UNIVERSITY OF EDUCATION, WINNEBA

INVESTIGATION INTO THE ORGANIZATION OF INSET FOR BASIC SCHOOL

TEACHERS IN THE OFFINSO SOUTH MUNICIPALITY OF THE ASHANTI

REGION

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**Master of Philosophy (Educational Leadership) degree**

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DECLARATION

STUDENT'S DECLARATION

I, EVELYN ESI SEKYI APPIAH, declare that this thesis, with the exception of quotations and references contained in published work 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 …………………………………….

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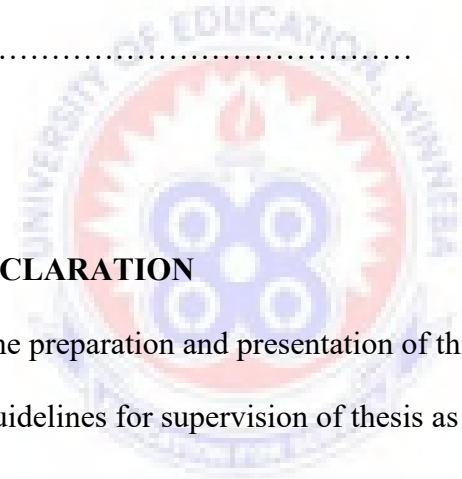
SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: DR. STEPHEN BAAFI-FRIMPONG

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DATE ………………………………………

ACKNOWLEDGEMENTS

DEDICATION

To my lovely husband, Kofi Effah Sekyi-Appiah.

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ABSTRACT

The purpose of the study was to investigate the organization of in-service education and training (INSET) in basic schools in the Offinso South Municipality of the Ashanti Region of Ghana. Specifically, the objectives of the study were to: ascertain the prevailing in-service education and training in the Municipality; find out the impact of in-service education and training on teachers' performance; determine the assessment processes after the organization of INSET; and to establish the factors that militate against effective organization of INSET for teachers in basic schools in the Municipality. Descriptive survey design was adopted for the study. The target population for the study consisted of the 1,024 teachers in all the basic schools in the Offinso South Municipality. The accessible population for the study was all the 202 teachers in 10 selected basic schools in the Offinso South Municipality. Simple random sampling was used to select 134 teachers for the study. Closed-ended questionnaire was the data collection instrument. The study found that in service training in Mathematics, French among others were organized for teachers; INSET helped to improve teacher retention and performance and also improved teachers' teaching methodology to improve performance; INSET programmes were evaluated after their organization and that INSET was not geared towards teachers' specific needs as needs assessment were not conducted. Based on the findings and conclusions it was recommended that school heads should strengthen the organization of INSET by organizing it at regular intervals. The Ghana Education Service should liaise with the government to allocate enough funds to school heads to organize effective INSET for teachers.

CHAPTER ONE

INTRODUCTION

This chapter discusses the background to the study, the statement of the problem, the research objectives and research questions, significance of the study, limitations of the study, delimitation of the study and organization of the study.

1.1 Background to the Study

Managers in various organizations need to pay special attention to all the core functions of human resource management as this plays an important role in different organizational, social and economic related areas among others that are influential to the attainment of organizational goals and thus, organizational success.

Evans (2001) posits that organizations are facing increased competition due to globalization, changes in technology, political and economic environments and therefore prompting these organizations to train their employees as one of the ways to prepare them to adjust to the increased competition to enhance their performance. It is therefore every organization's responsibility to enhance the job performance of the employees and in the context of this study, teachers as employees of the Ghana Education Service.

The adage that, no educational system can rise above the quality of its teachers' is a clear demonstration of the key role teachers and teacher education programmes play in the development of every nation. Every educational process must have qualified teachers as a portion of the ingredients essential for the goals of the process to be measured and achieved for that matter. Consequently, the teachers responsible for the

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process must equally be accorded a very high priority. Therefore teachers should be encouraged to participate in an extensive 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 (Badu, Osei, Saah, Essel, Owusu-Boateng, Mensah, Aggrey-Smith, & Mensah, 2011). The authors added that Continuing Professional Development (CPD), otherwise known as, In-Service Education and Training (INSET) will assist all teachers and employees to be abreast of changes in their own countries and in other parts of the world.

An organization is a social entity formed by a group of people. Robbins and Judge (2011) define an organization as a consciously coordinated social unit, composed of two or more people that functions on a relatively continuous basis to achieve a common goal or set of goals. To remain relevant and responsive, organizations need 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 – training and development, career development, and organizational development (Desimone & Harris, 2002). Human Resource Development (HRD) implies developing the human capital to be able to manipulate and combine well with other factors for the achievement and improvement of a total organizational development which include developing the organization as a unit and the working force that make up the organization (Robbins & Judge, 2011).

Ghana Education Service (G.E.S) is the only governmental agency basically in charge of the initial HRD in the country. In order to sustain its primary function, it behooves on Metropolitan, Municipal and District Education Directorates to equip their

human resources with the right knowledge, skills, training and attitudes. All employees should have the knowledge, training and expertise required to effectively carry out their job responsibilities. Training is an on-going activity designed to increase the level of competence and expertise of staff. It is also an effective means of helping staff to gain a greater sense of ownership and responsibility on the job. Training and performance are components of human resource development in organizations. It is important for organizations to assist their workforce in obtaining the necessary skills needed and, to have increase commitment. The management of human resources in Africa in general and Ghana in particular is rather challenging as most organizations have difficulties finding proper human resources. This may partly be as a result of the different kinds of problems, for example, political instability, corruption, bureaucracy, poor infrastructure, low levels of education and purchasing power, diseases and famine known to prevail in the African business context (Robbins & Judge, 2011).

Human Resource is the most valuable asset in every organization. Today, upgrading the knowledge and skills of workers, equipping workers with the latest and specific skills, improving productivity and value-added operations, preventing workers skills from becoming obsolete and enhancing the training culture among the workers, are the most important goals of the companies in Ghana as well as other developing countries. One of the duties of employers under the Labour Act, 2008 (Act 651) part three sub section nine, is that, an employer is under obligation to develop human resources by way of training and retraining of workers. The Ministry of Education and for that matter, the Ghana Education Service (G.E.S) as an institution consequently owes its members (human resource) an on-going in-service education and training. This is to

ensure that teachers in particular, can consistently update and upgrade their knowledge, skills and competencies.

All over the world, irrespective of the level a teacher teaches, 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. Cole (2004) has indicated that some institutions have traditions they are reluctant to do away with. Under this condition, teachers who graduate from such institutions have difficulties to adhere to current situations, hence the need for further training, in the form of in-service to continue to expand their professional capacity.

Even though in Ghana, teachers are periodically given in-service education and training to equip them with the professional skills and competencies they need to function effectively and efficiently in the classroom, it appears such training programmes are not achieving the desired results as some Ghanaians still complain about falling standards of education at the basic level, particularly in the study area. Such falling standards of education could be attributed to a variety of factors including teachers' incompetence. One may wonder why teachers are not living up to expectation in spite of the in-service education and training they are receiving. This underscores the need to study the organization of INSET in basic schools in the Offinso South Municipality of the Ashanti Region of Ghana by looking at the nature of in-service training organized, the impact of

such training on teachers' classroom performance and the challenges facing the organization of INSET in the municipality.

1.2 Statement of the Problem

INSET for employees in organizations are essential for the attainment of organizational goals. Research has shown that many factors affect satisfaction of employees either positively or negatively. One of the factors that contribute positively to satisfy and enhance the performance of employees is the provision of INSET. Education is often understood as a means of overcoming handicaps, achieving greater equality, and acquiring wealth and status for all (Cole, 2004).

The provision of INSET is to enable all staff in schools or institutions, individually and with others to 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).

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. Therefore, educators who do not experience effective professional development do not improve their skills, and student learning suffers (Hayes, 2010).

The time spent in training activities has sometimes been wasted when such programmes were not applicable to the classroom needs. Many in-service programmes also continue to use pre-service techniques on teachers who require quite different methods to broaden their knowledge and skills (Morant, 1981).

Greenland (as cited in Adentwi, 2000) noted that not much research work has been done in Africa on in-service training for teachers. He also pointed out that some research results suggest in-service training for basic school teachers is at an unfinished state and that further investigation of such topics as INSET cost and measures of in-service effectiveness are urgently needed. It seems the educational system in Ghana in general and basic schools of the Offinso South Municipality, specifically, have been distressingly unsuccessful in addressing the issue of INSET which is paramount in improving education. It is worthy of note that while much is known about the economics of training in the developed world, studies of issues associated with training in less-developed countries are rarely found. The existing studies in this relation (Kraak, 2005) have taken a general human resource management (HRM) focus creating a gap on issues such as the impact of INSET on teachers' (employees) performance.

This has been the motivation for the researcher to investigate the organization of INSET in the Offinso South Municipality of the Ashanti Region in terms of the nature (Kind) or how INSET is organized, the impact on teacher job performance and the challenges associated with the organization of INSET.

1.3 Purpose of the Study

The purpose of the study was to investigate the organization of INSET in the Offinso South Municipality of the Ashanti Region.

1.4 Objectives of the Study

Specifically, the study sought to:

1. ascertain the prevailing in-service education and training for basic school teachers in the Offinso South Municipality.

2. find out what teachers consider as the impact of in-service education and training on teachers' performance in basic schools in the Offinso South Municipality.

3. determine the evaluation processes after the organization of INSET for basic school teachers in the Offinso South Municipality.

4. establish the factors that militate against effective organization of INSET for teachers in basic schools in the Offinso South Municipality.

