will improve upon future INSET programmes. The organizers of INSET should also make sure that after each INSET programme, regular follow-up is made to see whether the teachers put into practice what they learnt. In addition, the organizers should design a proper and effective evaluation mechanism for feedback on INSET programmes. The feedback will determine whether the deficiencies identified in teachers have been corrected.

Areas for Further Research

i) The researcher concentrated on in-service training of training college teachers. A study can therefore be undertaken to find out if there is frequent and effective in-service training for teachers in basic and senior secondary schools.

ii) The study can also be conducted to find out how in-service training is organized internally in the training colleges.

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APPENDICES

APPENDIX A

DEPARTMENT OF INSTITUTE OF EDUCATION
UNIVERSITY OF CAPE COAST.
QUESTIONNAIRE ON IN-SERVICE TRAINING FOR TRAINING COLLEGE TEACHERS WHO ATTEND IN-SERVICE TRAINING PROGRAMME.

The study is being undertaken to obtain information that could be used to improve the various in-service training courses for Teacher Training College teachers. The usefulness of the data collected depends on the accuracy of information provided. You are therefore entreated to be as honest as possible in your responses.

INSTRUCTION

Supply the correct information by ticking (√) where there is Yes or No and complete the blank where the space has been provided.

SECTION A

GENERAL INFORMATION

1. Name of subject area you teach ....

2. Professional qualification ....

3. Academic qualification ....

4. Do you attend in-service training course?   YES ☐   NO ☐

5. If 'Yes' how many times? Please tick (once, two times, three times, more than four times).

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SECTION B

INSTRUCTIONAL METHODS AT IN – SERVICE TRAINING

6. Which of the following methods(s) are used to disseminate information at In – Service Training Programme?. (Please tick one or more.)

- Demonstration lesson follow by discussion.

- Micro – teaching sessions.

- Interviews

- Seminars / tutorial group

- Formal lecture

- Investigative session in library

- Guided individual reading

7. Did the instructional method help you to learn?.   NO □

   YES □

8. If 'Yes', how did it help you to learn:

- The discussion session helped me to obtain information from my colleagues.

- The library session enabled me to get information from books which I would not have had access to.

- Others (specify) ....

9. If 'No', state the methods you would have liked.

SECTION C

CONTENT OF INSETS

10. How beneficial is the content of INSET you have attended?

11. Was the content able to help you improve upon your teaching?.

12. Which of the following benefited you most?

12. Which of the following benefited you most?

- Preparation of teaching and learning materials

- Discussion of subject syllabus

- Preparation of lesson plan

- Deliberation on subject content area.

SECTION D

FINANCING OF IN-SERVICE TRAINING

13. Whose responsibility was it to sponsor your attendance to the last in-service programme?

- Myself

- My school

- Subject association

- GNAT

- NAGRAT

- Others (specify) ....

14. If you sponsored yourself, was it right to pay for the in-service? Yes or No.

15. Give reasons ....
....

16. If you were supposed to be sponsored, did you receive money before the course?. Yes or No.

17. If 'No', which of the following applied to your case?

- I was not reimbursed

- I was reimbursed soon after the course

- I was reimbursed after a long period

- Others (specify) ....

18. If you were not reimbursed or you sponsored yourself, indicate how it will affect your future attendance of in-service training.

- I will attend INSET programmes as and when I like.

- I will continue to attend INSET programmes

- Others (specify) ....

SECTION E

DURATION OF IN – SERVICE TRAINING

19. How long was the last INSET you attended? 1 day, 2 days, 3 days, 4 – 6 days, 1 week, 2 weeks or more.

20. Was the duration sufficient to enable you learn adequately as expected? Yes or No.

21. If 'No', indicate your reasons.

- Time too short to master course content

- Periods for the workshop too short to produce any teaching and learning materials.

- Could not benefit from other items on the programme since they were deleted for lack of time.

- Others (specify) ....

SECTION E

TIMING OF – SERVICE TRAINING

22. When did you attend your in-service training programme?

- When school was in session

- During the vacation period

- Others (specify) ....

23. Did you receive invitation earlier to enable you do adequate preparation to attend the INSET? Yes or No.

24. State your reasons in either case ....

....

