

UNIVERSITY OF EDUCATION, WINNEBA

CHALLENGES TRAINING OFFICERS FACE IN ORGANIZING IN-SERVICE  
EDUCATION AND TRAINING PROGRAMMES FOR TEACHERS IN ATWIMA  
MPONUA DISTRICT



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**A Project Report in the Department of Educational Leadership, Faculty of  
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for award of the Master of Arts (Educational Leadership) degree**

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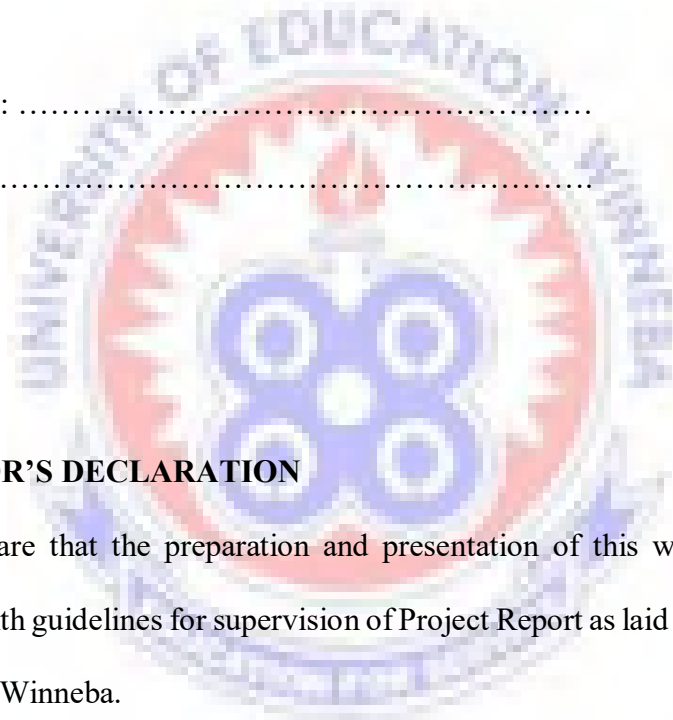
## DECLARATION

### STUDENT'S DECLARATION

I, STELLA AMOAKOAH, declare that this Project Report, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE: .....

DATE:.....



### SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with guidelines for supervision of Project Report as laid down by the University of Education, Winneba.

NAME:DR. PHILIP OTI-AGYEN

SIGNATURE:.....

DATE:.....



## **DEDICATION**

To my parents Mr. and Mrs. E. N. Amoako.

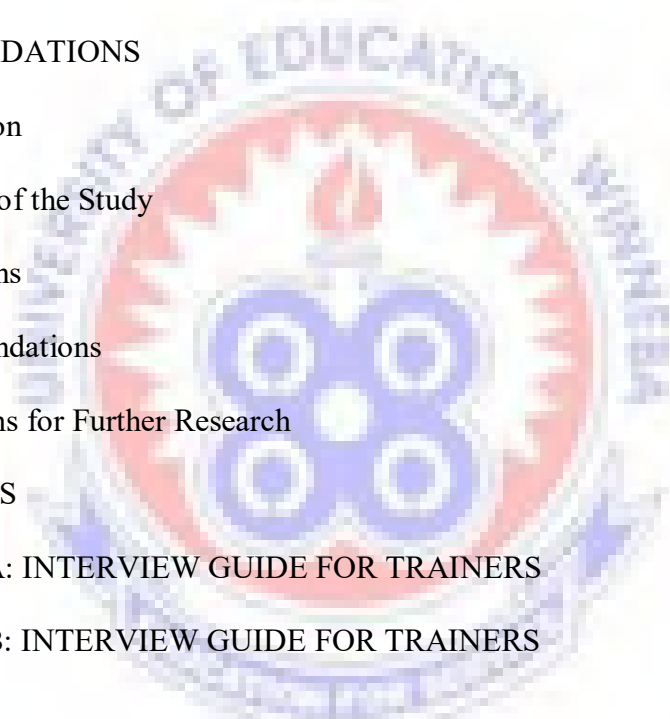


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## ABSTRACT

The purpose of this study was to examine the challenges training officers in the training department face in organizing In-Service Education and Training programmes in the Atwima Mponua District. A qualitative research design, specifically the case study design was employed for the study. Interview guide and observation were used to gather data from training officers in the District. A total of 14 training officers were used for the study using census sampling technique. Data collected was analyzed thematically. Findings from the study show that with regard to the challenges of In-Service Education and Training, the study revealed that there are inadequate funds to pay for snacks, furniture, stationery and others. Again, there is lack of resource materials and low commitment of teachers. It is recommended that Government, the Ghana Education Service, School Management Committee/Parent Teacher Association and Non-Governmental Organizations should ensure that there is adequate material and financial resources for the organization of In-Service Education and Training. The Ghana Education Service through the Training Officers should consider organizing school based In-Service Education and Training rather than circuit based ones to ensure good participation by most teachers.

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Background to the Study

Institutions grow when periodic training is given to build the capacity of the staff working in those institutions. To remain relevant and responsive, an organization needs to engage in continuous human resource development (HRD). The field of HRD practice and research describes itself as emphasizing three major areas in work place organization, namely: training and development; career development; and organizational development (Desimone & Harris, 2002). Training courses can boost continuous quality improvement and enhance the sustainability of development programmes and the organization. It provides organizations with a powerful tool to develop the capacity of their own staff and that of their beneficiaries. Training, however, needs to be designed and delivered in the right way for it to be effective. It is very important to make the training sessions as interesting as possible (Management for Development Foundation, Training & Consultancy, 2009).

The same is true for the Ghana Education Service (GES) as an institution. The saying that no educational system can rise above the quality of its teachers is a clear demonstration of the key role that teachers and teacher educational programmes play in the development of every nation. Thus, every educational system must have qualified teachers to effectively do their work so as to realize the goals of education. Teachers should therefore be encouraged to participate in a wide range of both formal and informal activities which will help them in processes of review, renewal, enhancement of thinking and

practice and more especially, being committed both in mind and heart towards their calling, the teaching profession.

According to the Management for Development Foundation, Training and Consultancy (2009), in recent years there have been increasing calls for greater accountability. Schools are required to have in place a control programme which monitors teacher performance according to set guidelines. This is made possible by the kind and the amount of training given to the teacher. Training is defined as the process of exposing senior and junior employees to specific knowledge and skills in order to enable them perform specific job tasks. Management for Development Foundation, Training and Consultancy (2009) define training as any learning activity which is directed towards the acquisition of specific knowledge and skill for the purpose of an occupation or task.

In Ghana and elsewhere, if the person has gone through some training to acquire the necessary knowledge and skills that will enable the person deliver, the person is considered a professional. This acquisition of academic knowledge and professional skills carried out by educational institutions is referred to as Pre-Service Training including the ones by the Colleges of Education and the Universities. For example, the Institute of Education in the University of Cape Coast and the University of Education, Winneba, provide such Pre-Service Training. However, from experience the initial training itself is inadequate; in the sense that it cannot provide all the knowledge and skills a teacher may need in future. More so, some aspects of the programme may not have been taught well to the trainee. Additionally, the pre-service institutions cannot cover everything that the teacher will need that will enable him or her function effectively in the classroom. Also, pre-service institutions can become resistant to change. Cole (1995) indicates that some

institutions have traditions they are reluctant to do away with. Under these conditions, teachers who graduate from such institutions have difficulties adhering to current situations, hence the need for further training, in the form of in-service to continue to expand their professional capacity.

For Morant (1981), In-Service Training as training taken to include all those courses and activities in which a serving worker may participate for the purpose of extending his professional knowledge, interest or skills. In the view of Adentwi and Baafi-Frimpong (2010), In-Service Education and Training (INSET) is explained as training designed for teachers who are already in professional practice and which they receive in professional context of or in the course of their work either off-duty time or during periods of varying lengths when their normal duties are suspended. INSET includes all those courses and activities in which a serving teacher may participate for the purpose of extending his professional knowledge, interest or skills including preparation for a degree, diploma or other qualifications subsequent to initial training.

Adentwi (2000) indicates that in Ghana, further training has been recognized and identified among others as: induction courses for newly appointed and newly promoted teachers; seminars which aim at updating knowledge in subject areas in the form of face-to-face teaching and demonstrations which last for about four days; conferences designed for administrative personnel. This exposes personnel to new educational policies and programmes, which lasts for about three days; workshops by subject associations. This is a task-oriented activity which last for about a week; refresher courses for all categories of serving and administrative staff within the Ghana Education Service. This is designed to update teachers' knowledge in identifiable areas, which may last for more than one day

and others such as: top-up courses organized by the Teacher Education Division of the Ghana Education Service to upgrade teachers and certify them with Diploma in Basic Education; Distant Learning and Continuing Education, organized by the Institute of Education of the University of Cape Coast (U.C.C) and the University of Education, Winneba; and sandwich programmes organized by the University of Cape Coast and the University of Education, Winneba. The duration of these programmes are determined by the various departments concerned. However, it does not last more than eight (8) weeks.

A closer look at INSET programmes by Manu (1993) suggests that in Ghana, INSET mostly focus on programme implementation and helping participants to pass their promotion examinations. Such programmes are mostly organized by the Ghana National Association of Teachers (GNAT), Teacher Education Division, the Institute of Education, the Institute of Educational Planning and Administration and the District and Regional Education Office. Other researchers like Day (1993) asserts that, INSET/CPD consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school which contributes to the quality of education in the classroom.

In-Service Education and Training is essential in improving the skills of workers at the workplace. To keep teachers abreast with their job, there is the need for District Education Offices to periodically organize In-Service Education and Training for all teachers.

## 1.1 Statement of the Problem

Periodic training of teachers is an important exercise that must be done by the training department of the Ghana Education Service. The purpose of INSET is to enable all staff in schools or institutions, individually and collectively, think about what they are doing, enhance their knowledge and skills and improve ways of working so that students' learning and well-being are enhanced as a result. This points to the fact that, teachers do not need only knowledge in content and pedagogy, but they must also be proficient in the use of computers and other techno-media that permeate today's classrooms (Thompson & Hickey, 2011).