1.5 Research Questions

The study was guided by the following research questions:

1. What are the INSET programmes prevailing for teachers in basic schools in the Offinso South Municipality?

2. What do teachers in basic schools in the Offinso South Municipality perceived as the impact of INSET on their performance?

3. What are the evaluation processes after the organization of INSET for basic schools teachers in the Offinso South Municipality?

4. What are the factors that militate against effective organization of INSET for teachers in the Offinso South Municipality?

1.6 Significance of the Study

The outcome of the study would serve as a guide to what needs to be considered in organizing INSET programmes for teachers in basic schools in the Offinso South Municipality. Also the findings of the study would be used as reference to others who would want to research further on the impact of INSET on basic school teachers' performance.

The findings of the study would also provide the educational authorities with valuable information that will enhance the organization of INSET programmes for teachers in the study area and possibly, elsewhere. The findings of the study would further help unearth the problems of INSET in the educational sector for improvement to enhance the performance of teachers particularly those in the Offinso South Municipality.

1.7 Delimitation of the Study

The study was delimited to Basic Schools in the Offinso South Municipality of Ashanti Region. The research specifically looked at the kind of INSET that prevailed, the perceived impact of INSET on teachers' performance as well as the challenges facing the organization of INSET in Basic School in the Offinso South Municipality of Ashanti Region.

1.8 Limitations of the Study

The study employed the descriptive survey design involving the use of questionnaire as the data collection instrument, and some challenges associated with the

use of questionnaire cannot be ruled out. First, despite the numerous advantages of questionnaire, dishonesty can be an issue. Thus, the respondents may not be 100 percent truthful with their answers. This can happen for a variety of reasons, including social desirability bias and attempting to protect people's privacy and integrity.

Also, with the use of questionnaire it was not possible to probe further for detailed explanation. All these were likely to affect the validity of the findings or conclusions. These limitations notwithstanding, the researcher was able to gather the necessary data for the study

1.9 Organization of the Study

The study was structured into five chapters. Chapter One dealt with the general introduction which consists of Background to the study, Statement of the problem, Purpose of the study, Research questions, Significance of the study, Delimitation, Limitations and Organization of the study.

Chapter Two dealt with literature review related to provision of INSET for teachers in school. Chapter Three presented the methodology which included the research design, population of the study, sample and sampling techniques, data collection instrument, data collection procedure, data analysis and ethical consideration. Chapter Four dealt with the presentation and analysis of results, as well as discussion of the findings. Chapter Five comprised the summary of the study, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

The purpose of the study was to investigate the organization of INSET in basic schools in the Offinso South Municipality of the Ashanti Region of Ghana. The 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, impact of Training or INSET on Teachers' job Performance, INSET of teachers and the agencies/bodies that organize INSET and factors militating against effective organization of INSET among others.

2.1 Human Resource Management

Human Resource Management (HRM) involves the management of the human resources needed by an organization and also being certain that human resource is acquired and maintained for purposes of promoting the organization's vision, strategy and objectives. In other words, HRM focuses on securing, maintaining, and utilizing an effective work force, which organizations require for both their short and long term survival in the market. In order for human resource management to achieve its organizational objectives, managers should perform a number of basic functions which represent what is often referred to as the management process. It is worth noting that in the existing management literature, HRM functions have been differently classified by different researchers despite the fact that they all serve the same purpose of making available effective human resources. The basic functions of HRM are human resource

planning, organizing, staffing, leading, and controlling. The core HRM functions are; staffing, training and development, performance appraisal, compensation and benefits, and finally union and employee relations and health and safety (Armstrong, 2006).

2.2.1 Staffing

Staffing involves hiring the required people, selection amongst the available pool the persons most suitable for the job in question, and sometimes retrenching or firing. When the people considered as fitting the required criteria are identified, HRM is required to arrange for and where needed conduct the interviews. Both selection and interviewing are performed in order to recruit the required personnel. One of the staffing objectives has been, to ensure that the right people are in place and retained (Desimone & Harris, 2002).

2.1.2 Training and Development

Training and Development falls under Human Resource Development (HRD) function which has been argued to be an important function of human resource management (Desimone & Harris, 2002). Amongst the activities of this function is the identification of the needs for Training and Development and selecting method and programmes suitable for these needs, planning how to implement them and finally evaluating their outcome results (Desimone & Harris, 2002). With the help of the performance appraisal reports and findings, the organization can identify development needs. However, individuals themselves can help to indicate the areas requiring improvement as a result of the issues raised in the performance appraisal process and their career path needs.

Training and Development have been defined in several ways by different authors. The main idea that each one of the authors has highlighted in their definitions is the workforce capability enhancement. Nadler and Wiggs (1986) identified Training and Development as the components of the human resource development (HRD) model. The same authors have defined HRD to be a system or an assortment of such activities that enable organizations to add to the worth of their workforce by bringing behavioural reforms through training, development, and education within a specified time period. Thus, Training and Development helps in building and strengthening the work related attributes of the human resource (workers or employees) in any organization. In training, there is a specialist who delivers the understanding about the expertise required for enhancing the job proficiency, keeping in view both present and future job related skill requirements (Afful-Broni, (2004). Therefore, Training and Development is a more logical and organized way of improving the skills, knowledge, and attributes needed by workers to better fulfill their job tasks.

In training, the focus is the current use of work experiences, the goal is to gain skills for the present job, and participation is mandatory if initiated. Development is more self-directed and requires self-motivation to explore and find the ways for career and personal advancement.

Armstrong (2006) differentiated training from development by putting his concept into words that, development is meant to acquire new knowledge and skills that help one to progress in some future job requirements while training helps in gaining those competencies that enable the employees to better perform in their present jobs. In the same way, we find training to be confined only to enhancement of skills pertaining to

a particular job while development has its scope stretched across the growth and personal development of the employees (Desimone & Harris, (2002). Moreover, Campbell, McCloy, Oppler, and Sager (1993) have given their views that training improves the skill level of technical staff during a short period of time for a specific objective while development allows the managers to learn and grow during a long term learning period having wide-ranging objective. Hence, the two concept, Training and Development may be used as one but there is a distinction based on the basis of broadness of scope, focus of the efforts, and time span as mentioned above.

2.2 Definitions of Training

In order to get the importance and the need for training in organizations, it is very essential to find the meaning of training. Hamblin (1974) defined training as any activity which deliberately attempts to improve a person's skill in a job. It includes any type of experience designed to facilitate learning which will aid performance in a present or future job.

Greenland (1983) also defined training as a process which aims at improving knowledge, skills, attitudes and behaviours in people to accomplish certain jobs, tasks or goals. Greenland sees training to include development. He states that training courses and programmes are designed to increase knowledge, improve skills, and change attitudes (Greenland, 1983). As can be seen, training is the 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. According to Cole (2004), training is any learning activity

which is directed towards the acquisition of specific knowledge and skill for the purpose of an occupation or task. 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. 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 Wiggs (1986) again defined training under the name of human resource development (HRD), which they refer to as the organized learning experiences provided by employers within a specified period of time to improve performance and/or promote personal growth. The authors 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.

According to Laird (1985) training is an experience, a discipline, or a regimen which causes people to acquire new, predetermined behaviors. That is, the activities designed to improve human performance on the job. He also states that when there is a need for "new" behaviors, there is always a need for training. What is important in training is that there should be some kind of planning of a programme with the intention

to change behaviors, attitudes and skills of individuals, which will in turn, prove to be beneficial for the organization in which these individuals work.

2.3 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' (Hayes, 2010). Hayes further stated 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. Hayes 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 (Hayes, 2010).

The development of teachers can be achieved in many ways as the literature has so far revealed. 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.

2.4 In-Service Education and Training – INSET

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 through reflective practices as well as systematic engagement in continuous professional development (CPD). To equip teachers with the 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.

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 (1969) indicated 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 skill. Preparation for a degree, diploma or other qualification subsequent to initial training is included within this definition. Cane wrote about teachers' in-service training rather than their education. Cane further indicated that there is little doubt about the distinction between education and training, though the difference is not important. Training is concerned with the acquisition of skills and

techniques using standardised 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 as one aspect. He 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 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. INSET includes all those courses and activities in which a serving teacher may participate for the purpose of extending his professional knowledge, interest or skill. INSET may also include the preparation for a degree, diploma, or other qualifications after to initial training (Adentwi & Baafi-Frimpong, 2010).

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 and by attending courses and conferences on education.

According to Jarvis (1990), in-service education is continuing education given to employees during the cause 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.

A definition by United Nations Education, Scientific and Cultural Organization (UNESCO) (1975) states that in-service training is 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 (as cited in Adentwi, 2000), indicates that in-service training programmes for teachers in English speaking African countries are of four main types: In-service training programmes for unqualified teachers as observed in countries like Nigeria, Zimbabwe, Sierra Leone and Liberia; In-service training programme for upgrading. This is designed to move pupil-teachers who have been given some form of training to higher grades; In-service training for new roles. It is intended for already qualified teachers to be retrained 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 the core meaning of education as a means through which the individual gains access to a status required for effective and healthy living, on the other

hand, 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 profession. In-service training is offered by an organization from time to time for the development of skills and knowledge of the incumbents (Nadler, 1989). In-service training is a process of staff development for the purpose of improving the performance of an incumbent holding a position with assigned job responsibility. It promotes the professional growth of the employee. Malone and Lepper (1987) views in-service training as a programmeme designed to strengthen the competencies of employees while they are on the job. It is a problem centred, learner-oriented, and time bound series of activities which provide the opportunity to develop a sense of purpose, broaden perception of employees and increase capacity to gain knowledge and mastery of techniques needed to perform efficiently.

