

PERCEPTION OF TEACHERS ON THE EFFECTIVENESS OF INSERVICE EDUCATION AND TRAINING AT THE BASIC SCHOOLS IN AKATSI DISTRICT OF GHANA

Bliss Cornelius Sedega, Mark Mishiwo, John Engelbert Seddoh and

Bridget Aku Dorkenoo

Akatsi College of Education, Ghana

ABSTRACT: *This study sought to investigate the perception of teachers on the effectiveness of in-service education and training (INSET) at the basic schools in Akatsi South District of Ghana. It also sought to find out how often in-service training programmes were organized in the district and how effective the training programme were. A descriptive cross-sectional survey was used in carrying out the investigation using a sample of 60 teachers in Akatsi District of Ghana. Also, stratified random sampling and purposive sampling techniques were used in selecting the respondents. The main instruments for data collection were questionnaire and interview. The study revealed that majority of the teachers perceived or rated INSET programmes organized for them as being adequate and very effective with regards to teaching and learning in the district. On the other hand, most of the head-teachers (70%) debunk the assertion made by the teachers that INSET programmes were very effective with regard to teaching and learning in the district. They were of the view that most teachers who attend in-service training did not perform effectively in their work with regard to understanding pupils' errors, enhancing teachers' knowledge, preparing effective lesson notes, selection and use of appropriate TLMs and interpreting the curriculum concerning teaching and learning in the district. It was recommended among others that the organizers of in-service training programmes in Akatsi district look for qualified instructors who understand the needs of the teachers to handle the various subject areas during INSET programmes and place more emphasis on the professional skill development aspect of the teacher.*

KEYWORDS: In-Service Training, Effectiveness, Perception.

INTRODUCTION

Education is the bedrock of development in every country and the world over. To achieve quality education, teacher education must be emphasized by training teachers who will be grounded in knowledge, skills and competencies to carry out successfully the teaching and learning process in schools. Also providing the institution or schools with the most suitable human resources is an on-going or life-long process that involves recruitment, selection, training and development in order to meet the requirements of their current and future job.

Among the varieties of training, in-service training (INSET) is one of most suitable and easily accessible ones that could be used to improve the human force and equip them with the needed knowledge and competences for development (Mardani, 2009).

The need for in-service training in schools is getting more attention for teachers to equip them with new knowledge and skills for them to face new challenges and reformation in education. According to Ong (1993), In-service training is the totality of educational and personal experiences that contribute toward an individual being more competent and satisfied in an

assigned professional role. The primary purpose of INSET is to enable teachers to acquire new understanding and instructional skills. It focuses on creating learning environments which enable teachers to develop their effectiveness in the classroom. Kazmi, Pervez and Mumtaz (2011) observe that in-service training for teachers enables the teachers to be more systematic and logical in their teaching style. Ekpo, Oswald and Victoria (2013) revealed that, teachers who attend in-service training perform effectively in their work concerning knowledge of the subject, classroom management, teaching method and evaluation of students. Rashid (1996) identifies that in-service training comprises two main elements: the fulfillment of pupils learning needs and ensuring personal and career development of the academic staff. Besides, through in-service training, teachers can identify and evaluate critically the culture of the school which can bring changes to the working culture.

According to Frederick and Stephen (2010), during the in-service training, teachers with schools management skills, evaluation techniques can master wider content areas of their subjects. For this reason, teachers and educational experts should increase their effort in fostering and implementing in-service training in schools so as to improve the effectiveness of development in schools.

One of the key elements of teacher quality is the provision of adequate opportunities for personal growth and professional development through regular training. The effectiveness of teachers depends largely on the extent to which their knowledge and skills are upgraded regularly. Many countries have recognized this simple truth and invest a lot of resources in diverse teacher improvement programmes that are intended to enrich the knowledge and skills of teachers, disseminate new teaching skills and adequately prepare teachers for the challenges of the changing realities of the classroom and the current knowledge explosion (Junaid & Maka, 2015).

In Ghana, in-service training is organized not only for professional teachers but for non-professionals (pupil teachers) as well. With the introduction of the Accelerated Development Plan of Education, the Emergency Training Centre's were established in 1953 to offer six weeks intensive courses to prepare pupil teachers to teach in primary schools. Also in 1983, the Modular programme was introduced into the system of teacher education to enable post-middle unqualified teachers to spend two years as external student-teacher before entering the training colleges for the third and fourth years of training. (Institute of Education 1986)

Ghana as her main part of teacher educational programmes, provided opportunities for in-service training for teachers irrespective of their certification both to complement the pre-service teacher education provisions and to improve on the quality of teachers and teaching (Junaid & Maka, 2015). However, the nature, scope and success of the provisions varied as a function of who the initiators of the programmes are and how much official support and finances are available for the programmes. While INSET in Ghana is recognized as important and integrated into the broader teacher education policy frameworks, donor assistance has been central in the support of INSET programmes pointing to the need for more comprehensive and integrated teacher education policies. Ghana uses the more popular one shot INSET training of a short duration usually a week at designated centres using the cascade model to a more extensive school-based professional development involving educator mentors visiting classrooms to observe and mentor teachers over a long period of time. Alternatively, it may take the form of a full- or part-time study at a college or university for upgrading teachers' qualifications such as from diploma to bachelor's degree or from master's to doctorate degrees (Junaid & Maka, 2015).