Hayes (2010) indicates that college and university programmes cannot provide the extensive range of learning experiences necessary for graduates to become effective public school educators. In addition, teachers who are said to be experienced are confronted by great challenges year by year, including changes in subject content, new instructional methods, advances in technology, changed laws and procedures, and student learning needs (Hayes, 2010). Therefore, educators who do not experience effective professional development do not improve their skills, and student learning suffers (Hayes, 2010). Thus, they stay on the job without sharpening their skills.

According to Adentwi and Baafi-Frimpong (2010), the need to continuously improve one's professional skills and practice is required for teachers in order to respond to a wide range of demands as a result of the rapid and ever changing world. The functions of further training especially INSET necessitates that it should be given the required attention. Much more effort should be made to develop training programmes to fit the needs of practicing teachers.

Greenland (as cited in Adentwi, 2000) indicates that, not much research work had been done in Africa on in-service training of teachers. This could be as a result of some difficulties encountered in that field. It appears the training departments of GES at the Atwima Mponua District in particular has not put in much effort to address the issue of INSET which plays an indispensable role in improving teaching and learning in our schools. The district hardly organizes INSET for its teachers. A number of challenges may be responsible for the failure to organize INSET periodically for teachers. Thus this study sought to explore the challenges training officers face in organizing In-service Education and Training in the Atwima Mponua District of Ashanti Region.

### **1.2 Purpose of the Study**

The purpose of this study was to examine the challenges training officers in the training department face in organizing INSET programmes in the Atwima Mponua District.

### **1.3 Objectives of the Study**

The study sought:

1. To assess the influence of INSET on teachers' performance in the Atwima Mponua District.
2. To examine the challenges training officers in the training department face in organizing INSET in Atwima Mponua District.
3. To explore ways of addressing the challenges of the training department for training officers to perform their roles effectively in the Atwima Mponua District.

#### **1.4 Research Questions**

The research questions that guided the study were as follows:

1. How does INSET influence teachers performance in Atwima Mponua District?
2. What are the challenges faced by training officers in the training department in organizing INSET in Atwima Mponua District?
3. How can the challenges of the training department be addressed for training officers in the Atwima Mponua District to perform their roles effectively?

#### **1.5 Significance of the Study**

This study will be useful in a number of ways. First, it will enlighten teachers and other educational workers on the concept of In-service Education and Training. It will reveal the major challenges confronting the training department of the Ghana Education Service. Thus, the factors hindering the effective functioning of training officers in Atwima Mponua District in particular, and the GES as a whole, will be brought to the fore.

The study could also be of significance to the Ghana National Association of Teachers (GNAT), National Association of Graduate Teachers (NAGRAT) and other teacher unions since the research report would give them a fair view of the challenges in organizing INSET and how this affects school performance and consequently guide them to negotiate for better working conditions for teachers.

The study will also be of benefit to future researchers in the sense that it could give them a further insight on challenges in organizing INSET programmes. This may serve as a basis for their research on the phenomenon of In-Service Education and Training.



## 1.6 Delimitations of the Study

The scope of the study centres on the challenges that training officers in the training department of GES face in organizing In-Service Education and Training. This study was confined to training officers in the District Education Office and some teachers and head teachers in Atwima Mponua. The reason was that, it was not possible to cover all teachers and heads in the District because the study was qualitative in nature and since it also required financial and supervisory roles which could not permit the researcher to accomplish the task within the specified time frame. However the findings of this study could be objectively generalized to apply to other training officers, teachers and head teachers in the District and the country at large.

## 1.7 Limitations of the Study

Some of the anticipated challenges that the researcher encountered in the course of this study included the non-generalizability of the findings. This is because a relatively small sample size was used for the study.

## 1.8 Operational Definitions of Key Terms

**In-Service:** Something happening during one's time at work.

**Training:** The process of learning the skills one needs to do a particular job or activity.

**Training Officer:** A GES official whose duty is to handle the training needs of GES staff in the District/Municipality/Metropolis.

**Training Department:** A schedule in the GES office responsible for all training matters.

**Teacher:** A trained person who facilitates the teaching and learning process of students.

**Head Teacher:** A teacher appointed by the District/Municipal/Metropolitan Director of Education to head a school.

**Circuit Supervisor:** A GES official appointed by the District/Municipal/Metropolitan Director of Education to supervise or monitor schools in a particular circuit or jurisdiction.

**Stakeholder:** A person who is involved in an activity, organization or society and therefore has responsibilities towards it and an interest in its success.

### **1.9 Organization of the Study**

This study is made up of five major chapters. Chapter One provides the introductory aspect of the study. It covers the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitations of the study, limitations of the study as well as operational definitions of key terms used. Chapter Two is devoted to the review of related literature on the study. Chapter Three captures the methodology employed for the study, while Chapter Four deals with the presentation, analysis and discussion of results. Chapter Five summarizes the findings of the research, conclusions drawn, recommendations made, and suggestions for future research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The purpose of the study was to examine the challenges training officers face in organizing In-service Education and Training programmes for teachers in the Atwima Mponua District. This chapter discusses related literature relevant to the study. The chapter presents the meaning and concept of In-service Education and Training – INSET, purpose

of INSET, INSET and teachers' professional needs in Ghana, agencies/bodies that organize INSET and challenges among other important issues.

Teaching according to Albert (2007) is defined by the Oxford Advanced Learners Dictionary as a situation where people are shown how to do something so that they will be able to do it themselves. He went on to further state that it is a process where people are given information about a particular subject or assisted to learn something (Albert, 2007). From this definition, one can conclude that teaching can be carried out in or outside the classroom. It could be argued that if teaching is to be done, it must be done well.

Hargreaves (1997) contends that among other things, good teaching should involve emotional work. It should also be infused with pleasure, passion, creativity, challenge and joy. Throughout the world, people learn new things every day, this makes teaching and learning go on all the time whether the teaching is done consciously or unconsciously, formally or informally. The fact that approaches to teaching in different parts of the world differ makes each country to have its own way of going about it and training special people to impart precious knowledge to its future leaders because it is only when useful knowledge has been imparted to the populace of a country that it would benefit from its manpower. This calls for individuals to be trained formally to become teachers. It is as a result of this that the Director General of the Ghana Education Service challenged teachers to advance their teaching skills in order to cope with the rapid advancement in technology (Essel, Badu, Owusu-Boateng & Saah, 2009). The Director General further stressed that, this would enable teachers adopt a multi-dimensional approach to meet the various learning abilities of students and pupils.

Thus, it is important for teachers to note that, with the recent technologies and its changes taking place all over the world, the school system should prepare its students to meet their personal needs and those of the community in which they live. In this regard, INSET for teachers should be organized such that in addition to teachers seeing themselves as imparting knowledge to pupils and students, they should also provide guidance for them. Teachers should be motivated during INSET programmes and also in their everyday teaching activities, since the essence of education is in reality a holistic training of the individual's soul, body and mind to ensure that the individual becomes useful to himself/herself, the society and wherever he/she finds himself/herself.

## **2.1 Definitions of Training**

In order to understand the need for teacher training, it is necessary to make a brief overview to the meaning of training in general. Training according to Hamblin (1974), is any activity which deliberately attempts to improve a person's skill in a job and includes any type of experience designed to facilitate learning which will aid performance in a present or future job. A similar definition is by Green (2004), as a process which aims at improving knowledge, skills, attitudes and behaviours in people to accomplish certain jobs, tasks or goals. Kirkpatrick (1998) sees training to include development. He states that training courses and programmes are designed to increase knowledge, improve skills, and change attitudes, (Kirkpatrick, 1998). As can be seen from these definitions, training can be said to be a form of gaining knowledge in order to perform better at a particular job. Teacher training, therefore, can be said to be the act of aiding teachers to acquire the

knowledge necessary in order to carry out the teaching profession more effectively so as to achieve the purpose of education.

According to Cole (2004), training is regarded as any learning activity which is directed towards the acquisition of specific knowledge and skill for the purpose of an occupation or task. Bramley (1991) states that; each definition has different key concepts and puts forward his own views about what training should entail: training should be a systematic process with some planning and control rather than random learning from experience; it should be concerned with changing concepts, skills and attitudes of people treated both as individuals and as groups and it is intended to improve performance in both the present and the following job and through this should enhance the effectiveness of the part of the organization in which the individual or group works.

Nadler and Nadler (1994) also put forward a definition of training under the name of Human Resource Development (HRD), which they refer to as organized learning experiences provided by employers within a specified period of time to improve performance and/or promote personal growth. They state that training is an area of learning activity within HRD such that, it involves learning that relates to the current job of the learner. Training is the application of gained knowledge and experience which gives people an awareness of rules and procedures to guide their behaviour. According to Flippo (1971), training is an act of increasing the knowledge and skill of an employee for doing a particular job. Similarly, Beach (1980) viewed that training is an organized procedure by which people learn knowledge and/or skills for a definite purpose. In fact it is the training that bridges the gap between job requirement and employee present specifications. A training programme is not complete until methods and results are evaluated, and the key to

obtaining consistent success with training programme is to have a systematic approach to measurement and evaluation. Kalemci (2005) asserts that, recognition of the training methods and measurement techniques are crucial for the organization's training success.

In the view of Laird (1985), training is defined as an experience, a discipline, or a regimen which causes people to acquire new, predetermined behaviours. That is, the activities designed to improve human performance on the job. He also states that when there is a need for new behaviours, there is always a need for a training department. This was a case for a situation in a department in the School of Foreign Languages that a study was conducted since there was a current study on the renewal of the whole curriculum and instructors working at both departments (DML and DBE) needed the training in order to become competent and familiar with the new curriculum. What is important in training is that there should be some kind of planning of a programme with the intention to change behaviours, attitudes and skills of individuals, which will in turn, prove to be beneficial for the organization in which these individuals work.

The skills and knowledge acquired by an individual from training is used to perform a specific task or job. Performance is the degree of accomplishment of the task that makes up an employee's job. Performance is different from effort and it is measured in terms of results. For example, an employee could make a frantic effort in performing his or her duties at the work place and come out with little or nothing.