Nadler (1989) broadly categorize in-service training into four different types: (1) Induction or orientation training, (2) On-the-job training, (3) Refresher training, and (4) Career development training. All these types of training are needed and necessary for the proper development of personnel throughout their service life.

Nadler (1989) pointed out that in-service training is designed and delivered by the organization from time to time for the development of specific skills and competencies of personnel already on the job. This is to enable them carry out their assigned tasks or roles in a proficient manner to enhance the capabilities and equally improve productivity of the organization.

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According to Nadler (1989) in-service training may broadly be categorised into five different types: (1) induction or orientation training, (2) foundation training, (3) on-the-job training, (4) refresher or maintenance training, and (5) career development training. All of these types of training are needed for the proper development of extension staff throughout their service life.

Induction or Orientation Training: Induction training is given immediately after employment to introduce the new extension staff members to their positions. It begins on the first day the new employee is on the job (Rogers & Olmsted, 1957). The authors explain that this type of in-service training is aimed at acquainting the new employee with the organization and its personnel. Induction training for all new personnel should develop an attitude of personal dedication to the service of people and the organization. This kind of training supplements whatever pre-service training the new personnel might have had (Nadler, 1989). Concerning the characteristics of a new employee, Buelens and Van den (2007) said that when people start to work in an organization for the first time, they are eager to know what sort of outfit they are getting into, what they are supposed to do, and whom they will work with. The authors added that they are likely to be more attentive and open-minded than experienced employees. In fact, the most favourable time for gaining employees' attention and for moulding good habits among them is when they are new to the job.

Foundation Training: Foundation training is an in service training which is also appropriate for newly recruited personnel. Besides technical competence and routine instruction about the organization, every staff member needs some professional knowledge about various rules and regulations of the government, financial transactions,

administrative capability, communication skills, leadership ability, coordination and cooperation among institutions and their linkage mechanism, report writing, and so on (Nadler, 1989). Nadler further stated that foundation training is made available to employees to strengthen the foundation of their service career. This training is usually provided at an early stage of service life.

On-the-Job Training: This is on ad hoc or regularly scheduled training, such as fortnightly training under the training and visit (T&V) system of extension, and is provided by the superior officer or the subject-matter specialists to the subordinate field staff. This training is generally, problem or technology oriented and may include formal presentations, informal discussions, and opportunities to try out new skills and knowledge in the field. The superior officer, administrator, or subject-matter specialist of each extension department must play a role in providing on-the-job training to the staff while conducting day-to-day normal activities.

Career or Development Training: This type of in-service training is designed to upgrade the knowledge, skills, and ability of employees to help them assume greater responsibility in higher positions. The training is arranged departmentally for successful extension workers, at all levels, for their own continuing education and professional development. Malone and Lepper (1987) opined that extension services that provide the opportunity for all staff to prepare a plan for career training will receive the benefits of having longer tenure and more satisfied employees, which increases both the effectiveness and efficiency of an extension service. According to Malone and Lepper (1987) posited that career development is the act of acquiring information and resources that enables one to plan a programme of lifelong learning related to his or her work-life.

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Although extension workers are responsible for designing their own career development education, the extension organization sometimes sets some criteria and provides opportunities for the staff by offering options.

Refresher Training: Refresher training is offered to update and maintain the specialized subject-matter knowledge of the incumbents. Refresher training keeps the specialists, administrators, subject-matter officers, extension supervisors, and frontline workers updated and enables them to add to the knowledge and skills they have already. Maintenance or refresher training usually deals with new information and new methods, as well as review of older materials. This type of training is needed both to keep employees at the peak of their possible production and to prevent them from getting into a rut (Buelens & Van den, 2007).

The implementation of formal training and development programmes offers several potential advantages to quality job performance of employees in organizations. There are so many benefits associated with training. Cole (2004) summarizes these benefits as below:

1. High morale – employees who receive training have an increased confidence and motivations;

2. Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;

3. Lower turnover – training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism is avoided;

4. Change management – training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;

5. Provide recognition, enhanced responsibility and the possibility of increased pay and promotion;

6. Helps to improve the availability and quality of staff.

2.4   INSET and Teachers' Professional Needs

The greater part of employees in various organizations needs 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. Experienced employees can change from average to expert workers with additional training either within or without the organization. Training allows them 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.

Nadler (1989) indicated that, 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:

Induction Needs: 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 need 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 organize courses in or out of school;

Extension Needs: According to Nadler (1989), the teacher may need to widen his or her professional horizons. For example, a teacher in the middle of his 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;

Refreshment Needs: Majority of teachers from time to time needs to be refreshed. Teachers who after a period away from class need to update themselves on teaching a particular subject. 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 Nadler (1989) view, for teachers re-entering the profession after a break in service to re-familiarize themselves with the methodology of a subject or

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handling a particular age group, they need probably short and intensive periods of in-service education and training;

Conversion needs: Nadler (1989) indicated 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 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 may experience what can be described as 'vertical conversion needs'.

Nadler (1989) 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. (Oduro, 2009). Oduro categorised preparation into two stages: pre-employment preparation which encompasses 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. Oduro (2009)

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stated further that within both the pre- and post-employment categories there are directed and self-directed forms of preparation and formal and informal aspects of elements of education, training, development and mentoring.

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 been 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.

Rebore (1982) stated that 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 aims at supporting staff in the work they do. Conco (2004) suggest 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 teachers' working lives and should be taught from the moment they take up employment, as a team as well as an individual endeavour.

Swanepoel and Erasmus (2000) explain that staff development should result in the following: Improve the standard of performance of employees, once their training needs

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have been identified; prepare them for future positions; and help the individual to make better decisions and increase job satisfaction. Given 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 head teachers. However, in most cases, only those in urban and semi-urban schools get access to such courses (Oduro, 2009). Rebore (1982) stated that as an organization, a school needs a well-qualified administrator, teachers and other personnel to accomplish its mission. As job requirement within a school become more complex, the importance of staff development or continues 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 a skilled and knowledgeable staff.

Rebore (1982) further argues that the last decade has seen a myriad of research on staff development, and as a consequence of these researches, 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.

According to Rebore (1982), the national Education Association Division 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 goal and objectives of the school. Teachers who engage in personalized activities usually improve their teaching skills.

According to Rachel (2004), the goal of in-service and staff development, historically, has always been to improve weak areas of practice. In recent times there has been, 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 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 programme designed to help teachers construct metric system materials for classroom use

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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. Rebore 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.

In summary, Rebore (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 states 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 schools 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, utilising media in classroom, community participation in school concerns, and project CARE – Cooperative Action to Restore our Environment.

2.5 Purpose and Impact of INSET on Attitudes and Beliefs of Teachers

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 (Ramatlapana, 2009). 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. Shah (2007) indicated that teacher performance refers to observable behaviors, both verbal and non-verbal. This means that, performance is a teaching behavior of the teacher, which sometimes appear as a result or in the form of students' achievement. But the students' achievement is not considered as 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 involve in the students' achievement. Some of which includes classroom management 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, which 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 by The Ministry of Education (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 abreast of societal demands. 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; helps 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 realisation 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.

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 seem 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.

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 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) opines that 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.

According to Adentwi (2000), in-service education and training programmes are usually supplementary to the initial training that the teacher has received at college. 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 Nadler (1989), 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.

2.7 Bodies/Agencies that Provide INSET in Ghana

The current structure of the education in Ghana consist of two years pre-school education also known as (early childhood education) compulsory for children between the ages of 4 and 6 years ; six years of primary education or basic education for children between 6 and 12 years; three years of Junior High School education for those between 12 and 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 Colleges of education and other specialised institutions in nursing, agriculture, technical and vocational (Ministry of Education, 2002). The only government sector in Ghana responsible for the provision of education is the Ministry of Education which has the

overall responsibility to operate the same structure of education in all parts of the country of which the Offinso South Municipality is part. The major responsibility of the MoE is to formulate all national educational policies, making sure the education system is more of a unitary type. However, the Ministry of Education 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 Ministry of Education 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)

The Ministry of Education (2002) policies and strategic plan for education sector, indicated that, groups within the Ministry of Education 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 Plan Ghana among others are now involved in INSET. A variety of resource people, according to the Ministry of Education (2002) policies and strategic plans for education sector, will also enhance a staff development programme. 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 G.E.S 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 G.E.S. Refresher courses for all categories of serving and administrative personnel to update their knowledge in identifiable areas are also organized by G. E. S.

2.7.1   The Ghana National Association of Teachers (GNAT)

The GNAT also conducts INSET and courses to prepare teachers to pass promotion interviews and promotes book development workshops to train teachers in techniques for writing and producing text books. GNAT also organizes classes to enable teachers upgrade their academic credentials.

2.7.2   National courses

Ministry of Education (2002) policies and strategic plans for Education sector stated 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.

2.7.3 Regional and District Courses

In the Ministry of Education (2002) policies and strategic plan for Education sector, non-residential 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.

Subject area organizers also provide follow-up courses and visits as well as offer professional advice and help to classroom teachers. The staffs of the curricula and courses branch exercise 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. Other 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 and Institute of Educational Planning and Administration of the University of Cape Coast and teachers' centers. Most of the programmes run by these universities lead to the award of certificates, diplomas and masters in educational studies.

2.8 Factors Affecting Effective Organization of INSET for Teachers

Organizations provide training to those who are most likely to benefit from it, and 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 effective and efficient organization of INSET programmes.

Nadler (1989) indicates that the starting point for any in-service education and training is aimed at meeting the teacher's professional needs. In addition, because 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 (1989) observed 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 are 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 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.

Financing 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.