According to Junaide and Maka, (2015) a great part of the challenge for Ghana is that of establishing policy frameworks that would guarantee the institutionalization of INSET so that all teachers have equitable opportunities for continuous professional development and its alignment with established career paths with elaborate teaching-related responsibilities that teachers can take on as they progress in their professional career

In-service training is most suitable when teachers are on the job. This is because teachers are not always able to acquire all that they need during their initial training Goble and Porter (1977). This may be due to the fact that in most cases teachers are unable to cover every bit of the teacher training syllabuses. Even where they do, the teacher trainees are not likely to absorb everything or they might even forget what they learnt. It is also important to note that most teachers hardly read to update and upgrade their knowledge after graduating from college or university. Undoubtedly, this seriously affects their ability to perform, hence the need to organize INSET programmes for them.

Achimugu (2005) maintain that, lack of in-service training has made teacher preparation in content and pedagogy to be very poor resulting in the recycling of ‘half-baked’ teachers from one level of training to another. Therefore, the quest for improved knowledge and skills and the desire to help teachers get on-the-job training informed the introduction of in-serving training.

Rebore (1982) identifies three categories of staff. They include the institutional staff or teachers, administrators and classified employees (eg. accountants, drivers, domestic bursars, store keepers etc). All these categories of people need to be given the opportunity to participate in staff development programmes if the objectives of the school are to be attained. In-service training thus forms a unique aspect of the staff development programmes. Smith (1969) suggests that in-service training should equip the teachers for their profession throughout life. Besides correcting faulty initial training, it equips the teachers with any change in the teachers’ profession be it new knowledge or skills. Due to its ability to cater for change, “the value of in-service training is endorsed unanimously by those interested in the concept of change in an organization. Therefore more effort should be used to develop programme that fit the needs of practicing teachers as is done in analyzing and prescribing courses for teacher trainees in pre-service education, (Ramsey, 1980).

In Ghana in-service programmes are organized to prepare newly-appointed and newly promoted teachers, up-dating teachers’ pedagogical and subject matter knowledge. Despite the laudable objectives of continuing education or in-service training that suggest a life-long situation as enumerated by the Commonwealth Secretariat, in-service training programmes are not given the necessary attention in Ghana, and are only designed to meet emergency needs Faraj and Tarvin (1989). Besides, in-service education and training programmes are not being followed strictly although the new structure and content of education of the Ministry of Education makes provision for in-service educational training programmes as part of the continuing education for teachers in the Ghana Education Service.

As a contribution to the ongoing development of professional practice of in-service training of teachers in Sub-Saharan Africa, the UN Educational, Scientific and Cultural Organization (UNESCO) office in Dakar, the International Institute for Capacity Building in Africa (IICBA), the Association for the Development of Education in Africa (ADEA) working group on the Teaching Profession, the International Task Force on Teachers for EFA and the Commonwealth Secretariat conducted surveys of in-service education and training (INSET)

programmes and approaches in eight countries, namely the Central African Republic, Ghana, Madagascar, Mozambique, Niger, Nigeria, Senegal and Zambia. The study revealed that the provision of in-service teacher education in Ghana is often variable and anecdotal, resulting in a growing concern about the effectiveness of existing professional development schemes in meeting the training needs of teachers. Besides, the in-service training of teachers in Ghana took many different forms, ranging from the more popular 'one-shot' training of a short duration (usually a week) at designated centres using the cascade model of retraining of teachers in INSET activities (Junaid & Maka, 2015). Teachers' frame of reference must be updated continuously to catch up with the regularly changing principles and practices of education. Teacher preparation should not end with pre-service education at college but rather be a life-long process.

Notwithstanding how thorough teachers' initial preparation, professional skills and competencies are, there is the need for them to constantly improve their capabilities in order to become more efficient. A major issue of concern is the problem of reconciling different instructional methods to meet in-service training objectives. The choice of methods in disseminating information at in-service training programmes can help achieve in-service training objectives or derail the entire programme". Again Junaid and Maka (2015) explain the reasons:

The first issue facing Ghana is the large number of their basic education teachers, both certified and uncertified, who need INSET training on a continuous basis. The significant expansion of basic education influenced by high-profile international policies such as Education For All (EFA) and Millennium Development Goals (MDGs) has escalated the demand for teachers, leading to mass recruitment of unqualified teachers in the study countries. This, coupled with the fact that effective in-service training requires well-equipped facilities, high-quality training materials and well-paid tutors, makes the provision of INSET on anything but a limited basis (Junaid & Maka, 2015). Secondly, the lack of alignment of INSET programmes with clearly defined career paths and the brief expression of intent in the policy documents in Ghana has rendered most existing INSET programmes, particularly those focused on pedagogical renewal, both ineffective and unattractive to teachers, who do not perceive any relevance or link between the training programmes and their career progression (Junaid & Maka, 2015). Thirdly, the patronizing nature of the provision of INSET, exemplified by the popular 'one-shot' training workshops, raises questions about the relevance of the INSET programmes to teachers, who are reduced to being mere receptacles of knowledge (Junaid & Maka, 2015). Fourthly, the level of public funding for INSET in Ghana was affected by the annual budgets allocated to the general education systems by the national governments and their priorities. There is a recurrent problem of underfunding of education in general, and of INSET in particular, in Ghana, with inadequate or no budget for INSET programmes (Junaid & Maka, 2015).