## **2.2 The Need for Teacher Training**

Bramley (1991) states the fact that when talking about teacher training, we cannot avoid effectiveness. He continues to argue that evaluation cannot be separated from the

concept of training. However, at this point, there may be a need to make the connection between teacher training and teacher education. Ur (1996) makes this distinction by stating that teacher training may refer to unthinking habit formation and an over-emphasis on skills and techniques while teacher education has more to do with developing theories, an awareness of options and decision making abilities. Ur went further and cites others' descriptions of education and training stating that; education is a process of learning that develops moral, cultural, social and intellectual aspects of the whole person, and training prepares for a particular function or profession (Ur, 1996). In the light of the above, there may be a need to also define the term teacher development.

Developing and growing are vital elements in any occupation and in any situation, the development of teachers can be seen, as Underhill puts it, as a move from unconscious incompetence to unconscious competence in which case we need to be aware of our conscious incompetence and our conscious competence, Underhill (as cited in Harmer, 2002). Harmer continues to quote from Fanselow and says that, development may occur by breaking our own rules as teachers and challenging what we have been taking for granted. There are many other ways in which a teacher can develop. Harmer has listed a few as: doing action research, carrying out a literature review, developing with colleagues (discussing with colleagues), peer teaching/observation, teachers' groups/ associations, and using the virtual community (the internet), and developing by learning (Harmer, 2002). As can be seen, the development of teachers can be achieved in many ways; teacher training programmes are one way in which teachers can start with their query of development. By being educated in teacher training programmes, teachers have the opportunity to use their

capabilities and skills for development and improvement. There are different kinds of teacher training programmes that adopt different methods of teaching and learning.

### **2.3 In-Service Education and Training – INSET**

In the view of Early and Bubb (2004), a working teacher needs to be updated and refreshed with reference to knowledge and professional skills which are imparted through In-Service Education and Training. As with other modern professions, teachers have the responsibility to broaden their boundaries of professional knowledge, that is, Continuous Professional Development (CPD). To equip teachers with reflective practices as well as systematic engagement in necessary competences for the performance of their roles, high-quality initial training and coherent CPD processes are required to keep them up to date in a knowledge based society. The successful implementation of new policies, such as the outcomes-based curriculum and inclusive education, will only be effective if teachers are adequately prepared and equipped by means of initial retraining and they realize the importance of improving their practice by means of CPD (Coetzer, 2001, Early & Bubb, 2004). It has become necessary to help teachers update their knowledge and skills and to deal with change, on the one hand, and manage human resources better, on the other (Anderson, 2001).

Coetzer (2001) refers to CPD as any activity aimed at enhancing the knowledge and skills of teachers by means of orientation, training and support. The development is also likely to affect attitudes and approaches and may therefore contribute to the improvement of the quality of the teaching and learning process (Bolam, in Early & Bubb, 2004; Day & Sachs, 2004). According to New Jersey's new professional development



definition (2013), professional development shall be comprised of professional learning opportunities aligned with student learning and educator development needs and school, school district, and/or state improvement goals. Desimone and Harris (2002) opine that, for organizations to remain relevant and responsive there is the need to engage in Continuous Human Resource Development (CHRD). The field of HRD practice and research describes itself as emphasizing three major areas in work place organization thus: training and development, career development and organizational development.

The term INSET is made up of three core components these are: In-service, Education, Training. In-service can simply be defined as a training intended for those actively engaged in the profession or activity concern. Cane (as cited in Marrant, 1981), states that, in-service training is taken to include all those activities and courses in which a serving teacher may participate for the purpose of extending his professional knowledge, interest or skills, the preparations for a degree, diploma or other qualification subsequent to initial training is included within this definition. Commenting on Cane's definition, Marrant (1981) indicates that Cane wrote about teachers' in-service training rather than their education. He went on further to state that there is little doubt about the distinction between education and training, though the difference is not important.

According to Marrant (1981), training is concerned with the acquisition of skills and techniques using standardized procedures and sequences. In contrast, in-service education aims at bringing about teacher's professional, academic and personal development through the provision of a whole series of study experiences and activities of which training should be related. Marrant (1981) continues that, it is probably safer to employ the phrase, 'in-service education' which by implication is inclusive of its training.

On the other hand, most people would like to use the term, “In-Service Education and Training” (INSET) also known as Continuous Professional Development (CPD) which is defined as an on-going training and education which are aimed at updating and enhancing the knowledge, skills and competences of professionals to enable them to carry out their duties effectively. Adentwi and Baafi-Frimpong (2010) posits that “INSET includes all those courses and activities in which a serving teacher may participate for the purpose of extending his professional knowledge, interest or skills; this may include the preparation for degree, diploma or other qualifications subsequent to initial training” (p.156).

Moreover, Farrant (1982) defines in-service education and training as a lifelong process in which the teacher is constantly learning and adapting to new challenges of the job. Much of this training is self-directed and is carried out by reading books and articles on education, by discussing with colleagues and supervisors matters concerning teaching, by attending courses and conferences on education. For Jarvis (1990), in-service education is a continuing form of education given to employees during the course of their working-lives, which may be in the house. It may also take the form of block release or even secondment. This training is normally conducted by employing agencies within the organization itself without recourse to formal education.

Another definition by United Nations Education, Scientific and Cultural Organisation (UNESCO) (1975) states that in-service training is a form of training designed for teachers who are already in professional practice and which they receive in the context of or during periods of varying length when their normal duties are suspended. From the definitions, in-service education and training is intended to support and assist the

professional development that teachers need to experience throughout their career, this could either be voluntary or involuntary.

Greenland, (cited in Adentwi, 2000), suggests that in-service training programmes for teachers in English speaking African countries are of four main types: in-service training programmes for unqualified teachers, this was observed in countries like Nigeria, Zimbabwe, Sierra Leone and Liberia; in-service training programme for upgrading, this was designed to move pupil-teachers who have been given some form of training to higher grades; in-service training for new roles, intended for already qualified teachers to retrain to serve as Trainer of Trainers (ToT) or given specialized areas of training in areas of school life; and curriculum related in-service training designed to introduce teachers to innovations taking place in the curriculum of schools or to help implement educational reforms. Clearly, from the foregoing it can be inferred that, In-service Education and Training can be seen as training that is conducted at any time after an individual has been employed as a full time teacher.

Education in the view of (Duquette, 1993) encompasses the process of teaching and learning specific skills, positive judgment, well developed wisdom and profoundness. Deku (2007) defines education as a means through which the individual gains access to a status required for effective and healthy living, it offers the individual who goes through it the invaluable essence of proper human existence. According to Hanushek (2004), a successful teacher is required to be equipped with the characteristics like: mastery of subject matter, professional training, sound physical and mental health, devotion and dedication to his or her profession.

## 2.4 INSET and Teachers' Professional Needs

Most people in business need training from time to time. Few people are hired for a new job with all of the necessary knowledge and skills. Therefore, all new employees should require some training. This will enable experienced employees to move from average to expert workers with additional training either within or without the organization. Training allows employees to improve methods and procedures, learn to operate new equipment and prepare for promotions. In-service education and training programmes can remind experienced employees of information they may have forgotten, such as safety practices and techniques for improving the speed and accuracy of their performance (Marrant, 1981)

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

Many times during the teacher's career he/she will have to embark on new and unfamiliar duties relating to a new position to which he/she has just been appointed. The first may be when the new teacher having left college or university starts work in a new school or community. Sometimes it could involve moving from one school to another, promotion to head of department, deputy head or head teacher, are examples. This teacher is bound to be faced with problems arising from inexperience or lack of confidence or at worst, sheer ignorance of what the task entails. The teacher will demonstrate experience that will require the needs for induction. This has to be dealt with from the day of appointment. Intentionally, this training will be professionally practical in their aims. Much of this form of in-service education depends on informal advice given in respect of a

specific task, which may be by short intensive formally organized courses in or out of school;

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

Majority of teachers from time to time need to be refreshed. Teachers who after a period away from the classroom need to update themselves on teaching a particular subject. Also, teachers who for one reason or another have not taught a subject for which they were originally trained or those who have occupied the same post for a long time, need to be refreshed. In Marrant's (1981) view, for teachers re-entering the profession after a break in service to re-familiarize themselves with the methodology of a subject or handling a particular age group, they need probably short and intensive periods of in-service education and training;

Marrant (1981) further indicates that teachers due to transfer to entirely different jobs in schools if they have received previous preparation for the new work may experience conversion needs. When a teacher initially trained for primary school is moved into secondary school or when a history specialist is requested to teach a shortage subject such as mathematics in the same school, the teacher may experience what is called 'lateral conversion need'. Also, when a teacher is promoted to assume more weighty

responsibilities or experiences as period of anti-appointment to a dissimilar kind of post, he/she may experience what can be described as ‘vertical conversion needs’.

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

Leadership literature points to a strong need for professional development of head teachers to prepare them to manage the problems they face in their work situations. The term preparation refers to the entire professional development activities which take place before one takes up a position (Cardno, 2003). Cardno categorized preparation into two stages: pre-employment preparation which includes selection, formal qualification programmes and/or training, and post-employment preparation which comprises induction into their role. Bush and Oduro (2006) also identified these components in a model of leadership preparation developed for Africa. Cardno (2003) states further that, within the pre- and post-employment categories there are directed and self-directed forms of preparation as well as formal and informal aspects of elements of education, training, development and mentoring.

For proper and effective INSET to be organized for teachers, there is the need for the organizers to carry out needs assessment. Adentwi and Sarfo (2011) referred to needs assessment as a process by which programme planners identify and measure the gap between what is and what ought to be. It is the difference between the extent of a condition or a need in a given population and the amount of service provided to meet the need (Mayer,

1985). Rebore (1982) argues that in the process of assessing teachers professional needs, the following can be of considerable help. The teacher needs assessment survey has to be very effective, most surveys take the form of a checklist containing many areas of possible needs and interests; source of information is the community survey, which is administered to parents, usually through a school based organization such as Parent Teacher Association (PTA). This community survey may reveal concerns about a wide range of issues such as grading, student groupings, discipline and drugs used by students. As certification requirements vary from state to state and school to school, the director in charge of staff development needs to keep all teachers informed about their requirements and plan appropriate courses for them.