2.9 Impact of Training or INSET on Teachers job Performance

Organizational growth and development is affected by a number of factors. In line with the research under study, during the development of organizations, employee training plays a vital role in improving performance as well as increasing productivity. This in turn leads to placing organizations in the better position to face competition and stay at the top. This therefore implies an existence of a significant difference between the organizations that train their employees and organizations that do not.

Existing literature presents evidence of an existence of obvious impact of Training and Development otherwise known as INSET on employee performance. Some studies have proceeded by looking at performance in terms of employee job performance in particular while others have extended it to a general outlook of organizational performance (Swart, 1999). In one way or another, the two are related in

the sense that employee job performance is a function of organizational performance since employee job performance influences general organizational performance. Wright and Bonett (2007) opine that employee competencies change through effective training programmes. Training therefore not only improves the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills, and attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

Training or INSET has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee job performance through the development of employee knowledge, skills, ability, competencies and behaviour. Moreover, other studies, for example, one by Swart (1999) elaborate on training as a means of dealing with skill deficits and performance gaps as a way of improving employee performance.

According to Swart (1999), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the employees and enhancing employee job performance. The author further elaborates the concept by stating that training (INSET) facilitates organization to recognize that its workers are not performing well and thus their knowledge, skills and attitudes need to be molded according to the organization's needs. It is always so that employees possess a certain amount of knowledge related to different jobs. However, it is important to note that this is not enough and employees need to constantly adapt to new requirements of job performance. In other words, organizations need to have

continuous policies of training and retaining of employees and thus not to wait for occurrences of skill and performance gaps.

According to Wright and Bonett (2007), through training or INSET the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner. Further still, dissatisfaction complaints, absenteeism and turnover can be greatly reduced when employees are so well trained and can experience the direct satisfaction associated with the sense of achievement and knowledge that they are developing their inherent capabilities.

Most of the benefits derived from training are easily attained when training is planned. This means that the organization, trainers and trainees are prepared (Manu, 1993) Planned training is the deliberate intervention aimed at achieving the learning necessary for improved job performance.

Planned training (INSET) according to Manu consists of the following steps:

1. Identify and define training needs

2. Define the learning required in terms of what skills and knowledge have to be learnt and what attitudes need to be changed.

3. Define the objectives of the training

4. Plan training programmes to meet the needs and objectives by using right combination for training techniques and locations.

5. Decide who provides the training

6. Evaluate training.

7. Amend and extend training as necessary.

The processes of planned training for effective employee job performance is presented in

Figure 2.1
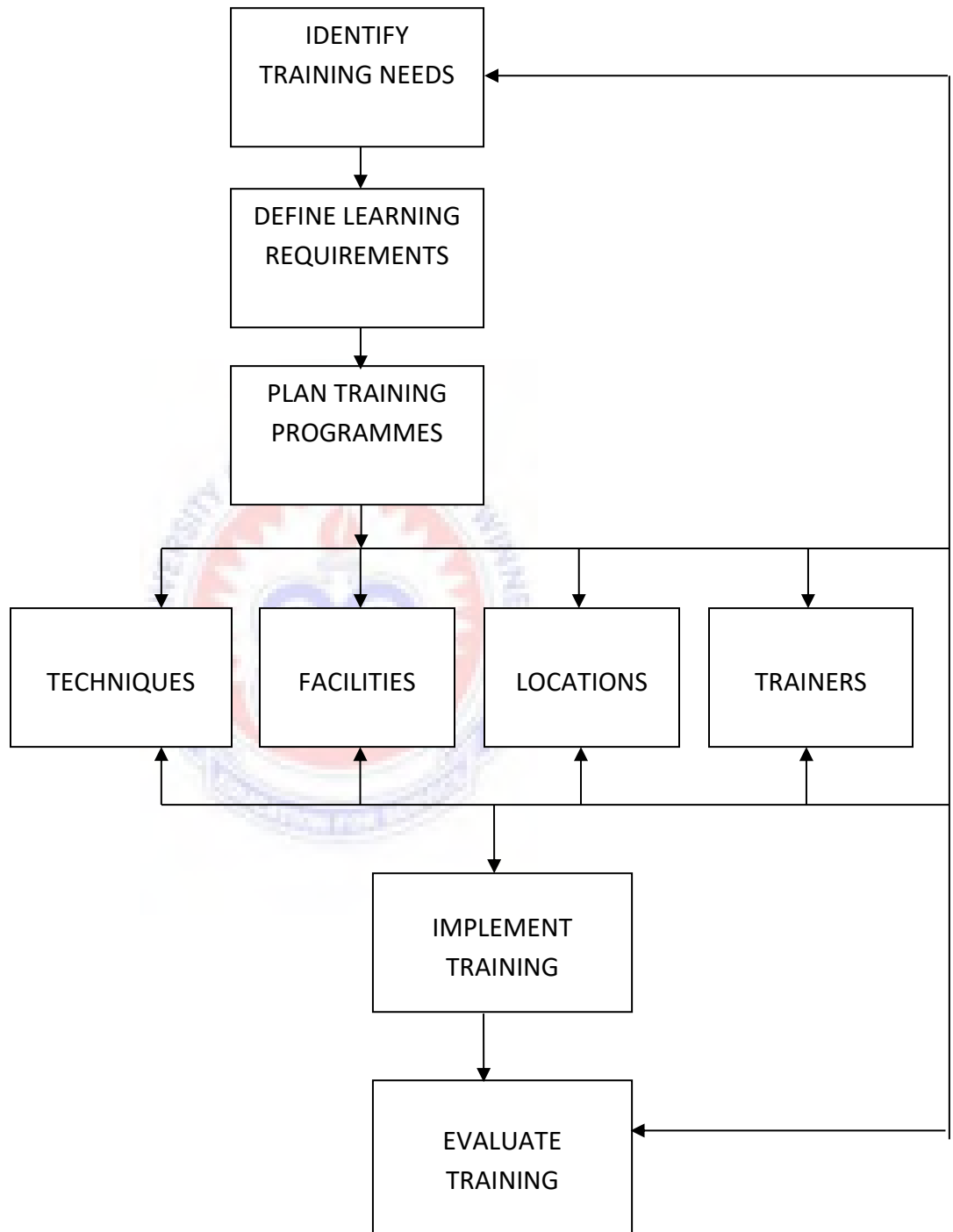
Fig 2.1: The process of planned training (Source: Armstrong Michael, 1995)

2.10 Strategies to make INSET programmes effective and relevant

Countries that have the aim of improving on its manpower and capacity building must see continuous Professional development of teachers (CPD) as essential. In this regard, INSET must and should be integrated into 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.

Ministry of Education (2002), states that INSET assumed increasing importance in the work of the MOE 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 Ministry of Education before the 1968-69 academic year.

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 coordinator to: Co-ordinate the work of the various groups within the Ministry of Education 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 and boldness. INSET is part of Continuous Professional Development (CPD). What then is CPD?

2.11 Continuous Professional Development (CPD)

2.11.1 The Concept of CPD

Professional development encompasses pre-service training; recruitment, selection and appointment and induction, and CPD is thus an important component of professional development. Literature in the field of educational leadership and management points out those terms such as CPD, training, INSET, in-service learning and staff development are used interchangeably. All these terms refer to both formal and informal activities planned and implemented to equip and improve the knowledge, skills, competences and attitude of professionals after taking up their positions.

Swanepoel and Erasmus (2000) define CPD 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. CPD encompasses all formal and informal learning that enables individuals to improve their own practice. CPD can be categorized into two kinds: those for practicing staff and those for newly-appointed. This classification supports the argument of Madden and Mitchell (1993) that the professional development needs of experienced staff are different from those at the beginning of their career. Therefore, it is more useful to differentiate continuous professional development courses than having a 'one size fits all' solution.

2.11.2 Functions of CPD

CPD programmes organized for educational personnel are important because they operate in turbulent environments. Madden and Mitchell (1993) state that CPD fulfils three functions:

1. 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.

2. Training for new responsibilities and for changing role (for examples, management, budgeting, teaching) – developing new area of competence in preparation for a more senior post.

3. Developing personal and professional effectiveness and increasing job professional and personal roles (Madden & Mitchell, 1993).

2.11.3 Finding out what CPD Staff Want and Need

Training needs of staff of any educational organization have to be assessed and incorporated into the design of the programme run for them, as already noted. Effective needs assessment is an important factor that contributes to the success of training programmes. The following are some of the techniques that can be employed in an attempt to assess the training needs of members of an organization.

- Interviews

- Questionnaire

- Performance management reviews

- Observation of work/teaching

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- Examining individual's professional development portfolios – where he/she has to be.
- Organic need assessment to know their knowledge gap where they lade through interview questions performance.

2.12 Sustaining Learning Opportunities

The following types of activities are more likely to offer sustained learning opportunities:

- Coaching and mentoring: Having someone to talk to and help one reflect and develop is a fundamental form of continuous professional development. Coaching fits in with what we know about adults learn. It is generally agreed that adults learn best when they determine their own focus and that they learn through being asked questions and being given time to reflect.
- Observation (observing others and being observed): whatever role people have and whatever stage they are in the profession, they will learn a great deal about their job from watching others doing it. Similarly, the more people watch children learn and think about the problems that they have, the better the teaching will be.
- School-based or external in-service training programmes: these are some of the opportunities that could be provided for staff members to acquire the relevant knowledge, skills and competencies to improve their professional practices. Some universities and international organizations and agencies in Ghana run short courses for education professionals and therefore, training co-ordinators in various educational zones could collate all courses in an INSET bulletin and give to all schools in the areas, if not all teachers.

- Undertaking Masters Programmes and further study: Some universities run Master of Arts, and Master of Philosophy programmes in education. The Master of Arts programmes are usually run on two years full-time. Within each programme, there are some courses that are compulsory and others from which you can choose to study.