Some of the head-teachers interviewed revealed that in spite of the provision made by the Ministry of Education in Ghana for in-service training, these programmes are not often organized and when such programmes are organized, they are sometimes beset with a number of problems which make it difficult for the participants to achieve the benefits associated with such training. Some of the problems encountered in the running of these training courses include accommodation for participants who come from distant areas, transportation and training allowances for participants, feeding of participants, materials and logistics for running of the courses and inappropriate resource personnel. Some teachers are therefore reluctant to

attend such courses and programmes when they are invited due to the poor organization (Junaid & Maka, 2015). According to Junaid and Maka (2015), college teachers are trained to form habits that will not only make them capable teachers but also help them to be responsible, show initiative, assist those in need and set good examples for others to emulate. This optimism sooner becomes blunted and teachers are unable to teach children properly how to read or to do simple arithmetic and are unable to control their pupils and use multiple embodiment pedagogies during instructional hours in the basic schools.

In Ghana, lack of teachers' motivation hampers their participation in the School-Based INSET (SBI) and Cluster-Based INSET (CBI) activities. Teachers perceive SBI/CBI as time-consuming and unnecessary extra work. They also initially did not want to show their own teaching to their colleagues. The combination of the timing of the SBI/CBI activities, mainly after school hours and other school activities creates a further obstacle to the successful implementation of SBI. All this goes to show that where the INSET system has not gained enough credibility from the standpoint of its demonstrable relevance to teachers' career paths and working conditions, it may not be easily acceptable to teachers (Junaid & Maka, 2015).

The experience of Ghana in implementing School-Based INSET (SBI) and Cluster-Based INSET (CBI) is indicative of policies that, although they have the interests of the education system and the students in mind, end up being resisted or ignored by teachers because they are not linked to their own interests. This means that where teachers cannot see any direct link between the training programmes offered and their career progression they may be reluctant to take part or will be less committed to the training (Junaid & Maka, 2015). Junaid and Maka (2015) report indicate that in Ghana, cost of the available INSET programmes are often donor-driven, initiated and funded by donor agencies, usually on a small scale and involving few regions or sections of the country. Moreso, not much research has been carried out in the Akatsi District of Ghana to find out about the perception of teachers on the effectiveness of in-service education and training at the basic schools in the district. The study therefore intended to investigate the perception of teachers about the effectiveness of in-service education and training programmes at the basic schools in Akatsi District of Ghana.

Purpose of the Study

The thrust of this study therefore, was to find out about the perception of teachers about the effectiveness of in-service education and training programmes at the basic schools in Akatsi districts of Ghana. The study also sought to look at the position of in-service training as a complement to teachers after their initial training, the extent to which things learnt are applied after in-service training programmes.

Research Questions

1. How do teachers in Akatsi district perceive the frequency of in-service education and training programmes which are organized for them?
2. Do teachers in Akatsi district perceive in-service education and training programmes, as being effective?
3. How do head-teachers perceive the achievement of teachers who participate in in-service education and training programmes with regard to their classroom practices in the Akatsi district?

LITERATURE REVIEW

Conceptual Basis of the Study

The concept of staff development and in-service training recognizes that all people may improve their capabilities and become more efficient when given the needed training and education. The school as a workplace cannot remain static otherwise its products will become misfits in the fast changing modern, complex and technological world. As the school curriculum changes with the society, teachers will need some continuous development to be able to grow in competence and handle the required changes in students' education dictated by the social, political, technological, economic and ideological changes in society.

In-serving training as maintained by Rebore (1982) connotes just the process of learning sequence of programmed behaviour. In other words, training is the application of knowledge to provide employees with a set of procedures to guide their work-related behaviours. Thus emphasis on the training component of a staff development programme is the acquisition of motor skills and simple conditioning methods that improve the employee's ability to perform on the job. Examples may be training a teacher to be able to use teaching/learning equipment or different techniques of teaching.

Stoner (1995), distinguished between training and development which are components of INSET. According to him, "Training" is a process designed to maintain or improve current job performance. On the other hand, "Development" is a process designed to develop skills necessary for future work activities.

Definitions of In-service Training

According to Antwi (1986) a United Nations Education Scientific and Cultural Organization (UNESCO) document explains in-service as training designed for teachers who are already in professional practice and which they receive in the context, in the course of their work either in their off-duty time or during period of varying length when their normal duties are suspended. Harris (1969) maintain that in-service educating is a planned programme of learning which provides for growth of teachers through formal and informal on-the-job experience for all professional personnel.

Marks, Stoops and King-Stoops (1978, p.37) defined in-service education to include: "all activities of school personnel which contribute to their continuous professional growth and competence." A commonwealth regional workshop (Commonwealth, 1977) however, defines in-service training as training that is conducted at any time after an individual has been employed as a full time teacher. This definition clearly extends the usage of the term to include training given to non-professionals or unqualified teachers.