According to Rebore (1982), another source of information is curricula research. Staff development programmes can be planned to correlate with future curriculum changes. Staff development is regarded as an initiative that aimed at supporting staff in the work they do. Sadtu (as cited in Conco, 2004) suggests that there should be a professional development plan for teachers that concentrate on community outreach, notably community participation, influencing community opinions, and development and advocacy work. These skills ought to be useful throughout the teachers' working lives and should be taught from the moment they take up employment, as a team as well as an individual endeavour. It is important to note that, defining a valid need for training is the foundation upon which an organization can determine training effectiveness, and the fact that training is an important part of human resource function but more than that is the way in which training has been conducted so that it can be more effective.

Swanepoel and Erasmus (2000) explain that, staff development should result in the following: improve the standard of performance of employees once their training needs have been identified; prepare them for future positions; and help the individual to make better decision and increase job satisfaction. Giving the above outcomes, it becomes clear that staff development can raise teachers' performance levels and prepare the individual for change in the organization (Conco, 2004).

Staff Development Programmes; In-service Education and Training (INSET)/Continuing Professional Development (CPD) courses are the only means for training teachers and head teachers. However, in most cases, only those in urban and semi-urban schools get access to such courses (Oduro, 2003). Writing on staff development programmes, Rebore (1982) states that as an organization, a school needs well qualified administrators, teachers and other personnel to accomplish its mission. As job requirement within a school become more complex, the importance of staff development or continuous learning increases. It is literally very difficult if not impossible today for any teacher to enter the profession and remain in it for more than 40 years with his/her skills basically unchanged, therefore, staff development or continuous learning programmes are not only desirable but also an activity to which each school system must commit human and financial resources if it is to maintain skilled and knowledgeable staff.

Commenting further, Rebore (1982) argue that the last decade has seen a myriad of research on staff development as a consequence of a research, many models have been suggested, these include: programme for effective teaching (PET); readiness, planning, training, implementation and maintenance (RPTIM); and staff development for school



improvement (SDSI). A common thread connecting all these models is the goal of producing effective instruction through clinical supervision.

The National Education Association Division, according to Rebore (1982), has come up with 19 methods used in programme delivery: classes and courses, institutes, conferences, workshops, staff meetings, committee work, professional reading, individual conferences, field trips, travels, camping, work experience, teacher exchange, research, professional writing, professional association work, cultural experiences, visits and demonstrations, and community organization works. Rebore (1982) adds that individualized programmes are one alternative to the traditional programmes design models. These allow the individual maximum creativity in matching personal interest and needs to the goals and objectives of the school and teachers who engage in personalized activities usually improve their teaching skills.

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

Rebore (1982) elaborates further that, staff development programme centers around creating instructional learning situations. First, a certain amount of planning must precede

the instructional learning situation in order to determine the most appropriate learning structure for the subject matter that will be taught. For example, staff development programmes designed to help teachers construct metric system materials for classroom use should be preceded by explaining the metric system to teachers who are not proficient with the system. Secondly, the environment of learning must be effectively managed. A comfortable and simulating environment certainly enhances learning and especially for adult teacher learners. These programmes should be scheduled on days when the school is not in session or provide teachers with released time from their regular duties so that they can attend during the working day. Rebores went further to state that, the instruction must have some practical application for the adult learner. They must be sure that the material can help them in their work and that, learning rarely takes place at a constant rate; rather it fluctuates according to the difficulty of the subject matter or skill to be learned and the ability of the learner.

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

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

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

## **2.5 Influence of INSET on Performance of Teachers**

In the view of Ramatlapana (2009), teaching is a field that is dynamic, with innovations, necessitating upgrading of skills and education of teachers for the successful implementation of reforms. The behaviour and attitudes of teachers towards teaching and learning and their knowledge banks are the result of the impact of in-service training. The core objective of training a teacher is performance. Performance, according to Byars and Rue (1994), is the degree of accomplishment of the task that makes up an employee's job. Performance is different from effort. It is measured in terms of results, for example, an employee could make a frantic effort in performing his or her duties at the work place and come out with little or nothing.

Performance to a large extent comprises the capabilities, competencies, results or the outcomes of an individual's work. From the foregoing, teacher performance may be seen as the way a teacher carries out his or her professional duties in the school. Sultana (as cited in Shah, 2007) refers to teacher performance as the observable behaviours, both verbal and non-verbal. This means that, performance is a teaching behaviour of the teacher, which sometimes appear as a result or in the form of students' achievement. But the

students' achievement is not considered as the sum total of the performance of a teacher, it may be considered just as an aspect of teachers' performance because there are many other variables that are involved in the students' achievement. Some of these include classroom management being skills that are necessary for creating conducive environment for effective teaching and learning, taking care of the seating arrangement, developing favorable climate for learning, classroom cleanliness, proper time management, class control and so on are all necessary skills that a teacher needs in order to perform better, and no teacher can effectively perform without applying these skills.

As indicated in Anamuah-Mensah's report (MOE, 2002), the programmes of INSET offered by the MOE have sought to serve the following purposes: provide professional and academic training for pupil teachers in the Primary and Junior High Schools; provide briefing courses for newly promoted or newly appointed professional officers of the ministry; provide refresher courses for teachers and tutors at the Secondary School and Teacher Training College level; expose teachers at all levels of pre-university education to new methods, approaches and techniques of teaching; assist teachers in the preparation and use of audio-visual aids; provide opportunities for heads of institutions, tutors and teachers to meet to discuss professional matters related to their levels of teaching; assist teachers to meet specific challenges or demands brought along by curricular innovation resulting from changed situations or educational reforms; keep teachers abreast with societal demands because in this ever changing society, teachers need to understand and interpret the new demands society is placing on all its institutions and on the school in particular; help teachers to develop and evaluate curriculum materials; and provide opportunities for professionals to socialize in order to share ideas about their work.

Furthermore, the Preliminary Education Sector Performance Report (2008) (Ministry of Education, Science and Sports: MoESS) brought on the realization that pupils' proficiency in basic education is critically low as less than 25% of Ghana's youth reach proficiency levels for P6 English and 10% attain proficiency in P6 Mathematics. Also, the Education Strategic Plan (2010-2020) captures the importance of continuous teacher professional development through school-based INSET and suggests therefore that, managing INSET for teachers should now be an obligation for all stakeholders at the community, school, district and national level. This is relevant to this research because the basic schools that are said to be performing poorly finally feed the Senior High Schools (Preliminary Education Sector Performance Report, 2008)

Furthermore, the speed, nature and scope of the changes taking place around us have been coupled with a radical re-orientation of the function, organization and character of work, the easy, stereotypical and prescriptive solutions of yesterday will not fit tomorrow's situation. In this regard, In-Service Education and Training is now considered as an integral part of teacher education and professional development. Educational authorities seemed to agree that increasing standards for pre-service education of teachers will not necessarily lessen or eliminate the need for continued in-service preparation and professional growth (Preliminary Education Sector Performance Report, 2008).

Also, teachers like other professionals such as doctors and lawyers must continue with their education after their graduation through in-service education and training. This is because all professionals must strive to acquire on continuous basis, new ideas, skills and attitudes to enhance their competencies and productivity in order to effectively cope with the inevitable changes that occur in the world of work. So the success of general

education programmes in the years immediately ahead depends upon the adequacy of provisions for the in-service education and training of staff members. In 1975, a document of UNESCO (as cited in Greenland, 1983) argues that, if education is to meet the demands of our time and of the coming decades, the organization, content and methods of teacher education must be constantly improved by searching for new educational strategies and concepts.

In view of the continuous innovation and development of general and pedagogical knowledge, and of the constant changes taking place in education systems and the increasingly creative character of pedagogical activities, it does not seem possible to equip the student teacher with knowledge and skills which would be sufficient for his whole professional life. Hence, a comprehensive policy is needed to ensure that teacher education is recognized as a continuous coordinated process which begins with pre-service preparation and continues throughout the teachers' professional career. In such a system, pre-service and in-service education should be integrated, fostering the concept of lifelong learning and the need for recurrent education (UNESCO, 1975).

Rebore (1982) made it clear that staff development or in-service education can offer the teacher the opportunity to update the skills and knowledge in a subject area. The knowledge explosion has created the need to reinterpret and restructure former knowledge in a subject area. A teacher can no longer assume, on the basis of past learning, that he/she understands all the nuances of a subject area. Commenting on the importance of In-Service Education and Training to teachers, Albert (1977) says an increasing common practice is to get teachers ready for changes and to give them opportunity to make changes. In other words, credit is given as incentives which usually apply to the periods teachers are

supposed to earn in five-year period for promotions and salary increases. Albert further stressed that, the system-wide in-service programme is for individual information which ranges from general cultural growth to specific how-to-do-it in a certain teaching situation. Most successful in-service programmes showed that by providing teachers with what they want, brings security, which will allow a base for these changes.

Adentwi (2000) asserts that In-Service Education and Training programmes are usually supplementary to the initial training that the teacher has received at college. According to him, this is to keep the teacher abreast with new ideas, new ways of doing things and changes taking place on the educational front. According to Marrant (1981), INSET aims at widening and deepening teachers' knowledge, understanding and expertise including skills, techniques and powers of judgment in respect of their professional work by means of activities designed to attain this purpose. Madden and Mitchell (1993) identified three main functions of continues professional development (CPD) or INSET as: updating and extending the professional's knowledge and skills on new developments and new areas of practice to ensure continuing competence in the current job, training for new responsibilities and for changing role, developing personal and professional effectiveness and increasing job satisfaction- increasing competence in wider context with benefits to both professional and personal roles.

Samupwa (2008) examines the effects of teacher training on the administrative work and teacher's behaviour in the classroom and the result showed significant changes in behaviour of the teachers in the classroom and on the administrative work of the school. In this modern world, in-service training plays a crucial and pivotal role in the improvement

of education. Furthermore, in order to provide quality education, awareness about the role of a teacher is critical and is likely to be measured through different techniques.