....

25. If you are asked to choose suitable time, what time would you choose?

- When school is in session

- During vacation

- At the weekend

- Others (specify) ....

26. Give reasons for choice ....

....

....

SECTION F

EVALUATION OF IN – SERVICE TRAINING

27. Do you evaluate in – service programmes? Yes or No.

28. If 'Yes', how do you evaluate in-service programmes?

- Through open forum discussion

- Through assessment forms given

- Through the report of the course prefect

29. If 'No', why do you not evaluate in-service training?

29. If 'No', why do you not evaluate in-service training?

....

....

....

APPENDIX B

DEPARTMENT OF INSTITUTE OF EDUCATION

UNIVERSITY OF CAPE COAST

QUESTIONNAIRE ON IN – SERVICE TRAINING FOR TRAINING PERSONNEL / RESOURCE PERSONS INVOLVED IN ORGANISING OF INSET.

The study is undertaken to obtain information that could be used to improve the various In-Service Training Courses for Teacher Training College teachers. The usefulness of the data collected depends on the accuracy of information provided. You are therefore entreated to be honest as possible as in your responses.

INSTRUCTIONS

Supply the correct information by ticking (√) where there is Yes or No and complete the blank spaces where the spaces have been provided.

SECTION A

GENERAL INFORMATION

1. Name of office in which you are working ....

2. Professional qualification ....

3. Academic qualification ....

4. Rank of training personnel / resource person ....

....

5. How long have you worked as training personnel / resource person?

SECTION B

FINANCING OF INSET

6. Do you get support from any of the following?

- The Ghana Government

- International organizations

- The participants

- Ghana Education Service

- Others (specify) ....

7. What sort of support? ....

....

....

8. If 'No', how do you manage to get sufficient support? ....

....

....

9. Do you receive the support regularly?   (Yes)

     (No).

10. If 'No', has the situation affected the smooth running of your INSET

    activities? (Yes)   (No)

11. If 'Yes', state how it has affected it ....

....

....

SECTION C

MOTIVATION AT INSET

12. Are teachers motivated to attend the INSET course?   (Yes)

     (No).

13. If 'No', give reasons ....

....

....

14. If 'Yes', how are they motivated? ....

....

....

15. Have teachers ever asked for any incentive?   (Yes)

       (No).

16. If 'Yes', state the type of incentive they asked for ....

....

....

17. Have you been able to meet these demands made by the teachers?

    (Yes) (No).

18. If 'No', give reasons ....

....

19. Do you have any plans for improving future INSET programmes of

    Teacher Training College teachers? (Yes)   (No).

20. If 'Yes', state the plan ....

....

SECTION D

EVALUATION OF INSET

21. Do you make follow up to the colleges to find out whether the teachers

    put into practice what they are taught?   (Yes)

       (No).

22. If 'Yes', how do you evaluate INSET programmes?

- By using designed questionnaires

- Through observation

- Through the performance of students

23. Is the evaluation regular?   (Yes)   (No).

24. If 'Yes', how many times do you evaluate an in-service course?

....

25. If 'No', state the reason(s) why you do not evaluate the INSET

programmes

....

....

26. Do you identify teachers' needs before organizing INSET for them?

(Yes)   (No).

27. If 'No', give reason(s) ....

....

....

28. If 'Yes', how do you evaluate INSET? ....

....

....

APPENDIX C

UNIVERSITY OF CAPE COAST
CAPE COAST, GHANA

INSTITUTE OF EDUCATION

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COAST
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Our Ref.: Med/D.2.3/Vol.1/27

Your Ref.:   14th July, 2004

Dear Sir/ Madam,

LETTER OF INTRODUCTION

We wish to introduce to you Mr. Thomas Sarpong who is pursuing M.Ed
(Management) programme at the University of Cape Coast. As part of
the requirement for the award of the degree he/she is required to submit a
dissertation.

By this letter the University of Cape Coast is requesting you to kindly
accord him all the necessary help to enable him meet the dead line of his
project.

Thank you for your co-operation.

Yours faithfully,

Ernest Ampadu
For: Director

HE OF EDUCATION
SITY   CAPE COAST

THE LIBRARY
UNIVERSITY OF CAPE COAST