From the foregoing discussion, it may be concluded that in-service training is the education received by the teachers in various setting, while in normal service to help reduce some existing deficiencies in ideas, skills and methods and to make them more efficient and effective at their jobs. It creates opportunities for teachers to continually rise in quality by helping them see themselves, the school, the curriculum and the students in the light of new knowledge and new skills that come into the society and consequently new societal demands and expectations.

Purpose, Goals and Objectives of In-service Education and Training Programmes

The evaluation evidence obtained by the Education Review Office (ERO) in schools after an in-service training throughout New Zealand demonstrates clearly that the skills and capabilities of teachers have a significance impact on pupils learning achievement. Morant (1981) discusses the purpose of in-service training in relation to the need of teachers under four headings namely, induction needs, extension needs refreshment needs and conversion needs as stated below.

Induction Needs: In-service training may be initiated for teachers who take up their first professional teacher appointment after completing college of university. His is aimed at helping the new teacher to cope with or adjust well to his job or new environment. It is related to help the new teacher cope with the people, machines or equipment, duties and responsibilities of the workplace. This kind of in-service training also becomes necessary when an experienced teacher takes on a new role as a result of promotion e.g. as head of department or headmaster. Such in-service training is also required when a serving teacher is transferred t a new school or even a new class he never taught before.

Extension Needs: This type of in-service training is given to long serving and experienced teachers to further widen their academic and professional competencies. This becomes necessary as new instructional equipment emerge.

Refreshment Needs: With this kind of in-service training the stress is on updating teachers' knowledge and skills learnt in the past. Again, teachers when might have broken service for some time and are reinstated must be given some sort of in-service training.

Conversional Needs: Teachers who are to be redeployed or given new roles or even retire must be given in-service training to enable them face or cope with the challenges of their new roles. According to Morrart (1981), the purpose of in-service training is related to the following typology: Person-oriented, professional oriented, and job-oriented.

Person –Oriented: It relates to the development of the individual in terms of his specific needs and deficiencies. For example, such in-service training may help the teacher to develop attractive personality appearance, open- mindedness, and self, control.

Professional-oriented: In-service training here, aims at improving the professional skills and competencies of the teacher. Examples here include: training in child development, learning needs and learning difficulties; training good pupil-teacher relations; training in lesson notes preparation; training in questioning skills.

Job-Oriented: Training the teacher in those things that related to his job performance. It includes in-service training in the use of new methods of teaching or instructional equipment. Manu (1993) on his part explains the purpose of in-service training in terms of four categories of needs including: Teacher needs; system and instructional needs; curriculum implementation and school improvement.

Teacher Needs: In-service training may be necessitated by the desire of the teacher to correct a deficiency or to expand their knowledge in specific areas of study or to learn content of a new subject area. It may also be an occasion for teachers to keep abreast with current educational research or technological development. Usually the provision of such in-service training originates from demands for training by teachers themselves.

System and Instructional Needs: In-service training may be desirable when implementing changes in educational institutions or the entire educational system. Such in-service training can be organized to help teachers play their roles more effectively in the organizational structure of the school or in the implementation of educational reform programmes.

Curriculum implementation: In this connection, in-service training may be used to help modify attitudes, skills, knowledge and behavior of teachers to enhance implementation of new school programmes.

School Improvement: In-service training may be used to enhance system-wide changes in the structure and functions of schools to ensure school improvement. For example, school in-service training can be given in improving school discipline or management to ensure or promote efficiency.

Instructional Methods Used in In-service Programmes

An area of concern in the organizations of in-service training is the instructional methods used. According to Greenland (1983), the lecture method has dominated many in-service training courses. In addition to the time factor, there is a lot of information to be given which can be delivered more quickly by this method within the specified time. Greenland (1983) was trying to point out that the use of the lecture method is due partly to the short time factor which cannot be used to cover enough material. This may not be the only reason why the lecture method in training may cause the resource persons to lecture. This is more so if materials are not available for workshops. Thus, the time factor may not be the only reason why the lecture is mainly used at in-service training (Greenland (1983).

The lecture method is not to be totally rejected but where its use supersedes the use of other methods of instruction, it becomes a matter of concern since it does not allow for proper involvement of the participants in the programme. The exercise can be ineffective if practical skills are taught to teachers using the lecture method. Harlen (1985) advocates practical work as a method for teaching teachers when she writes. "Telling teachers what they might do using practical methods is quite contrary to the ones being advocated in theory. Giving participating teachers experience of the proposed teaching approach could be more effective" (Harlen, 1985).

The implication of this is that whenever teachers are trained, there must be a variety of teaching methods to give them practical experience in whatever is being advocated. In support of this, the workshop method in which participants learn to develop skills by doing (activity method) has been advocated. If the relevance of in-service training to the teachers' profession is considered, then there is no doubt that making the teachers do what has been taught will not only give them the confidence to do it but also the competency. To support this, Baez (1976) found in the evaluation of science innovation projects done in Europe, United States and developing countries that it was important that, for eventual success or failure of the materials produced, the teacher should be able to use them in the classroom situation. Thus, it was found necessary to organize courses to give practical experience to the teachers. It can be seen that the lecture method could not have accomplished this.