The number of indicators defining a good teacher can serve as an indirect measure for evaluating the effects of training programmes. To meet the institutional needs in term of skills and knowledge, the roles and capacities of the trainees can be improved through in-service training. In the views of Pintrich and Schunk (2002), only the trained teachers can set goals for teaching and can organize plans for reaching those goals. To Bockerts, Pintrich and Zeidner (2000), effective teachers have good strategies for helping students. It is also important to note that, training works as a catalyst which provokes a significant change in a teacher, redefines role, broadens vision and enhances the attributes of a teacher. In-service teacher training enables the teachers to be more systematic and logical in their teaching style (Kazmi, Pervez & Mumtaz, 2011).

## **2.6 Bodies/Agencies that organize INSET in Ghana**

The system of education in Ghana has gone through series of changes since independence in 1957. The current structure of education consists of two years pre-school education also known as (early childhood education) compulsory for children between 4 & 6 years; six years of primary education or basic education for children between 6 & 12 years; three years of Junior High School (JHS) education for those between 12 & 15 years, four years Senior High School (SHS) education reversed to three years and three or four years tertiary education, which consists of four years of university education, three years polytechnic soon to be made technical university and three years College of education and other specialized institutions in nursing, agriculture, technical and vocational (RPCRERG,



2002). The only government sector in Ghana responsible for the provision of education is the Ministry of Education (MoE) which has the overall responsibility to operate the same structure of education in all parts of the country including Atwima Mponua District in Ashanti Region. The major responsibility of the MoE is to formulate all national educational policies, making sure the education system is more of a unitary type. It also exercises full financial control in respect of education. However, the MoE delegates the policy implementation to agencies established within the education ministry, for example the Ghana Education Service (GES), is responsible for the implementation of all pre-university educational policies formulated by the MoE through their offices in the various metropolis, municipalities and districts in the country, which are headed by directors and four frontline deputies responsible for Finance and Administration (F&A), Human Resource (HR), Inspection, Statistics and Planning (S&P) now known as Electronic Information Management System (EIMS) (Ministry of Education, 2000).

In the year 2000, the Ministry of Education (MoE) policies and strategic plan for education sector, indicated that, groups within the MoE which have been carrying out INSET functions have been the curricular and courses branch in Accra, the inspectorate, District Education Officers and serving head teachers and lately the various subject organizers based at the regional and district offices, subject associations, the University of Cape Coast and the Ghana National Association of Teachers (GNAT). Other non-governmental organizations such as Care International, World Vision International, and Plan Ghana among others are now involved in INSET. A variety of resource people, according to the Ministry of Education (2000) policies and strategic plans for education sector, will also enhance staff development programmes. Among the most available and

knowledgeable are teachers, senior staff members, college and university professors, professional consultants, teachers' organization representatives and administrators.

In reviewing the agencies providing INSET services in Ghana, Adentwi (2000), citing Manu (1993) mentions GES as the body that conducts INSET on implementation and interpretation of new curriculum, promotion and courses to enable some categories of teachers to be qualified for promotion, orientation and induction courses for newly trained teachers or newly promoted teachers and officers of the GES, refresher courses for all categories of serving and administrative personnel to update their knowledge in identifiable areas are also organized by GES.

#### **2.6.1 The Ghana National Association of Teachers (GNAT)**

GNAT conducts INSET and courses to prepare teachers to pass promotion interviews, for book development, workshop to train teachers in techniques for writing examination, and classes to enable teachers upgrade their academic credentials. GNAT does not concern itself with only teachers' welfare, but their performance as well.

#### **2.6.2 National Level Courses**

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

of the 4-year training colleges; English syllabus in 1971; and the orientation courses for newly appointed Ghanaian Language organizers on the adoption of the new Language policy in 1970. Such courses have usually had assistance from the British Council and the British Overseas Development Assistance (ODA) now Department for International Development (DFID) and other donors.

### **2.6.3 Regional and District Courses**

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

In addition to mounting original courses, area subject organizers also provide follow-up courses and visits as well as offer professional advice in order to help classroom teachers. The staffs of the curricula and courses branch exercises a coordinating and supervisory role over the activities of the area subject organizers and provide them with the requisite orientation for the performance of their duties by way of briefing courses and seminars. The various subject organizers are encouraged to plan their courses together and to attempt, during their courses, to provide techniques which facilitate greater integration of the various subject areas (MoE, 2000).

Other INSET providing institutions are institutions whose academic staff and programmes have a clearly noticeable identity with the teaching and professional growth of teachers. Some of these are: the universities, the university colleges and institutes of

higher learning, the Institute of Education, Cape Coast University, Institute of Educational Planning and Administration and teachers' centers. Most of the programmes run by these universities lead to the award of certificates, diplomas and masters in educational studies (MoE, 2000).

## **2.7 Challenges in organizing INSET**

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

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

Newton (1988) observes that there are too often a mismatch between the needs of teachers (whether personal needs or those arising from the school context in which they were working) and the content of courses. Such mismatch arose partly from inadequate analysis or understanding of the problem by course organizers, partly from inadequate

description of course content and partly from the unsystematic way in which teachers select courses. It also arose partly from the heterogeneous course membership. Even when a mismatch did not occur, and a course is of potential value to the participants, they were often unable to utilize the new knowledge and skills acquired on the course because they were unable to influence what was happening in their schools, whether for reasons of status, lack of resources, lack of appropriate feedback mechanisms from the course to the schools or some combination of these.

Commenting on the challenges of INSET, Borden (2002) argues that the curriculum and or instructional materials provided during CPD programmes are too theoretical. Also, there is lack of supervision of participants to assess how effectively they have practicalized skills and competencies learnt during the programme with regards to the fact that, post CPD training supervision, among other things, helps training providers to decide on the content of subsequent programmes, while failure to do this might also explain why Borden argues that; the content of the programmes do not reflect the areas in which the participants need training.

Finally on the challenges, financing of INSET programmes has proven to be one of the major problems. The decision about what approach to take for training depends on several factors including the amount of funding available for training. Cascio (1992) indicates that self-directed informal training can be very low-cost; however, the learner should have the capability and motivation to pursue their own training. Furthermore, other-directed, formal training is typically more expensive but is often the most reliable to use for the learner to achieve the desired knowledge and skills in a timely fashion. In line with

this, Greenland (1983) indicates that several INSET programmes rely, at least in part, on overseas funding which may be forfeited if the donors' time-scale is not adhered to.

## **2.8 Strategies to make INSET Programmes Effective and Relevant**

Any country that has the aim of improving on its manpower and capacity building must see continuous teacher development (CPD) as essential. In this regard, INSET must and should be integrated into the academic calendar in order to make teachers conscious of the fact that there is the need for them to attend INSET in order to help them to be more committed to their jobs. The Ministry of Education (MOE, 2000), states that INSET has assumed increasing importance in the work of the Ministry during the 1960's. The recognition of the increasing need for co-ordination and effective planning were instrumental in the appointment of a full time INSET officer with responsibility for coordination and administration of courses by the MOE before 1968-69.

An INSET review committee was established as part of the inspectorate. In November, 1970 in which the INSET officer was designated chief organizer of courses with the following duties now integrated with the functions of the curriculum to; co-ordinate the work of the various groups within the MOE concerned with INSET, act as liaison between the ministry and bodies outside the ministry involved in INSET, ensure that new concepts and techniques incorporated into nationwide courses are cleared with the chief Education Officer, process overseas awards for the training of course organizers for the approval of the minister, examine the personnel needs of the various subject organizing units and to recommend how such needs could be met and be responsible for preparing annual programmes, budgeting and disbursement of funds for courses. In the

education sector, INSET is the training designed for teachers who are already in professional practice as a continuous professional development to motivate teachers to perform with confidence (MOE, 2000).

## **2.9 Summary**

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

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

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter discusses the approach taken for the study in detail. It considers the procedures and methods used to collect data from the field. It also describes the population, instruments used to collect data, sampling procedures, data collection techniques, types and sources of data and the technique employed for data analysis.

#### **3.1 Research Design**

The study employed case study approach using qualitative design to uncover the challenges training officers in the training department of GES face in organizing INSET programmes in the Atwima Mponua District. The study design permits the use of multiple methods to collect data from the training officers in their natural context: a defined geographical area (Atwima Mponua), for the realization of the purpose and objectives of the study. The experiences of participants in qualitative studies are shaped by the contexts; it would thus be difficult to appreciate such experiences if they are taken out of such contexts (Kincheoloe, 1991).



According to Alhassan (2006), case studies involve critical studies of an aspect of a problem. The case study approach is particularly appropriate for individual researchers as it gives the opportunity for one aspect of a problem to be studied in some depth within a limited time scale. Case studies involve an intensive investigation into the complex factors that contribute to the individuality of a social unit – a person, family, group, social institution or community. The purpose of case study is to understand the life cycle or an important part of the life cycle of the unit through the study of an aspect or part of the whole. Case studies are concerned principally with the interaction of factors and events through a careful study of practical instances to obtain a full picture of the whole. The greatest strength of the case study method is that it allows the researcher to concentrate on a specific instance or situation and to identify the various interactive processes at work. These processes may remain hidden in large-scale surveys but may be crucial to the success or failure of systems or organizations (Alhassan, 2006). Qualitative approach on the other hand explores a social or human problem by building a complex holistic picture, analyzing words rather than numbers, and providing detailed information on the views of the participants in their natural settings (Creswell, 1998). As Silverman (2005) states, qualitative researches allow for examining the details found in the precise particulars of such matters as people's understandings and interactions and stress the socially constructed nature of reality; the intimate relationship between the researcher and what is studied. The researcher is thus in close contact with the participants due to personal observation and face-to-face interviews. Data for the fieldwork was gathered with such qualitative methods as individual interviews, focus group discussions, informal conversations and participant observations.

In this study, the researcher adopted plans and procedures that span from broad assumption to specific methods of data collection and analysis as stipulated by Creswell (2005). In this case, therefore, the researcher adopted a qualitative research design. This design is associated with the constructivist or interpretationist approaches. The interpretationists believe reality to be socially constructed and only knowable from multiple and subjective points of view where the knower and the known are seen as inseparable. Inductive logic and qualitative methods are generally employed with the goal of understanding a particular phenomenon within its social context.