- Delegation: This is a concept that can be employed by managers of educational institutions to enable their staff acquire the relevant knowledge, skills and competencies. Delegation can be used as a tool for developing staff.

- Study groups: Staff members can learn if they engage in regular, structured and collaborative interactions around topics identified by the group.

- Networking: Staff members of an educational organization can establish links with other professionals either in person or electronically, to explore and discuss topics of interest, pursue common goals, share information and address common concerns.

2.13 Barriers to effective organization and delivery of in-service training programmes in Ghana

Several factors impede effective organization and delivery of inset programmes in the Ghanaian educational context. A few of them are discussed below:

- Access to the programmes: Kusi (2008) indicates that CPD programmes for head teachers in Ghana are normally organized at district and municipal bases by circuit supervisors and other government officials "as and when necessary' Oduro (2009) also argues that the programmes are inaccessible to head teachers in the

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rural areas, where sometimes they are 'fresh' from the colleges of education in the country.

- Methods employed: literature suggest that lecturing method is the most dominant method used in delivery in-service training programmes in the Ghanaian educational context. This method does not often encourage teacher's participation in the programmes making them passive recipients of knowledge instead of active participants. Literature suggests that this method is a top-down approach and therefore, it is unlikely to have any positive impact on the professional practice of participants.

- Resource persons used for INSET programmes: The resource persons who lead the programme are sometimes incompetent and ineffective (Qduro, 2009) – they lack knowledge about the topics they handle as the following comment from a head teacher interviewed by the author suggests.

"We attend INSET on few occasions, but the resources persons are not good. They do not deliver! They should be well-informed and more knowledgeable than we the head teachers. Sometimes, when we ask them questions, they find themselves in hot waters".

- Timing of INSET programmes: The programmes are often organized during instructional hours, discouraging many education professionals, especially teachers and head teachers from attending them. Also, the programmes are often organized at: short notice.

- Funding: Getting funds to organize INSET programmes is a problem in the Ghanaian educational context. The programmes are often initiated and funded by

non-government agencies operating in the country, but they do not allocate adequate funds to cover all the head teachers/teachers

- Contents of the programmes: The contents of the programme often have no bearing on the participants' professional practice because their needs are not often assessed and incorporated into the design of the programmes. The staff must have influence on the selection and design of the content of the courses.

  Carrying out needs assessment is one way of involving staff in the selection and design of the content of the courses and making sure that the courses are useful to them.

- The venue of the programmes: Most often than not, the venues of the INSET programmes are unconducive and unattractive. This demotivates many education professionals from attending such programmes. If they attend, sustaining their interest in the activities become difficult.

- Material Resources: Effective delivery of INSET programmes would require adequate teaching/learning resources. However, in the Ghana educational context, when they are provided, the materials are often grossly inadequate.

- Follow –up: Post INSET supervision, among other things, helps training providers to improve on the participants' professional practices. This important aspect of INSET programme delivery is often neglected or loosely–organized in the Ghanaian educational context.

2.14 The Concept of Motivation

Organizations today have realised the importance of the concept of motivation and the role it plays in achieving organizational objectives. Motivation has provided a way for employers to increase employee work performance and commitment to the organization without spending a lot of resources on their employees. This is particularly true because the cost of motivating employee to remain with an organization is noted to be far lower than switching cost and searching cost.

Kreitner and Kinicki (1998) noted that the term motivation is derived from the Latin word 'movere' which means ''to move'' and they define motivation as those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal directed. Gering and Conner (2002: 126) define motivation as "The force within us that arouses, directs and sustains our behaviour"

According to Robbins (2001), motivation is the willingness to exert high levels of effort toward organizational goals, conditioned by the effort and ability to satisfy some individual need. Robbins provided a model to explain the process of motivation that is, Employee organizational effort exerted → Goals achieved → Individual needs satisfied. Process of motivation model shows that employee's effort leads to achievement of organizational goals with resultant satisfaction of individual needs. However, they could be motivated to perform even better if they received rewards such as special bonus awards, or extra time off from work for their superior performances.

Armstrong (2006) explains that motivation can take place in two ways. One is an intrinsic motivation which is self-generated and influences people to behave in a

particular way. Intrinsic motivation is internal and includes the feeling that work is important and therefore motivates a person to perform. Extrinsic motivation on the other hand, is brought about by external factors which include praises, promotion, pay and punishment. Two dimensional phases of motivation have been identified here to explain that one source of motivation could be from the job content that is generated from within the individual worker and the other could also be from external conditions (such as management) which can provide motivation to arouse employees to wish to enhance their attitude towards work.

Vandenabeele (2007) also described motivation as those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal directed. Wagner and Hill (2008) defined motivation as the desire within a person causing that person to act. They contend tha t people act for one reason: to reach a goal. Motivation is, therefore, a goal directed drive and seldom occurs in a void. Likewise, McBey and Karakowsky (2000) define motivation as the term used to describe the forces that cause the person to behave in a specific, goal-directed manner.

Isen and Reeve (2005) explained motivation as a process by which the individual is activated or energized to produce specific activity. Maertz, Stevens and Campion (2003) have added their voice to an understanding of motivation and described motivation as that which energizes, directs and sustains behaviour. They explain it further with emphasis on the degree and type of effort that an individual exhibits in a behavioural situation that should not be equated to sheer amount of effort. It is rather, the direction and quality of that effort.

According to Cole (2004) motivation is a process in which people choose between alternative forms of behaviour in order to achieve personal goals. His definition presupposes the absence of operating instinctive or reflex behaviour but individual choice. The exercise of an individual's choice is not a mere rational process but is considerably affected by one's emotions and deeply held values.

The motivation of a person depends on the strength of the person's motives. Motives are needs, wants, drives or impulses within an individual. According to Jurkiewiez and Massey (1998) they are the "whys" of behaviour they arouse and maintain activity and determine the general direction of the behaviour of an individual. When drives are aroused, motivated individuals sustain their efforts over extended period of time, whereas unmotivated individuals lose interest and energy rapidly. Motivation though, a personal experience, engages managers' keen attention at finding reliable links between individual motivation and effective performance and thus work at creating the conditions necessary for such personal and organizational goals to be harmonized and accomplished (Cole, 2004).

Whichever source employees get motivated, the above discussions portray that management of organizations should be the principal agent of employee motivation. This is because they manipulate the job content and context and directly account for the success of the organizations which could be enhanced through high employee performance and retention to ensure future progression.

2.15 Teacher Motivation

Bennell (2004) indicated that work motivation refers to the psychological processes that influence individual behaviour with respect to the attainment of workplace goals and tasks. However, measuring the determinants and consequences of work motivation is complex because these psychological processes are not directly observable and there are numerous organizational and environmental obstacles that can affect goal attainment. There are two key inter-related aspects of motivation – 'will-do' and 'can-do'. 'Will-do' motivation refers to the extent to which an individual has adopted the organization's goals and objectives. 'Can-do' motivation, on the other hand, focuses on the factors that influence the capacity of individuals to realise organizational goals.

A teacher may be highly committed to the attainment of the school's learning goals, but may lack the necessary competencies to teach effectively, which ultimately becomes de-moralising and de-motivating. The received wisdom among occupational psychologists is that 'pay on its own does not increase motivation'. However, pecuniary motives are likely to be dominant among teachers in countries where pay and other material benefits are too low for individual and household survival needs to be met. ''Only when these basic needs have been met is it possible for 'higher-order' needs, which are the bases of true job satisfaction, to be realised (Bennell, 2004). A key empirical research is therefore necessary to establish the extent of this problem.

There is a wide range of views about teacher motivation in Africa in general and Ghana in particular. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many developing countries are poorly motivated due to a combination of low morale and job satisfaction,

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poor incentives, and inadequate controls and other behavioural sanctions. For example, the 2000 Education For All EFA Country Assessment for Pakistan notes that poor teacher motivation is a colossal problem, which is seriously compounded by political interference. It is widely asserted that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehaviour (in and outside of work), and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterised by limited effort with heavy reliance on traditional teacher-centred practices. Teachers are devoting less and less time to extra-curricular activities, teaching preparation, and marking.

The 2004 World Development Report precisely summarises these concerns about teachers. Cases of malfeasance among teachers are distressingly present in many settings: teachers show up drunk, are physically abusive, or simply do nothing. This is not low-quality teaching – this is not teaching at all (World Bank, 2004).

The fact still remains that very little robust evidence is presented to support these views and assertions concerning teacher motivation in developing countries. In the absence of adequate information, the incidence of poor teacher motivation and misbehaviour could well be seriously over-exaggerated mainly because of the pervasive negative stereotyping of teachers (especially by the media) in many countries. On the few occasions when teachers and school managers have been directly asked about teacher motivation, reported levels of morale have generally been quite high.

2.16 Levels of Employee Motivation

According to research conducted by Bennell (2004), there are three levels of employee motivations.

The direction of an employee's behaviour: It relates to those behaviours which the individuals choose to perform.

The level of effort: It refers to how hard the individual is willing to work on the behaviour.

The level of persistence: It refers to the individual's willingness to behave despite obstacles. They found that management can make use of different tactics, strategies and policies to motivate employees in work settings, but different tactics, strategies and policies would have a different motivational impact on diverse people.

Jenkins and Adrian (2012) conducted research and investigated what employees may seek from the work environment. Their discussion reviews some of employee-related concerns that can be found in the venue of strategies to employees' motivation.

1. Employees are individuals that come from different backgrounds, they have different education with different experiences and their different family classes are all the factors in which their needs can be located.