According to Baez (1976), in so doing, it sharpened the teachers' knowledge of subject matter through discussion with their peers and the resource persons. Also, they built up enthusiasm for the actual classroom use of the materials. The usefulness of the variety of instructional methods in achieving in-service training objectives cannot be under-stated. Morant (1981)

have listed different methods which can be used in in-service training as Use of guest speaker, Seminars, Conferences, Workshops, Teacher exchanges,

Formal lecture, Visits to the schools and to other teachers, Television or radio instructional sessions, Distance learning for example by correspondence courses, Sessions with an internal or external consultant, Dissemination of training materials and Teacher's guides, Displays, Exhibitions, etc.

Each method has advantages and disadvantages and serves to satisfy different kinds of objectives. None of the methods listed is complete in itself toward helping a teacher to learn. This may be true in the sense that for example, the lecture method when used alone has the disadvantage of not providing for proper interaction among the participants and between the participants and the resource person. However, it is a means for providing factual information sessions and can be advantageous in the sense that every teacher even in the remote area can be reached, but disadvantage of not being able to allow for interaction among the teachers for them to learn from one another. The correspondence method also has advantages and disadvantages. However, it has been used alone as a means of instruction in a Chileans in-service project, (projector deperfeccionamiento en Servicio PPPS) to reach teachers serving in remote areas. Its objectives amongst other things are to reach every teacher in the country and it must not take away from his pupils during the courses (Baez, 1976). Nevertheless, a combination of methods of instruction may be the best approach since it makes up for the shortcomings of the individuals methods. Jo Dorsey (1989) stated that the school of Home Economics at the University of British Columbia has used a number of instructional methods and found the combination of them very useful, since it made it possible to meet a variety of objectives in addition to participants being involved in an intensive experience. One effective type of workshop they organized was of three-week duration. Ramsey (1980) expressed the belief that is more effective to group people with different characteristics and backgrounds so that there is a much greater knowledge pool in the group.

Content of In-Service Training Programme

Awuku (1986) suggests that the teacher must be knowledgeable about topics such as the culture of his society, school community relationship, teaching/learning/skills in addition to his area of specialization. Although some of these topics may have been taught during his initial training, he still needs to refresh his knowledge occasionally on these topics since knowledge is dynamic. This shows that for the teacher to be a professional, the teacher needs other forms of knowledge apart from the strictly academic knowledge. The teacher needs to work out or develop a relationship with the community and with other teachers. He also has to know how the subject being taught fits into the entire curriculum of the school. In this light, Kendall (1989) says it is a short coming of the initial and in-service courses when more emphasis is placed on academic skills at the expense of inter-personal education. Sharing the same viewpoint, Ramsey (1980), writing on in-service education of Teachers of integrated science, listed among other topics such as helping teachers to understand their students in terms of their interest, abilities and the way they develop concepts, helping teachers to understand how they influence others and to understand themselves, and helping teachers to know the relationship between science and the total school curriculum.

Effectiveness of in-service training in school

The important factor in conducting in-service training for teachers is the effectiveness of the programme. Many researchers stated that, an effective training programme should be

conducted in the school itself because the teachers will be involved in the planning and implementation of the training from the beginning to the end (Omar, 2014). There are few factors that contribute towards the effective of in-service training for teachers in school. The factors are:

Role of Administrator

In-service training must be proactive rather than reactive and its effectiveness depends on the extent to which it is personalized and based on positive constructs. In this aspect, in-service training in schools requires strong leadership. Teachers have the perception that evaluation that is done by administrator after attending the in-service training is very important and useful in motivating teachers. This is because the administrator was able to prepare specific data on certain aspect and help in overcoming classroom problems and at the same time give positive feedback on teacher's skill (Omar, 2014). School administrators face the challenging task of providing for the professional development of teachers in their schools. Teachers have the view that the role of principal are important in making sure the success and effectiveness of the training program. Therefore, even though principals do not run the program in their school, teachers still hope the assistance and full support from principals when they attend any training program (Omar, 2014).

Attitudes towards in-service training

The effectiveness of in-service training in school is also related to the attitude of teachers in school. Teachers should have a positive attitude towards in-service training organized by their school. Teacher's attitude towards teaching philosophy, in-service training and educational reform can influence their response towards training that is conducted. Since teachers in schools participate in the planning and delivery of in-service training, it's only natural that they would consider the programs to be worthwhile. Teachers must have a positive attitude and consider that continuous in-service training to be absolutely essential to their professional growth and the improvement of teaching (Blanchard & Thacker, 1999).

Needs analysis for in-service training

Training needs analysis is important to determine the objective and the content of training and to identify the teachers really need training for their professional development and to improve their knowledge in many aspects of teaching and learning which will give benefit to the students. The primary purpose of in-service training is to increase the knowledge and skills of employees and thereby increase the potential of the school to attain its goals and objectives. The process of assessing employee needs is essentially the process of determining the discrepancy between the existing and the needed competencies of the staff (Rebore, 2004). According to Omar (2014), an effective in-service training must be able to identify systematically the needs of employees because it's the base to develop the objectives and the activities for training program. In identifying the training needs, many aspects have to be taken into consideration. It's important to understand that training need analysis is a process to identify employees that need training and what kind of training they need. The training needs can be identified by evaluating the school district's output variables such as performance levels and growth levels of employees and collecting direct feedback from school district employees regarding what they feel about the organization's development needs.