### **3.2 Population**

The study population was made up of the training team, that is, the District Teacher Support Team (DTST) commonly referred to as trainers in the Atwima Mponua District. The District has 14 trainers. In essence, 14 trainers form the population for the study.

### **3.3 Sample size and Sampling Strategy**

The census technique was employed to have access to the respondents to be interviewed. The researcher used all 14 trainers for data collection. This number was enough and manageable for the researcher, as it has been argued that qualitative studies need a sample size that will enable the phenomenon under study to be explored for a better understanding. According to Creswell (2005), selecting a large number of interviewees will result in superficial perspectives and the overall ability of the researcher to provide an in-depth picture diminishes with the addition of each new individual component.

### **3.4 Data Collection Instrument**

#### **a. The Interview Guide**

Interview guides consist of a series of broad (semi-structured) interview questions that the researcher is free to explore and probe with the interviewee (Maykat & Morehouse, 1994). This was used to obtain information from the respondents. Interviews are important aspects of qualitative research because they are two-way approaches, which allow exchange of ideas and information between the interviewee and the interviewer. Interviews seek to clarify issues and where a respondent misinterprets a question, the researcher could immediately follow up with an explanation or where possible, ask an alternative question.

O'Leary (2005) argues that semi-structured interviews are neither fully fixed nor fully free and are perhaps best seen as flexible. Interviews generally start with some defined questioning plan, but pursue a more conversational style of interview that may see questions answered in an order natural to the flow of the conversation. They may also start with a few defined questions but be ready to pursue any interesting tangents that develop (O'Leary, 2005:164). Wragg (2002) notes that this instrument allows the interviewer to ask initial questions, followed by probes meant to seek clarification of issues raised. Probes are either pre-stated or posed in the course of the interview, making the interview process flexible.

The interview guide was categorized into sections. The sections cover the influence of INSET on teachers' performance; the challenges faced by training officers in the training department in organizing INSET; and how the challenges of the training department can be addressed for training officers in the Atwima Mponua District to perform their roles effectively.

**b. Focus Group Discussions**

Amongst others, focus group discussion sessions concentrate on gathering opinions, beliefs and attitudes about issues of interest. Cohen, Manion & Morrison (2000) describe a focus group discussion as the situation where the data emerges from the interaction within the group rather than from the conversation with the researcher. Focus groups are group interviews that are structured to foster talk among the participants about particular issues. They are particularly useful when the topic being explored is general, and the purpose is to either stimulate talk from multiple perspectives from the group participants so that the researcher can learn what range of views there are, or to promote talk on a topic that informants might not be able to thoughtfully talk about in individual interviews (Bogdan & Biklen, 2007). Thus, focus group discussions provide insight into issues, which cannot be covered in a simple survey.

According to Bogdan and Biklen (2007), focus groups usually consist of between seven to ten people. Less than six participants tends to limit the conversation, because there is not enough diversity to spark energy and creativity while groups larger than twelve tend to get unwieldy and voices get lost. Seven (7) participants were therefore selected for the focus group discussion.

Just like the interview guide, the focus group guide was categorized into sections covering the influence of INSET on teachers' performance; the challenges faced by training officers in the training department in organizing INSET; and how the challenges

of the training department can be addressed for training officers in the Atwima Mponua District to perform their roles effectively.

### **c. Observation**

The researcher also used observation in gathering data for this research. In the course of the individual interviews and focus group discussion, the researcher observed the facial expression and body gestures of the respondents and read meanings to them. This enriched the information gathered.

### **3.5 Validity**

The interview guide was given to the research supervisor and research experts for corrections and suggestions. The corrections were effected after the scrutiny of the instrument. Validity and reliability have been the traditional standards used in the two main research traditions - quantitative and qualitative research studies to judge thoroughness and quality although their assumptions on reality differ (Grbich, 2007). Qualitative research is linked to an interpretive paradigm and the argument is that knowledge does not exist 'out there'; it is created jointly through meaningful interaction between the researcher and the researched within their socio-cultural context (Grbich, 2007).

Internal validity refers to establishing results that are credible or believable from a participant's perspective (Trochim, 2006). This was ensured in this study through triangulation. This enabled the researcher to offset the limitations associated with using one method to collect data (Creswell, 2003 & Punch, 2005) and to determine the veracity of information gathered.

Generalizability or external validity involves the ability of results to be generalized or transferred to another context or setting. It is concerned with the extent to which the findings of one study can be applied to other situations (Merriam, 2002). Typical of qualitative research, the researcher did not aim to generalize the research findings of the study but to enhance an understanding of the phenomenon in that context. However, if readers find similarities between their contexts and the context of this particular study, it is reasonable for them to transfer the findings to their contexts (Merriam, 2002).

### **3.6 Data Collection Procedure**

The researcher approached each of the respondents for single face-to-face interviews. After seeking the consent of each respondent, the researcher proceeded to conduct interviews. On the average, 30 minutes was spent on each interview session. Each respondent was interviewed using the interview guide/protocol developed in accordance with the research questions set for the study. This approach gave freedom to the interviewee to structure the narration at the beginning according to his/her relevant setting. This was to help respondents express their views more broadly and deeply. Field notes and an audio recorder were used to document the views expressed. As mentioned earlier, the researcher conducted the individual interviews for 14 participants and seven out of the 14 participants were used for the focus group discussion. The research used one month to gather the data from the respondents.

### **3.7 Data Analysis**

The interview sessions were analyzed using themes that emerged from the study. This strategy required the researcher to organize the data across all respondents or

interviewees with their respective answers so as to identify consistencies and differences. The next stage involved intensive and repeated reading of the data. The aim was to immerse the researcher in it so as to determine analytical categories or themes (Creswell, 2005) using professional judgment (Denscombe, 2003). The development of the themes was guided by the research questions and the literature review. The coding process began after determining the themes. The respondents were coded to avoid identification. Contributions, responses and comments made were not attached to names but to the codes. Brief quotations from the data were used to add realism (Creswell, 2005) to the description. Since the data was collected from different categories of respondents, it was analyzed from their perspectives in order to build some kind of complexity into the study (Creswell, 2005). During the analysis of the findings, the links and relationships between responses were explored.

The focus group discussion was done using the interview protocol as a guide. Responses were recorded and transcribed immediately after the session. At the end of the day, data from the individual interviews and focus group were compared to validate the findings. In the data analysis and discussion stage, which is contained in a separate chapter (Chapter 5), the findings of the interviews and the observations are put together and analyzed. In the discussion, references are made to the interview and observation findings for detailed explanation and validation. Also, the researcher compared and contrasted issues and ideas with the existing body of knowledge.

### **3.8 Ethical Considerations**

It must be pointed out that qualitative research largely involves human participation in data collection rather than some inanimate mechanism (Frankel & Wallen, 2006) and therefore, the researcher has an obligation to respect the rights, needs, values and desires of the informant(s). The use of qualitative instruments invades the life of informants and sensitive information is frequently revealed. This was of particular concern in this study since ethical issues raise concerns for the trustworthiness and credibility of the research report and the data contained therein. This research was therefore, as a matter of principle and obligation guided by a number of ethical considerations.

One major issue considered by the researcher was eliminating interviewer bias and making the collected data truly reflective of the views of the respondents. The strategy was a constant self-check against being passionate, sentimental and negative during the interview process while personal experiences and opinions were also avoided.

Data were in all cases obtained with the accord of the respondents. This was achieved by clearly explaining the purpose of the research to the respondents and reminding them that they had a choice to either participate in the research or not. In administering interviews in schools, permission was sought from the District Directorate of Education and the heads of the selected schools respectively.

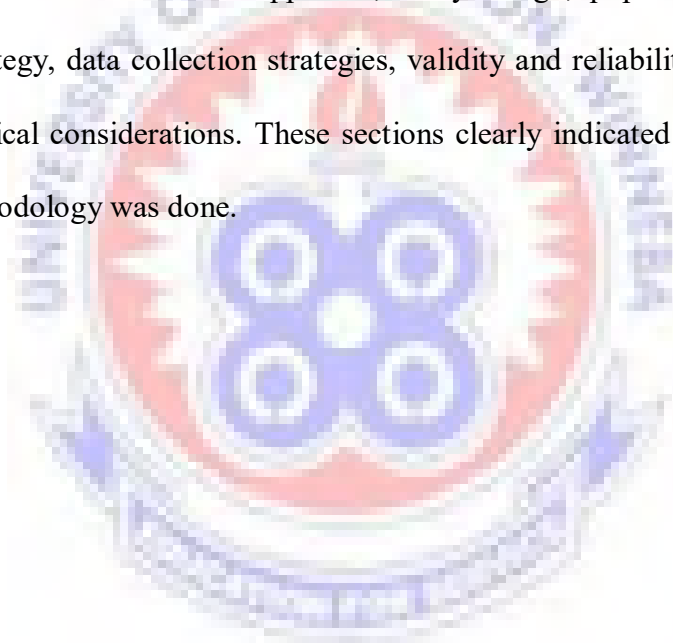
Moreover, respondents were made to understand that they were at liberty to opt out if they felt uncomfortable at any point during the interview. Respondents' consent was sought before voice recordings were made or any photographs taken. Whatever was recorded was played back for respondents to listen to before leaving. As much as possible, respondents' identities have not been disclosed. However, where respondents' identities



have been disclosed, it implies they fully consented to it and indeed requested that such views be attributed to them. Finally, the cardinal principle that guided the analysis was reflexivity. Constantly the researcher reflected and checked to avoid the imposition of personal experiences in the analysis of data.

### **3.9 Summary**

This chapter was devoted to how the research was carried out. Specifically, the chapter dealt with the research approach, study design, population, sample size and sampling strategy, data collection strategies, validity and reliability issues, data analysis and some ethical considerations. These sections clearly indicated how each stage of the research methodology was done.