2. The primary interest of employees is to satisfy their personal needs, ambitions, desires and goals.

3. An employee wants to satisfy its basic needs, linked to survival and security concerns and desire to belong, to generate positive feelings from within and from others, and to be self-fulfilled.

Most employees want (1) fair and consistent company policies in matters affecting them; (2) management they can respect and trust; (3) adequate working relationships with managers and co-workers; (4) acceptable salaries and working environment; (5) appropriate job security assurance; (6) favourable job status.

The other important factors that can fulfil and motivate employees are: challenging work, work that yields a sense of personal accomplishment, expression of appreciation for good performance, increased responsibility and the chance to grow in the job, the feeling of importance and making a contribution to the organization, and participation in job-related matters that affect the employees.

Keeping morale high among workers is of fabulous benefit to any company, as content workers will be more likely to produce more results, take fewer days off, and remain loyal to the company. Job satisfaction is an essential factor that affects employees' initiative and enthusiasm. A lack of job satisfaction can lead to increased absenteeism and unnecessary turnover in the workplace. Job satisfaction increases the degree of happiness in the workplace, which leads to a positive work approach. A satisfied worker is creative, flexible, innovative, and loyal. Job satisfaction in general means the work force is motivated and committed to high quality performance. Improving the quality of working life will help employees to increase productivity (the quantity and quality of output per hour worked). The main finding of their research is that job satisfaction is based on effective management, communication, facilities, and benefits, including salaries, technologies, and future job directions.

2.17 The Role of Motivation in Organizations

In the ever increasingly nature of competition in the world of work, a motivated workforce is a great asset. Motivated employees are more productive, committed and loyal to the organization. Motivation is key among the factors for effective performance and employee retention. Tosi and Hale (1994) indicate that performance is the result of ability and motivation of employees. The success of an organization depends upon how it attracts, retains, motivates and develops its employees. Thus motivation and retention act as a catalyst in achieving quality of work life and organizational efficiency. On one hand it helps to reduce job insecurity, stress, increasing job satisfaction, commitment and creating work life balance while on the other hand increasing organizational productivity and profitability.

Kreitner and Kinicki (1998) posited that motivation is necessary, but not a sufficient contributor to job performance. Gering and Conner (2002) cite the example of the apartheid system in South Africa, which limited the opportunities of the vast majority of the South African people regardless of their motivation and competency. The majority of the South African population was simply never given the opportunity to achieve what they were capable of performing. Gering and Conner argue that effective performance is a factor of motivation, inherent ability, developed competence and opportunity.

Ability is based on education, experience and training and its improvement involves a long process. On the other hand, motivation can be improved quickly and immediately. Gering and Conner (2002) emphasise that an effective manager must understand employees and what motivates them, and that high levels of motivation are very important contributors to organizational performance. Highly motivated employees

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strive to produce at the highest possible level and they exert greater effort than employees who are not motivated. Gering and Conner add that the characteristics of motivated employees are: they always want to come to work; they want to be part of teams at work; they are interested in helping and supporting others at work; and they generally exert greater effort in their work and contribute more in the organization.

Tosi and Hale (1994) noted that the subject of motivation is of interest to psychologists and managers since it is a factor in organizational psychology and human behaviour. As a psychological concept, motivation refers to the internal mental state of a person, which relates to the initiation, direction, persistence, intensity and termination of behaviour.

2.18 The Nature of Motivation in the Public Service

Public service motivation is popular among public management and public sector literature is increasing significantly (Maertz, Stevens, & Campion, 2003). Public sector management was defined in the early 1990s on the background of a strong research stream showing in particular that public employees behave differently from private ones (Buelens & Van den, 2007). These were founded in the desire to promote public values in a disinterested way (Maertz, Stevens, & Campion, 2003).

Public service management motives are guided by an intention to do good for others and shape the well-being of society (Maertz, Stevens, & Campion, 2003). They noted that these motives take root in diverse components that serve as guidelines for actions. In the eyes of sociologists, "altruism" is defined as the will to enact the fulfilment of the needs of others, or of a community instead of our own needs. For

organizational behaviour scholars, the concept of 'pro-social behaviour' explains voluntary actions performed by an employee toward the welfare of individuals or groups without expecting a reward. It is important to mention that this kind of disinterested motivation is also found in economic analysis (Fehr & Fischbacher, 2003).

The nature of motivation in the public sector can take in the following forms and which has significant influence on the employee tasked to perform a particular duty at a point in time. These indicate that in contrast to the Rational Choice Perspective, individuals are not fully selfish, as they are able to put effort into an action without expecting to be directly and monetarily rewarded for it. In addition, these individuals seek jobs that benefit a larger entity than themselves.

Academics working on the disinterested and altruistic motivation of public employees used some national concepts to describe that particular commitment of civil servants to the public sphere. The will to endorse public motives has been defined from several perspectives according to its historical development and purposes. Perry's definition of public service as 'an individual's predisposition to respond to motives grounded basically or uniquely in public institutions and organizations (Maertz, Stevens, & Campion, 2003) responds to the authors will to facilitate the identification and recruitment of people expected to perform in the American public service. On the contrary, this individualistic, focused definition is now challenged by a more institutional one.

In an attempt to enlarge the scope of the definition and to bridge disciplinary gaps, Vandenabeele defined public service as the belief, values and attitudes that go beyond self-interest and organizational interest, that concern the interest of a larger

political entity and that motivate individuals to act accordingly whenever appropriate (Vandenabeele, 2007). This definition of public service encompass other definitions of pro-social behaviour held in the public sphere, hence to deepen its links with the theory of motivation in terms of internal and/or external forces producing induction, the direction, the intensity and the persistence of behaviour.

This view overlooks the individual and focuses on the values framed by institutions. In the institutional theory of March and Olsen (as cited in Vandenabeele, 2007), the behaviour of an individual is shaped either by a logic of appropriateness that refers to beliefs, paradigms, codes, culture and or by a logic of consequence corresponding to the more rational anticipation of the results of an action. For the public service management theory, one can consider public service motivated behaviour to conform to a logic of appropriateness as it refers to the realization of certain institutional values rather than self-interest (Vandenabeele, 2007).

Having identified several motivational factors occurring particularly in the public sector Maertz, Stevens, and Campion (2003) first labelled the public service management concept and brought it to the academic community in their article "The Motivational Bases of Public Service". In this article, three universal and analytical categories of motives – rational, normative, and affective apply to the public service. Consequently, the author suggested that six dimensions (attraction to policy making, commitment to the public interest, civic duty, social justice, compassion, self-sacrifice) of the public service management system exist.

2.19 Motivational Strategies and Approaches

Due to the complexities of employee motivation as regards the understanding, the tools, the approach, the need difference of workers and the purpose among others, management of institutions adopt different motivation strategies at different times. Some of these motivation strategies include; recognition, training and development, participative management, work environment and work load, effective communication, carrier development and promotion. Others include empowerment and compensation and financial packages.

2.19.1. Recognition of Employees' Good Work Done

Robbins (2001) noted that recognising employees for the work done is one of the strategies organizations use to motivate employees. He adds that employee recognition programmes express appreciation and approval for a job well done and can be personalised to individuals or groups. Monthly or annual awards are organized for workers nominated by peers and management for extraordinary effort on the job. Recognition involves congratulating an employee in private for a job well done or sending a handwritten note, an email, or even voicemail to acknowledge positive things employees have done. Employees with a strong need for social acceptance; require the manager to publicly recognise accomplishment. To enhance group cohesiveness and motivation, the organization can organize a team celebration for success attained. Robbins warns that, in the contemporary competitive situation where resources are increasingly becoming limited, lavish recognition programmes may not be favourable. However, one of the most well-known and widely used recognition methods is the use of suggestion systems.

2.19.2 Training and Development

In today's competitive global market, Wan (2007) argues that the only strategy for organizations to improve workforce productivity radically and enhance retention is to seek to optimise their workforce through comprehensive training and development programmes. To accomplish this undertaking, organizations will have to invest vast resources to ensure that employees have the information, skills, and competencies they need to work effectively in a rapidly changing and complex work environment. Wan (2007) therefore suggests that it is important for organizations to invest in their human resource or human capital development, which, in general terms, is the process of helping employees become better at their tasks, their knowledge, their experiences, and add value to their lives. The main method of achieving this is through training, education, and development. Smith (as cited in Wan, 2007), defines training as "a planned process to modify attitudes, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities". (p. 298).

Training and development is also used by many organizations to enhance the motivation of their employees. The availability of training and development opportunities is a motivating factor for employees in the organization. Gbadamosi (2002) indicates that the emphasis on training in recent years has led to many organizations investing substantial resources in employee training and development. The need for training has been precipitated by technological developments and organizational change and the realisation that success relies on the skills and abilities of the employees. This has also been underscored by the rise in human resource management with its emphasis on the importance of people and the skills they possess in enhancing organizational efficiency.

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Gbadamosi (2002) adds that such human resource concepts as "commitment to the company" and the growth in "quality movements" has led senior management teams to realise the increased importance of training employees and developing a system of lifelong learning. Training needs are identified through gaps in skills and knowledge between current and desired performance. Development needs are based on gaps between the current performance and the performance required in future positions. Gbadamosi (2002) further notes that the methods used in training include: formal classroom training; on the job training; coaching; mentoring programmes; temporary assignments; shadow assignments;   assignments to project teams for learning; and business management programmes. Graham and Bennett (1998) maintain that the benefits of training and development include greater job satisfaction on the part of employees which enhances motivation. The acquisition of new skills and knowledge and attitude through training enables the employee to perform more effectively. The positive feedback on good performance as a result of training motivates employees to work even better.