Strategies of in-service training

In-service training shall be implemented according to a thorough, comprehensive and well organized plan that includes goals, objectives, strategies, activities, materials, assessment plan and program evaluation procedures that are well defined and coordinated with each other. In making sure that the process of channeling knowledge becomes reality, the approaches used in presenting in-service training should be appropriate with the needs of the participants. Through the process of andragogy, an adult can obtain knowledge more effectively. This is based on theory that adults have higher level of self-development effort and learning through experience (Omar, 2014). Kurikulum (1992) observes that each method and approach used in in-service training in schools have its strong and weak points. Therefore, to use the right methods or approaches should be suitable to the objectives, contents, ability of the participants and facilities available in the training program. Minan (1995) explained that the contents that are delivered should be suitable and be able to increase and develop the level skills, knowledge and positive attitudes of teachers. The suitable course content will only developed through observation, listening and feedback from potential participants by the facilitator or coaches.

There has been considerable interest in the effectiveness of in-service education of teachers (INSET) as a means of improving teaching and student outcomes. This is evident in previous research on in-service education (Fullan 1993; Sprinthall, Reiman & Theis-Sprinthall, 1996). Despite the extent of this research there are still complaints that much in-service training is ineffective (Dalin, 1993; Robertson, 1992). Ingvarson, (1988) found those who fund or attend ineffective in-service training programs begrudge the wasted effort and resources. Questions are being raised about the effectiveness of all forms of professional development in education. And with these demands have come increased demands for demonstrable results. Legislators, policy makers, funding agencies, and the general public all want to know if professional development programs make a difference (Sprinthall, Reiman & Theis-Sprinthall, 1996).

According to Hacer (2012), the effectiveness of in-service training is also very much depends on the materials and resources used and whether new materials are created during the course. A crucial important aspect in conducting in-service training is what kind of materials and media is suitable and effective in delivering the course content. The choice of equipment and materials must be suitable with the contents and training objectives that will be presented. The materials and equipments must be evaluated from time to time to make sure its effectiveness and suitability.

Many of the successful INSET initiatives in Ghana (Junaid and Maka, 2015) illustrate problems associated with replication and sustainability of the programmes, due largely to financial constraints. What is most disturbing is the apparent lack of, or inadequate budgetary provision and absence of elaborate policies and structures for effective management of in-service training for teachers. Junaid and Maka (2015) report indicated that in Ghana, cost of the available INSET programmes are often donor-driven, initiated and funded by donor agencies, usually on a small scale and involving few regions or sections of the country. In Ghana, for example, the Japanese International Cooperation Agency (JICA) has provided both technical and financial support for the in-service training of Mathematics and Science Teachers of basic education schools with emphasis on child-centered approaches with a great deal of successes.

According to Junaid and Maka's (2015) report, attempts to decentralize the implementation of INSET in Ghana have proved ineffective due to weak governance structures and lack of

clearly defined roles and responsibilities at the district and zonal levels. This point to the need for regulatory frameworks that define authority, funding, roles and responsibilities for providing and managing INSET at the various levels. Decentralized units must have authority and funding to ensure effective delivery of quality training.

Theoretical framework

This study was hinged on the theory of human resource management as espoused by DeCenzo, Robbins and Owens (1982). The central postulate of this theory is that proper management of staff invariably translates into enhanced productivity or effectiveness on their part. The key concepts housed by this theory are: acquisition; development; motivation and maintenance of staff. As an equation, it comes out thus: vice training and other relevant experiences. Staff development however, involves well-planned activities intended to enhance teachers' productivity through the job training programmes. Staff development activities are also well-documented motivators. Besides, well developed workers (teachers included) are easier to maintain for the overall success of an organization. Put otherwise, it does not suffice to acquire, deploy and assign tasks to new staff. Rather, it is imperative that they are constantly developed among other management practices, to increase their effectiveness as they face the reality and expectation of the teaching profession. Expected therefore, is proper management of staff development programmes by head teachers and other concerned education managers with a view to enhancing teachers' effectiveness. Given the thrust of this theory, the researcher posits that well developed teachers are better prepared to cope with current and emerging instructional challenges compared to their less developed colleagues. Choy and Chen (1998) indicate that 85% of teachers who participated in professional development programmes said it made them change their teaching practices while 62% said the programme motivated them to seek further information and training. Parsad, Lewis and Farris (2008) find that 89% of teachers who participated in professional development programmes in various areas said it improved their teaching. Udofia and Ikpe (2012) also found that in-service training significantly influenced teacher's attitude to work in the areas of co-curricular activities, record keeping and teaching.