## CHAPTER FOUR

### PRESENTATION OF RESULTS

#### 4.0 Introduction

This chapter presents data collected from the training officers in the Atwima Mponua District to examine the challenges officers in the training department face in organizing INSET programmes in the District. The data collected through observation and documentary evidence are linked to the appropriate research questions and presented accordingly.

#### 4.1 Characteristics of Respondents

The purpose of this section is to provide a descriptive summary of the demographic and socio-economic profile of respondents. The distribution of respondents by the various demographic and socio-economic characteristics can be used as an approximate indicator to represent the general population. The main background characteristics to be described in detail include sex, age and educational level of respondents.

**Table 1: Age distribution of respondents**

Age group	Frequency	Percentage (%)
30-39	5	36
40-49	7	50
50-59	2	14
Total	14	100

From Table 1, the respondents' ages were as follows: five (representing 36%) of the respondents were found within the 30-39 age brackets, seven (representing 50%) were between 40-49 and two (representing 14%) of the respondents were in the 50-59 age group.

**Table 2: Gender of the respondents**

Sex	Frequency	Percentage (%)
Male	9	64
Female	5	36
Total	14	100

Table 2 indicate that the distribution of the respondents' gender shows that nine (representing 64%) were males, while five (representing 36%) were females. This could be so because men seem to strive to take up leadership positions than their female counterparts.

**Table 3: Educational qualification of respondents**

Educational Qualification	Frequency	Percentage (%)
Bachelor's Degree	11	79
Master's Degree	3	21
Total	14	100

Finally, on the educational levels of respondents, it is interesting to note that 11 (representing 79%) of the respondents hold a Bachelor's degree whilst only three (representing 21%) have a Master's degree (M.Ed Educational Administration).

## 4.2 Presentation of Main Data

### Research Question 1: How does INSET influence teachers' performance in Atwima Mponua District?

The trainers were asked about how INSET influences teachers' performance in the District. To this end, a number of responses emerged. A male respondent was of the view that:

*“INSET improves the performance of teachers since they learn new things and update their skills. It also helps to guide and support teachers with challenges.”*

Another male respondent was quick to add that:

*“It helps improve the performance of the teachers in their lesson delivery.”*

Commenting further on this, another male respondent stated:

*“INSET helps teachers to correct their shortcomings, weaknesses and challenges to improve on their work.”*

In the view of another male trainer:

*“It promotes the continuous improvement of the professional staff of the school system. It helps teachers to handle difficult topics in the syllabus.”*

Continuing the discussion on how INSET influences teachers' performance, one of the male respondents opined thus:

*“It helps to establish rapport among staff of the school. It also helps to identify teachers’ challenges and address them. Last but not least, INSET helps to improve teachers’ knowledge and skills.”*

Yet, one other male trainer said:

*“INSET helps to improve the teachers’ professional skills and acquire new ones.”*

Also, a male respondent revealed that:

*“Teachers learn new skills and methodology to improve their performance and it also provides support for addressing challenges teachers face.”*

The female trainers were not left out of the discussion on how INSET influences teachers’ performance and this is what one had to say:

*“INSET sharpens the teacher’s skills, provide an opportunity for teachers to share ideas, experiences and challenges, and helps to provide technical support for teachers to discharge their duties. It also helps teachers to share material resource.”*

Commenting further on this, another female trainer mentioned that:

*“It helps to establish collaboration between the trainers and teachers, and trainers and head teachers.”*

It emerged in the focus group discussion that INSET programmes positively influence the performance of teachers in the Atwima Mponua District. Throwing more light on the issues raised from the individual interactions, the participants explained that INSET helps

teachers in delivery of their lessons. Sometimes, teachers may come across difficult and challenging topics which they find difficult to handle well. Through INSET, the teachers share ideas as to how to overcome these challenges thus, paving way for effective teaching and learning.

**Research Question 2: What are the challenges faced by training officers in the training department in organizing INSET in Atwima Mponua District?**

Answering the question on the challenges faced by training officers in the training department in organizing INSET programmes for teachers, the first male training officer revealed that:

*“There are inadequate funds to pay T & T, snacks, furniture, stationery, etc. Again, there is lack of resource materials and low commitment of teachers.”*

In the view of another male trainer:

*“Funding, time and long distances between schools are some of the challenges faced by training officers.”*

For one other male respondent:

*“Challenges training department faces include funds for procuring materials, paying resource persons, time out of contact hours to be allocated for INSET, location of schools which make it difficult for teachers to converge for INSET, etc.”*

Another male trainer simply stated that:

*“Funding, organization of follow up programmes, government policy, etc.”*

Coming from a different point of view, a male training officer remarked thus:

*“There is a challenge of lack of facilitators to handle technical subjects/topics, lack of support from the District Assembly and lateness to training sessions by teachers.”*

Again, another male respondent said:

*“One challenge is teacher absenteeism or lateness to training sessions. Another challenge is lack of stakeholder support.”*

On the part of the female trainers, one of them stated:

*“Absence of teachers in schools during follow ups and monitoring visits.”*

Another female respondent said that:

*“It is difficult to reach out to schools in the remote areas for INSET and follow up programmes.”*

During the focus group discussion, one issue that emerged indicates that some schools are not proactive towards the organization of INSET. When head teachers are informed to organize teachers for INSET, it is usually not effective. Hence, some teachers are usually absent, making the organization of INSET difficult for the training officers.

One key challenge that came out during the focus group discussion is transportation for the training team. There is no vehicle allocated for the training team alone since all other schedule officers compete for the few vehicles available for monitoring activities. Sometimes when a vehicle is even available, how to fuel it for movement is a problem.

**Research Question 3: How can the challenges of the training department be addressed for training officers in the Atwima Mponua District to perform their roles effectively?**

This part of the interaction sought to find out how the challenges of the training department can be addressed for the training officers to perform their responsibilities more effectively. In response to this question, one of the male trainers had this to say:

*“The government should collaborate with the other stakeholders to make INSET effective. Government should also train more resource persons. Last but not least, regular INSET programmes should be organized to keep teachers up to date.”*

Another male trainer was of the view that:

*“The District Assembly should help in the provision of funds for the organization of INSET programmes in the schools. INSET should be done on school basis.”*

In a similar view, a male trainer opined that:

*“INSET should be done more in schools rather than on circuit basis.”*

Moreover, one of the male trainers stated:

*“Qualification of facilitators will ensure quality service delivery of the courses offered. Government should strengthen its policy on the provision of in-service training to ensure that teachers are up to date.”*

Simply put, a male trainer noted that:

*“Teachers must be regular and punctual at INSET programmes, resource materials and adequate funds must be supplied by the government.”*

Another male training officer remarked concerning collaboration between government and other stakeholders as:



*“Government and other stakeholders should collaborate towards all INSET programmes.”*

Interestingly, one of the female trainers mentioned that:

*“The schools should use part of their Internally Generated Funds (IGF) to cater for INSET programmes.”*

In the view of another female training officer:

*“Education directorates should intensify monitoring and follow ups of INSET programmes. In addition, District, Municipal and Metropolitan Assemblies as well as individuals, NGOs and parents must support INSET programmes in the district.”*

#### **4.3 Summary of Results**

The results obtained indicate that INSET influences the performance of teachers in the Atwima Mponua District. It helps them to handle difficult topics in the syllabus with ease. Despite the role of INSET in improving teachers' performance, it comes with some challenges including inadequate funds and resource materials. To address these challenges, the respondents are calling on government through the Ghana Education Service to collaborate with other stakeholders to effectively organize INSET for teachers in the District.

## CHAPTER FIVE

### DISCUSSION OF RESULTS

#### 5.0 Introduction

The previous chapter presented the results of the research, highlighting the major themes to ‘make sense’ of the data. The current chapter discusses the data with reference to applicable literature in an attempt to explore the deeper meanings of the responses and to understand the phenomenon. The findings of the interviews were discussed, extracting their deeper meanings in relation to the themes outlined in chapter four. As noted earlier, the purpose of this study was to look at the challenges training officers face in organizing INSET programmes in the Atwima Mponua District.

#### 5.1 Discussion

On influence of INSET on performance of teachers, the respondents maintained that INSET improves teachers’ performance since they learn new things. These new things bring about changes which helps the teacher to update his skills. the core objective of training a teacher is performance. Performance, according to Byars and Rue (1994), is the degree of accomplishment of the task that makes up an employee’s job. Commenting on the influence of In-Service Education and Training to teachers, Albert (1977) says an increasing common practice is to get teachers ready for changes and to give them opportunity to make changes. Albert further stressed that, the system-wide in-service programme is for individual information which ranges from general cultural growth to specific how-to-do-it in a certain teaching situation. Most successful in-service programmes showed that by providing teachers with what they want, brings security, which

will allow a base for these changes. In the same vein, Adentwi (2000) asserts that In-Service Education and Training programmes are usually supplementary to the initial training that the teacher has received at college. According to him, this is to keep the teacher abreast with new ideas, new ways of doing things and changes taking place on the educational front.

Furthermore, it emerged from the trainers that INSET sharpens the teacher's knowledge and professional skills thereby enhancing his delivery in the classroom. Marrant (1981) shared a similar view when he opined that INSET aims at widening and deepening teachers' knowledge, understanding and expertise including skills, techniques and powers of judgment in respect of their professional work by means of activities designed to attain this purpose.

As indicated in Anamuah-Mensah's report (MOE, 2002), the programmes of INSET expose teachers at all levels of pre-university education to new methods, approaches and techniques of teaching; assist teachers in the preparation and use of audio-visual aids; provide opportunities for heads of institutions, tutors and teachers to meet to discuss professional matters related to their levels of teaching; assist teachers to meet specific challenges or demands brought along by curricular innovation resulting from changed situations or educational reforms; keep teachers abreast with societal demands because in this ever changing society, teachers need to understand and interpret the new demands society is placing on all its institutions and on the school in particular; help teachers to develop and evaluate curriculum materials; and provide opportunities for professionals to socialize in order to share ideas about their work. From the responses of the trainers, certain elements of the Anamuah-Mensah's report (MOE, 2002) stood out

clearly. First, INSET helps to identify some challenges the teacher faces and find ways of addressing them. Teachers also learn new skills and methodology in order to improve upon their performance. Aside these, INSET provides technical support for teachers and opportunities to share ideas and experiences.