According to Carrel, Elbert, Hatfield, Grobler, Marx and Van der (1998), training and development satisfies personal growth needs and gives employees a sense of achievement and motivation to face new challenges on the jobs. Meyer (2003) argues that there is a direct correlation between ability and motivation. He adds that empirical research has revealed that the higher the level of skills, the greater the level of motivation, and vice versa.

Training comes in different dimensions and can take the form of on or off- the job methods. On-the job (internal) training techniques include mentoring, self-learning, and attaching an employee to learn a new skill under a colleague or a superior. Organizations

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also organize in-house training for their employees where they are specifically trained on the job requirements peculiar to the organization. Off-the job (external) training techniques include seminars, workshops, lectures, and case studies that are conducted outside the premises of the organization. Many organizations encourage their employees to add value to themselves through acquisition of additional education by approving study leaves with or without pay or through part-time studies. Such programmes are usually conducted by institutions of higher learning. Thomas, Lashley and Eaglen (2000) reported that low levels of training give rise to high levels of employee turnover and that the provision of good training has a positive effect on employee performance and retention.

2.19.3 Participative Management

According to Robbins (2001) participative management has often been promoted as a panacea for high morale and high productivity. He states that participative management enables subordinates to share a significant degree of decision-making power with their superiors. This encompasses varied activities such as goal-setting, problem solving, direct-involvement in work decision-making, inclusion in consultation committees, representation on policy-making bodies and selection of new co-workers. Employee participation in management decision-making can influence both employee job satisfaction and performance by satisfying the need for socialisation and self-esteem.

When employees are involved in the decision-making process, they feel that the decisions made are their own and feel personally responsible for carrying them out. Gbadamosi (2002) explains that team-working is another employee involvement

technique used widely in organizations. They emphasize that teams vary in size from seven to ten people or even more and require training to ensure that workers, team leaders and managers have the requisite skills to enable them to function efficiently. From their studies, Torrington (2002) note that often times, management styles tend to be authoritarian with limited participation, delegation, and communication with respect to major school management functions. Teachers subjected to these types of management regimes feel like 'we are treated as children'. The extent to which teacher grievances are addressed is also a key issue.

2.19.4 Working Environment and Work Load

Teachers' working conditions play an important role in a school's ability to attract, retain and motivate good teachers, hence a cause of teacher turnover. In relation to the above, Schwartz (1994) adds that those working conditions, which include physical and psychological factors surrounding a job, vary in importance as a motivator and in the absence of such motivating factors, employees and in this case teachers will exit.

Motivation thrives in a good and safe working environment. A clean environment, which is free from health hazards, promotes motivation. A safe environment free from any danger will make employees secure. The organizations therefore ensure that employees have a conducive environment which enables them to perform. Maintaining a secure environment involves providing employees with job security. It is only when employees feel that their lives are safe and their jobs secure that they can concentrate and perform their tasks to the best of their abilities (Armstrong, 2006).

The heavy and demanding workload is viewed by teachers as a stressor. They do not have enough time to achieve the standards of teaching and learning that they desire (Latham & Locke, 2004; Harris, 2010). The situation worsened drastically when teachers had to administer excessive and burdensome recording and recordkeeping in voluminous portfolios. It is hoped that if teachers' workload is reduced to manageable levels it could enhance enthusiasm in the fraternity and uplift levels of motivation and job satisfaction and retention.

The Education Roadmap of Ghana identifies a major improvement in teacher: learner ratios to be 35:1. However such figures predominate on paper only, as the geographic location of schools together with their socio-economic standing determine class size and teacher-learner ratios. The socio-economically advantaged schools in mainly urban and suburban areas used to have lower teacher- learner ratios but the tide has changed drastically. By comparison, rural and comparably disadvantaged schools have always had to struggle with larger class sizes of 45 and more learners. The challenges posed to teachers in such schools are often overwhelming and impact negatively on both teacher and student performance.

2.19.5 Effective Communication

Effective communication channels are also used in organizations to enhance the motivation of employees. Nzuve (1999) defines communication as the process by which information is intentionally or unintentionally exchanged between individuals. Specifically, it is the transfer and understanding of meaning. Nzuve states that communication serves four major functions: control, emotional expression, information

and motivation. Communication controls employees by directing them to follow their job descriptions and comply with company policies. Nzuve adds that communication within working groups is a fundamental mechanism by which members express their feelings, release their emotional expression and fulfil their social goals. Communication also facilitates decision making by gathering and providing the information that individuals and groups need to make decisions. More importantly, communication fosters motivation in the organization by clarifying to employees what is to be done, how it is to be done, and what can be done to improve performance in the organization (Nzuve, 1999).

Armstrong (2006) postulates that management uses communication to achieve three things in the organization. First, to get employees to understand and accept what management proposes to do in areas that affect them. Secondly, to obtain the commitment of employees to the objectives, plans and values of the organization. Thirdly, to help employees to appreciate more clearly the contribution they can make to organizational success and how it will benefit them. Graham and Bennett (1998) point out that from the psychological point of view, communications has an importance which goes beyond the transmission and reception of information.

2.19.6 Career Growth and Promotion Opportunities

Career minded employees consider career growth and development as a crucial deciding factor in their decision to remain in an organization or leave. Where career growth and development cannot be guaranteed, employees leave for alternative employment. Choo and Bowley (2007) argue that providing employees with internal job opportunities is a means of demonstrating that they can realise their career goals inside

rather than outside of the organization. Choo and Bowley (2007) further argue that career growth help employees to plan for the future and to be better equipped with the right skills in order to remain competitive. Agho (1998) stated that opportunities for mobility within organizations are determinants of employee satisfaction. As vacancies occur, employees must be given equal opportunity and necessary encouragement to apply alongside external candidates for higher positions within the organization.

When employees have the opportunity to be promoted, they tend to build their career life around the organization because they know that they can achieve their career goals within the organization and this can inform their decision to remain. Managers should also focus on helping employees progress in their career and encourage their professional development. Inexperienced young employees who are unable to get on with their jobs are likely to leave the organization for another job which they consider offers better prospects. This would be a loss to the organization as these young employees may have the potential to make significant contributions to the organization in the long run.

An emerging concept in career development is the mentor-mentee system. Orpen (1997) defines mentoring as the process whereby managers provide informal assistance and support to particular subordinates on an individual basis, to help them in their efforts to be successful within the organization. Successful professionals who have made their marks in their various careers are encouraged to adopt young and up-coming professionals as mentees in order to groom and help them build and achieve their career goals. This practice is common in some of the organizations that have been mentioned in the past as organizations of choice in South Africa. They include organizations like Accenture, Deloitte and Trouche, Coronation Managers, Alexander Forbes and others.

Young professionals are attached to more experienced managers who help them develop realistic career goals and motivate them through guidance, counselling as well as putting the mentees through the technical aspects of the job. Mentor–mentee development programmes foster good working and interpersonal relationships and motivate the mentee to remain with his/her mentor in the organization. These successful mentees eventually adopt the management styles of their mentors and this often leads to successful management succession.

2.19.7 Compensation and other Financial Packages

Kinnear and Sutherland (2001) remarked that employers should not be deceived that money doesn't matter in retention strategy any longer. This remark emphasises the importance of money in attracting, motivating and retaining quality employees in the organization. Locke (1980) reviewed four methods of motivating employees toward improved performance as money, goal-setting, participation in decision making, and job redesign. Locke (1980) found that money was overwhelmingly the most important motivator. Meudell and Rodham (1998) suggests that money can be considered to act as both a "scorecard" which enables employees to assess the value the organization places on them in comparison to others, and as a medium of exchange in that an individual can purchase whatever he/she needs. However, a lot of controversies have surrounded the use of money as the utmost variable in employee motivation and retention. In a comparative analysis, organizational practitioners observe that in organizations experiencing turnover, compensation was the most common reason given for leaving.

However, in organizations with low turnover, compensation was not the reason for staying – instead, most employees stayed because of intrinsic reasons such as job satisfaction including on the job training and good relationships with their managers and other employees. This suggests that the cause of dissatisfaction is not the same thing that determines satisfaction on the job. This assertion is consistent with both Herzberg's and Maslow's theories of motivation, which propose that compensation and other financial benefits satisfy only lower level needs, but motivation and satisfaction result from higher needs being met.

Amar (2004) argues that money has not remained as good a motivator as it was in the past. The efficiency of money as a motivator of skilled employees is quite low. Hays (1999) advises that if managers reward performance with only money, they will be losing the substance of retention because there are other more powerful ways of motivating quality employees and these include freedom and flexibility in the organization. It can be argued that the use of money as a motivator in the skilled labour environment would depend on how it is deployed.

For employees to be effectively motivated, Karp, Sirias and Arnold (1999) propose that the bulk of rewards that organizations offer their employees should be expanded to include non-financial incentives. These incentives should include issues such as work/life benefits, training and development opportunities, promotion and autonomy. Birt, Wallis and Winternitz (2004) disclose that challenging and meaningful work, advancement opportunities, high manager integrity, and new opportunities/challenges rank among the highest variables that are considered important to the retention of talents. These are intrinsic rather than extrinsic factors, thus supporting Herzberg's (1968) theory

of motivation which states that motivation is internally-generated, and not externally-stimulated.

It is upon this distinction that Herzberg restated the utility of his earlier theory where he classified money as a dissatisfier. In their own argument, Meudell and Rodham (1998) conclude that pay schemes produce only temporary compliance and are ineffective at producing long-term attitudinal and behavioural changes. They stressed further that rewards merely motivate individuals to seek more rewards and can undermine intrinsic interest in the job which is then perceived as being merely a means to an end and expensive and short-term motivator. Amar (2004) contends that the practice of using money to motivate performance and redirect behaviour appears to have limited application in contemporary retention practice. However, while money cannot be totally discountenanced as a motivator, the attention of managers should be redirected at rewarding performance using commissions, performance bonuses, merit pay, incentive schemes, and others rather than raising salaries across the board. In designing retention programmes, managers should, therefore, identify the needs of individual employees and tailor a compensation package towards those needs rather than applying or imposing a package that will not be valued by employees no matter how costly it may appear.