METHODOLOGY

Research Design

The study was designed to investigate the perception of teachers about the effectiveness of in-service training on teachers' classroom practices in Basic Schools in Akatsi District. The study was thus structured basically with the frame work of descriptive survey. This type of research would assist to describe the characteristics that exist in the population, but not to determine the cause-and- effect relationship. The justification for the use of the design was that it would provide detailed description of teachers' perception about the effectiveness of in-service education and training on their classroom practices in the basic schools at Akatsi districts of Ghana.

Population and Sampling

The target population for the study consisted of 736 basic school teachers from 116 schools in the Akatsi District. These schools were grouped into 5 strata as Akatsi Circuits A and B, Avenorfeme circuit, Wute circuit and Ave circuit. The teachers in each stratum were purposively selected using disproportionate allocation to form the sample. In all, 60 teachers

(35 males and 25 females) who had at least participated twice a year in in-service education and training and were teaching in the district for at least five years were selected to form the sample for the study. Twenty head-teachers (four each from a stratum) were also randomly selected and interviewed.

Instruments

The two instruments used for the study were the closed ended type of questionnaire and an interview schedule. The questionnaire for the teachers consisted 36 items.

Data Collection Procedure

Permission was sought from the Director of Education, Akatsi District having explained to him the purpose of the study. He granted us clearance to carry out the study by introducing us to all the head-teachers under his jurisdiction seeking for their support and full cooperation. We visited all the 116 schools stratum by stratum and explained the purpose of the study to the head-teachers and the teachers and assured them about the confidentiality of the information they would provide and also about the criteria for the sample selection. In all, 60 questionnaires were distributed and collected for analysis. Twenty head-teachers were also randomly selected and interviewed.

Data Analysis

Data was analyzed using frequencies, percentages and means.

RESULTS

Research Question 1: How do teachers in Akatsi district perceive the frequency of in-service education and training programmes which are organized for them?

Results of teachers' perception about the frequency of in-service education and training programmes organized for them are presented in table 1.

Table 1: Frequency of INSET attended during the past five years

Number of Respondents	Attendance of INSET	Percentages (%)	Remarks
24	27	45	Adequate
16	20	26.6	Adequate
10	10	16.6	Inadequate
6	7	11.7	Inadequate
4	4	6.6	Inadequate

Source: Field Work – May, 2018

Table 1 indicated that 40 teachers (66.7%) rated the frequency at which INSET programmes were organized for them as being adequate whiles 20 teachers representing 33.3% were of the view that the rate at which INSET were organized for them was inadequate a phenomena that they attributed to unfair selection processes.

Research Question 2: Do teachers in Akatsi district perceive in-service education and training, as being effective?

Research question 2 sought to find out teachers' view about the effectiveness of INSETs that was organized for them in the Akatsi District within the past five years.

Responding to question 2 which sought to find out whether in-service training has been effective in helping to supplement and complement the teachers' initial training, 90% indicated that it was very effective whilst 10% indicated that it was effective. A mean score of 3.92 on a four-point scale (1 = very ineffective, 2 = ineffective, 3 = effective, 4 = very effective) indicated that the teachers saw in-service training as being very effective in supplementing and complementing the initial training of teachers. A grand mean of 3.82 also revealed that the teachers perceived INSET programmes as very effective with regards to teaching and learning in the district.

Table 2: The rating of teachers on the effectiveness of in-service training on teaching and learning

Item Statement	Very effective	Effective	Ineffective	Very ineffective	Mean
Supplementing and complementing your initial training	55(90%)	5(10%)	0(0%)	0(0%)	3.92
Helping you to become acquainted with new topics	50(83%)	6(10%)	4(7%)	0(0%)	3.76
Helping to update attitudes, skills and knowledge in teaching various subject areas	57(95%)	3(5%)	0(0%)	0(0%)	3.95
Helping you to investigate current educational problems	40(66.7%)	15(25%)	5(8.3%)	0(0%)	3.58
Helping you to cope with challenges in educational reforms and curriculum innovations	53(88.3%)	7(11.7%)	0(0%)	0(0%)	3.88
Grand Mean					3.82

Source: Field Work – May, 2018

Research Question 3: How do head teachers perceive the achievement of teachers who participate in in-service education and training programmes with regard to their classroom practices in the Akatsi district?

Results of the interview with the head teachers are presented in table 3.

Table 3: Responses from the structured interview with head-teachers

Items	Respondents (in favour of)	Percentages (%)
It enables teachers to see and understand pupils' errors	6	30
It enhances teachers' knowledge on how to teach	6	30
It enables them to prepare effective lesson notes	10	50
It enables them to interpret the curriculum in their subject areas.	4	20
It enables them to select and use appropriate teaching and learning materials for their lessons for pupils to understand	4	20

Source: Field Work – May, 2018

Table 3 showed that only 6 out of 20 head-teachers (30%) were of the view that INSET programmes helped their teachers to identify and understand pupils' errors in the classroom as well as enhancing their knowledge on how to teach. With regard to effective lesson note preparation, exactly 50% of the head-teachers admitted that INSET programmes assisted their teachers to prepare very good lesson notes. Furthermore, only 4 out of the 20 head-teachers interviewed (20%) were of the view that the INSET programmes organized for their teachers enabled them to interpret the curriculum in their respective subject areas in addition to helping them to select and use appropriate TLMs during their classroom presentations. All in all, the interview results of the head-teachers sharply contradicted the claim by the teachers that INSET programmes were very effective with regards to teaching and learning in the district. Most of the head-teachers were of the view that teachers who attend in-service training did not perform effectively in their work with regard to understanding pupils' errors, enhancing teachers' knowledge, preparing effective lesson notes, selection and use of appropriate TLMs and interpreting the curriculum concerning teaching and learning in the district. On the average, only 30% of the head-teachers affirmed the claim made by the teachers that INSET programmes were very effective with regards to teaching and learning in the district.