Notwithstanding the views of the respondents in support of the literature reviewed, other pertinent issues were raised by the trainers on the influence of INSET on performance of teachers. One of such is the assertion that INSET improves the performance of teachers specifically with regards to lesson delivery. This is because, difficult topics are identified and discussed thereby helping the teachers to tackle those topics with ease. INSET also helps teachers to correct their shortcomings, weaknesses and challenges in order to improve upon their work.

Yet, another key issue raised by the trainers is that INSET helps to strengthen rapport among staff of a school, thus promoting peaceful coexistence. There is also collaboration between the trainers (organizers) and teachers. It is also interesting to note that INSET enables teachers not only to share ideas but also material resources.

On the challenges confronting the effective organization of INSET, the trainers were quick to state that inadequate resources were a major problem hindering their work. There is inadequate funding for payment of T & T, allowances for resource persons, stationery, inadequate resource materials amongst others. The views of the respondents are in line with Newton's (1988) study which pointed out that INSET programmes are not effective due to lack of resources, lack of appropriate feedback mechanisms from the course to the schools or some combination of these. Cascio (1992) threw more light on this challenge by indicating that financing of INSET programmes has proven to be one of the

major problems. The decision about what approach to take for training depends on several factors including the amount of funding available for training.

Borden (2002) posited that there is lack of supervision of participants to assess how effectively they have practicalized skills and competencies learnt during the programme with regards to the fact that, post CPD training supervision, among other things, helps training providers to decide on the content of subsequent programmes, while failure to do this might also explain why Borden argues that; the content of the programmes do not reflect the areas in which the participants need training. The trainers gave a similar view that follow up visits to assess the impact of INSET are not effective due to some challenges.

In addition to the challenges discussed above, there has been low commitment of teachers when it comes to organization of INSET. Some teachers give excuses when told to attend such programmes. This could be due to the fact that teachers are usually given meager or no allowances after such programmes. Sometimes, there is even a difficulty buying water and food for such participants. Time is another challenging factor when it comes to the organization of INSET. It sometimes becomes difficult to squeeze time out of the tight academic calendar for the term to organize INSET.

INSET programmes are mostly organized on circuit basis, bringing teachers from various schools to one place. In this case, some schools maybe located near the centre whilst others may be far away from the centre. Teachers who usually come from schools which are far away find it difficult to make it the programme. This could be due to a difficulty in getting a means of convenient transport to the centre or inadequate money to fund the trip. Closely linked to long distances to INSET centres is lateness to such programmes. Due to the long distances some teachers have to cover, they may arrive late

for the programme. The situation becomes worse when teachers find it difficult and fail to attend the programme altogether.

In some rare instances, INSET organizers find it difficult to get facilitators to handle technical subjects or topics in subjects like ICT, Mathematics, Science, English and Music. When this happens, such technical areas are left unattended to, creating a gap in the teacher's lesson delivery in the classroom. It must also be noted that there should be stakeholder consultation for effective INSET programmes. Stakeholders such as the Ghana Education Service, District Assembly, Non Governmental Organizations, SMC/PTA and others play key roles in organizing INSET. However, there is usually low involvement of some stakeholders for such programmes.

On ways of addressing challenges faced by Training Officers in organizing INSET, it was revealed by the study that, government through the District Assembly should endeavour to provide adequate funding and the necessary materials needed for the smooth organization of INSET programmes.

Other stakeholders in education such as SMC/PTA, Non Governmental Organizations, etc should take a special interest in ensuring that there are adequate resources for the organization of INSET. Schools should also be innovative enough and use part of their Internally Generated Funds (IGF) to initiate and fund INSET programmes. As much as possible, INSET should be organized on school basis to minimize absenteeism and lateness. When it is organized at a common centre, teachers should be punctual.

The Ghana Education Service through the District Education Offices should intensify monitoring and follow up visits to schools after organizing INSET programmes. This will help determine whether INSET is achieving the desired results or not. District

Directorates of Education should ensure that the right resource persons are recruited or selected to handle difficult and challenging topics.

According to the Ministry of Education (MOE, 2000), any country that has the aim of improving on its manpower and capacity building must see continuous teacher development (CPD)/INSET as essential. In this regard, INSET must and should be integrated into the academic calendar in order to make teachers and other stakeholders conscious of the fact that there is the need for INSET.



## **CHAPTER SIX**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1 Introduction**

This is the final chapter of the study. It summarizes the findings of the study, draws conclusions on the study and provides some recommendations for improvement of INSET

programmes on school activities in the study area. It also outlines suggestions for further research.

## **6.2 Summary of the Study**

The purpose of this study was to examine the challenges training officers in the training department face in organizing INSET programmes in the Atwima Mponua District. To achieve this, three research questions were formulated to guide the study. The research questions were as follows:

1. How does INSET influence teachers' performance in Atwima Mponua District?
2. What are the challenges faced by training officers in the training department in organizing INSET in Atwima Mponua District?
3. How can the challenges of the training department be addressed for training officers in the Atwima Mponua District to perform their roles effectively?

The study employed the qualitative research approach. Research question one attempted to find out the influence of INSET on teachers' performance in the District. According to the respondents, INSET improves the performance of teachers since they learn new things and update their skills. INSET also helps teachers to correct their shortcomings, weaknesses and challenges to improve on their work and to establish rapport among staff of the school.

Research question two dwelt on the challenges faced by training officers in the training department in organizing INSET programmes for teachers. The findings revealed that there are inadequate funds to pay T & T, snacks, furniture, stationery, etc. Again, there



is lack of resource materials and low commitment of teachers. There is a challenge of getting facilitators to handle technical subjects/topics.

Last but not least, research question three was on how the challenges of the training department can be addressed for the training officers to perform their responsibilities more effectively. The study revealed that government should collaborate with the other stakeholders in education and ensure the provision of adequate resources to make INSET effective. Again, regular INSET programmes should be organized to keep teachers up to date. Education directorates should intensify monitoring and follow ups of INSET programmes.

### **6.3 Conclusions**

Based on the findings of the study, certain conclusions can be drawn. First, the respondents demonstrated that they know the influence of INSET on teachers' performance. Their responses affirm that INSET has a positive influence on the performance of teachers in the Atwima Mponua District. For example, they clearly stated that INSET improves the performance of the teachers in their lesson delivery since it corrects their shortcomings, weaknesses and challenges to improve on their work, learn new things and update their skills.

To add to the above, the study revealed that there are numerous challenges faced by training officers in organizing INSET. Some of them include inadequate funds, long distances to schools, ineffective follow up programmes, few facilitators to handle technical subjects or topics, absenteeism or lateness to training sessions, low stakeholder support amongst others.

## 6.4 Recommendations

Drawing from the conclusions of the study, the following recommendations were made:

1. The government and the Metropolitan, Municipal and District Assemblies should collaborate with the Ghana Education Service to ensure that there are adequate material and financial resources for the organization of INSET. SMC/PTA, Non-Governmental Organizations, etc could support the government in the provision of these resources.
2. The Ghana Education Service through the Training Officers should consider organizing school based INSET rather than circuit based ones to ensure good participation by most teachers.
3. Training Officers and other staff of the Ghana Education Service should plan and embark on a timely and regular monitoring and follow up schedules after organizing INSET to assess the impact of the programme.
4. The Ghana Education Service should endeavour to recruit competent facilitators to handle technical and challenging topics in subjects like ICT, Mathematics, English, Science, Music and Dance, etc.
5. Head teachers of schools should mobilize Internally Generated Funds (IGF) and organize INSET for their teachers when the need arises at a time that the District Education Office might not be able to organize such programmes due to one two challenges.

## 6.5 Suggestions for Further Research

The present study covered only the Atwima Mponua District. A replication of the study in other districts in Ashanti Region is suggested to reveal more challenges of training officers in organizing INSET. The study could also be done in the other districts in the country.

A relatively small sample size was used for this study due to its qualitative nature. Future researchers could consider increasing the number of research participants to obtain varied views on the phenomenon under study. They could also consider conducting the research on this topic in other districts to unravel the challenges training officers in the training department face in organizing INSET programmes.

This study was qualitative in nature. It is suggested that future researchers consider conducting research on this topic using the quantitative or mixed research methods (which involve many respondents) to verify the results with multiple research designs.

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The logo of the University of Education, Winneba, is a circular emblem. It features a central sunburst or starburst design in red and white, surrounded by a blue ring containing the university's name in both English and Akan. The text 'UNIVERSITY OF EDUCATION, WINNEBA' is written in blue capital letters around the perimeter of the emblem.

**APPENDIX A**

**UNIVERSITY OF EDUCATION, WINNEBA**

**TOPIC: CHALLENGES TRAINING OFFICERS FACE IN ORGANIZING IN-SERVICE  
EDUCATION AND TRAINING PROGRAMMES IN ATWIMA MPONUA DISTRICT**

**INTERVIEW GUIDE FOR TRAINERS**

1. What is your understanding of the concept of In-Service Education and Training?
2. How often are INSET programmes organized for teachers?
3. What constitutes teacher performance?
4. How does INSET influence teachers performance in Atwima Mponua District?
5. What are the challenges faced by training officers in the training department in organizing INSET in Atwima Mponua District?

6. How can the challenges of the training department be addressed for training officers in the Atwima Mponua District to perform their roles effectively?

THANK YOU



## **APPENDIX B**

### **UNIVERSITY OF EDUCATION, WINNEBA**

#### **TOPIC: CHALLENGES TRAINING OFFICERS FACE IN ORGANIZING IN-SERVICE EDUCATION AND TRAINING PROGRAMMES IN ATWIMA MPONUA DISTRICT**

#### **FOCUS GROUP DISCUSSION GUIDE FOR TRAINERS**

1. What is your understanding of the concept of In-Service Education and Training?
2. How often are INSET programmes organized for teachers?
3. What constitutes teacher performance?
4. How does INSET influence teachers performance in Atwima Mponua District?
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