DISCUSSION

The results in table1 indicated that majority of the teachers rated the frequency at which INSET programmes were organized for them as being adequate. This finding contradicted the study conducted by Faraj and Tarvin (1989) who observed that in-service training programmes are not given the necessary attention in Ghana, and are only designed to meet emergency needs. The results in table 2 also indicated that the teachers viewed in-service training as being very effective in supplementing and complementing the initial training of teachers. This finding gave credence to Choy and Chen (1998) who indicated in their study that 85% of teachers who

participated in professional development programmes said it made them change their teaching practices while 62% said the programme motivated them to seek further information and training. Again, the finding was also in line with that of Parsad, Lewis and Farris (2008) who found that 89% of teachers who participated in professional development programmes in various areas said it improved their teaching. In addition, our finding supported the study of Udofia and Ikpe (2012) who found that in-service training significantly influenced teacher's attitude to work in the areas of teaching, co-curricular activities, and record keeping. The finding also gave credence to the study conducted by Kazmi, Pervez and Mumtaz (2011) who revealed that in-service training for teachers enables the teachers to be more systematic and logical in their teaching style. However, the finding sharply deviated from the study of Junaid and Maka (2015) who found that the provision of in-service teacher education in Ghana is often variable and anecdotal, resulting in a growing concern about the effectiveness of existing professional development schemes in meeting the training needs of teachers. The results in table 3 showed that 70% of the head-teachers were of the view that teachers who attend in-service training did not perform effectively in their work with regard to understanding pupils' errors, enhancing teachers' knowledge, preparing effective lesson notes, selection and use of appropriate TLMs and interpreting the curriculum concerning teaching and learning in the district. They debunk the assertion made by the teachers that INSET programmes were very effective in their work with regard to understanding pupils' errors, enhancing teachers' knowledge, preparing effective lesson notes, selection and use of appropriate TLMs and interpreting the curriculum concerning teaching and learning in the district. This finding on the other hand confirmed the study of Junaid and Maka (2015) who revealed that the provision of in-service teacher education in Ghana is often variable and anecdotal, resulting in a growing concern about the effectiveness of existing professional development schemes in meeting the training needs of teachers. The finding was also at variance with that of Ekpoh, Oswald and Victoria (2013) who reported in their study that teachers who attend in-service training perform effectively in their work concerning knowledge of the subject, classroom management, teaching method and evaluation of students.

CONCLUSIONS

The findings of the study necessitated the following conclusions.

1. The teachers in the Akatsi district have been attending in-service education and training programmes on a regular basis. This implies that teachers in the district are constantly being refreshed, to up-date their knowledge and skills.
2. Teachers have indicated that INSET programmes are beneficial to their professional development.
3. Head-teachers were of the view that teachers who attended INSET programmes were largely unable to put the knowledge and skills acquired into effective practice in the classroom.

Recommendations

Based on the findings and conclusions, the following recommendations were made.

1. As part of its professional development drive, in-service training organizers of the Ghana Education Service (GES), that is the Inspectorate Division, the District Teacher Support Team (D.T.S.T) and the Headmasters Association should co-operatively plan and find out the inadequacies of the teachers and plan in-service training content to meet those deficiencies. As Antwi (1986) puts it, teacher training at the Universities and Colleges is becoming more academic in nature. Thus, the professional skill development aspect of the teacher is not well emphasized.
2. The Ministry of Education in collaboration with the Ghana Education service should set up teachers' resource centres to help teachers to learn by themselves and to also learn from one another. These teachers' resource centres can serve as in-service training centres where teachers could meet to discuss problems, learn new ideas and methods and even prepare teaching/learning resources. (TLR)
3. Schools-based in-service training by qualified resource persons should be encouraged and promoted by heads of schools. This will enable the heads to supervise and monitor the progress levels of their teachers at any point in time.

Implications for Research

The study sought to encourage the in-service unit of the Ghana Education Service to often organize adequate School Based and Cluster Based INSET to address the needs of the teachers to be able to handle the various subject areas in the basic school in Ghana. The study aimed at informing the in-service unit of the Ghana Education Service to effectively organize INSET with appropriate materials and resources in order to equip teacher with the relevant content knowledge and pedagogical content knowledge to understand pupils' conceptions and misconception and as well as acquire sufficient knowledge and skills to assist them prepare effective lesson notes, select and use appropriate TLMs in teaching and learning. The study is also aimed at encouraging the stakeholders of education in Ghana to see the need to give in-service training opportunities to teachers in Ghana to equip them with special skills and knowledge to interpret the curriculum concerning teaching and learning.

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