Balunywa (2003) reported President Museveni of Uganda saying that the provision of houses to teachers was a major incentive to performance of teachers. According to Museveni, head teachers did not live near schools; thus spending a lot of time travelling to schools. On this note, Schalkwijk (2000) also cited this problem of residential accommodation in some of the countries of sub Saharan Africa. He noted that many primary school teachers were given small house allowance to cater for their

residential accommodation which forced the teachers to reside in poor houses. Farrel (1993) also observed that teachers who fail to get institutional houses had to look for accommodation elsewhere; a situation which results into de-motivation of teachers to effectively perform at work.

A study on difference among levels of employees in terms of rewards was researched by Caryn and Carlson (2000) who observed that rewards such as sickness payment, contributory pension schemes, free life insurance and subsidized canteens are fairly evenly spread across all levels of employees.

The above section articulated a practical working relationship between various motivational strategies that can assist in retention and turnover management. There is no one motivational strategy that can sustain any meaningful retention practice. It is therefore imperative for top management, HR practitioners and line managers to consider a combined strategy that will produce a comprehensive and effective retention initiative. Organizations should focus their attention on intrinsic rather than extrinsic factors in designing and implementing retention policies since motivation comes from within and not from outside. This however, does not suggest that extrinsic factors such as money should not be a prominent consideration in the motivation and retention mix. No retention mix will be effective without incorporating the job satisfaction element which has been acknowledged over time as an important indicator of turnover decisions. The next section will therefore look at job satisfaction and its measurement together with the related theory of job satisfaction.

2.19.8 Empowerment

Empowerment is an approach of leadership that empowers subordinates as a main constituent of managerial and organizational effectiveness. It is a site to permit employees formulate decisions. Smith (1997) supported this and said, empowering is giving authority and liberating potentials of employees.

It is the study of internal organization's power and control which illustrate that the distribution of power and control enhances organizational effectiveness. Teacher empowerment and participation consists of contribution of the teacher in administration and decision making associated with policies, objectives and strategies of the institution. Smith (1997) continued the argument that the teachers' perspective of the goals, standards and political principles of their institutions are positively and significantly related to teacher motivation and gratification towards work. Further, empowerment results in motivation, increased autonomy, amplifies the teacher's wisdom of self-efficacy and generates the urge to complete tasks. It is proposed that employee participation in decision-making procedures develop motivation and job satisfaction levels. This in effect generates energy in workers in the workplace to do their work efficiently and effectively (Torrington, 2002).

Teacher participative decision making is a set of planned procedures for systematizing individual sovereignty and autonomy in the perspective of sanction accountability and associated to system-wide control. Torrington, (2002) posited that empowerment directs to efficiency, effectiveness, innovativeness and as well boosts teacher gratification and motivation in the organization. It is further argued that

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empowerment encourages and grants people with responsibility and authority to act as it puts people in control of their own destinies.

2.20 Determinants of Employee Performance

Aside the use of dimensions and indicators, there are other determinants of performance that can be employed to measure employee's performance. It is worth mentioning here that causal variables (Determinants) and indicators of work performance are not the same. Causal variables (Determinants) determine or predict one's level of work performance, whereas indicators are reflections of work performance (Cole, 2004). Cole identifies four main determinants for measuring employee work performance as: Effort (Motivation) Ability, Skills and Competencies, Role Perception and Resources. His argument was that all other things being equal, the more effort one puts into his or her job the higher the level of performance.

He holds that Ability, Skills and Competencies are the next important ingredients to achieving high performance. He argues that even though individuals might exert a lot of effort into a task, they will not be successful in attaining desired goals if they don't have the skills necessary to perform those tasks. In order to meet someone else's performance expectations, one ought to have a clear idea of what his or her expectations are. All the effort and ability in the world that is applied in the wrong direction will not yield high performance. Cole (2004) therefore asserts that role perception can affect performance either negatively or positively. He gives the final ingredient to high performance as access to the tools, information, training, equipment, and people necessary to get the job done correctly-resources.

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In effect by measuring Effort (Motivation) Ability of an employee, skills, & competencies of an employee, role perception and resources available to an employee, his or her level of performance can be determined. Armstrong (2006) says that the factors that affect the level of individual's performance are motivation (in the context of the study, INSET), ability and opportunity to participate. This means in addition to motivation, the ability and opportunity for employees to participate fully in the day to day running of an institution can be a determinant for measuring employee performance. Cole (2004) adds that, management can achieve high performance when employees see their membership of a work group to be supportive. That is to say, as a determinant of employee performance, ones sense of personal worth and importance from belonging to an institution can be measured. Likewise, workers with higher level of job satisfaction would display a decreased propensity to search for a job and decreased propensity to leave the organization (Wright & Bonett, 2007).

On the other hand, employees who perceive their needs as unmet grow in general dissatisfaction and become increasingly attracted to competing places of employment. This often results in voluntary termination and organizational turnover. These are indications that job satisfaction can be employed as a determinant for measuring work performance. Lee and Kacen (2008) add to motivation as a determinant. They posit that, motivation can be determined by variety of factors that include retention, commitment and satisfaction. In sum, Lee and Kacen (2008) see labour turnover or attrition rate, commitment of employees in addition to job satisfaction as determinants for employee performance.

To Fairweather (2005), employees will feel happier and work better if they perceive their employer as reasonable and fair. Hence by determining the perception of employees of their employer, one can determine their level of performance. Cory (2006) contends that when workers perceive inequity, they will try to re-establish equitable changes. Employees crave for a job well done, including being noticed and acknowledged when they do something well (Blanchard & Witts, 2009).

Another determinant of employee performance is their involvement in decision making process. Haizlip (2008) believes that involving employees in decisions that affect them not only increases their personal commitment, but also motivates them to be advocates for their decisions. Supporting this assertion, Agarwal (2008) contends that when employees are involved in making decisions and planning the implementation of changes that affect them, they implement changes faster with higher performance than employees who are merely communicated to about the change. Across (2005) states that employees do not perform well in situations where they lack autonomy, especially after they have gained the skills to work independently.

Campbell et al. (1993) contend that in order to ensure job and career security, it is important for employees to continually update and expand their work experiences and job skills. Relating this to the teaching field, it can be said a teacher's ability to get access to training and further studies could be a determinant of motivation. Growth, according to Boldman and Deal (2003), is not a fringe benefit, but rather a necessity for successful employment. Churchill, Ford and Walker (1987) saw personal, organizational, environmental, motivation, skill level, aptitudes and role perceptions as the determinants of motivation. Bennell and Acheampong (2007) identified determinants of teacher

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motivation in developing countries to include: teacher and school accountability, security and conflict, the policy environment, teacher competence, vocational commitment and occupational status, pay, poor teacher motivation and inadequate incentives.

The degree to which teachers are properly accountable to their clients (children and parents) and their managers (head teachers and district and national level managers) has a powerful influence on teacher motivation levels. Being accountable induces teachers to give off their best. They add insurgency and insecurity including secure and safe school compounds because they impact on teacher motivation and commitment. Inclusive is the policy environment (Bennell & Acheampong, 2007). They included this based on the fact that Universal Basic Education is now the single most important education goal in nearly all low-income developing countries, but its pursuit has had both positive and negative impacts on teacher motivation.

This means that efforts to attain the universal basic education goals are usually accompanied by much increased resource flow but at the same time seriously demoralise teachers. This is because teacher recruitment does not keep pace with rapidly increasing enrolments, as has generally been the case. Workloads and class sizes have therefore increased appreciably in many countries as a direct result.

According to Bennell and Acheampong (2007), typically, teachers in Africa have at least five direct dependents. Hence if not well remunerated teachers get demoralised and fail to perform to the peak. They included vocational commitment and occupational status too. Bennell and Acheampong (2007) indicated that the general perception of stakeholders and teachers in all countries is that the teaching profession no longer

commands the high status it enjoyed 30 years ago and that teachers, especially primary school teachers, are now 'undervalued by society', This has resulted in the teaching profession being regarded as 'employment of last resort' by most school leavers and university graduates.

In effect by testing the employees perception of his profession one can determine his or her performance level. They see working and living conditions which has key factors as workload (number of pupils and working hours), general classroom conditions, collegial and management support, location, living arrangements, distance to work and housing as issues affecting teacher morale and motivation.

Again, by querying these parameters, one can determine the level of performance of an employee. Teacher motivation depends critically on effective management, particularly at the school level. If systems and structures set up to manage and support teachers are dysfunctional, teachers are likely to lose their sense of professional responsibility and commitment. Hence by querying the effectiveness and the efficiency of management one can determine the level of performance of a teacher (Bennell & Acheampong, 2007).

2.21 Relationship between Employee Motivation and Performance

According to Blanchard and Witts (2009), motivation is one of the key ingredients in employee performance and productivity. Even when people have clear work objectives, the right skills, and a supportive work environment, they would not get the job done without sufficient motivation to achieve those work objectives (Mullins, 2005).

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Cole (2004) indicates that management can achieve high performance when employees see their membership of a work group to be supportive. That is to say employees experience a sense of personal worth and importance from belonging to the profession. Blanchard and Witts (2009) posit that when firms do not take the time to actively reward and recognized good performance, the passion for the job diminishes with every unrecognized accomplishment and that each of the theories discussed contributes in its own unique way to enhance the understanding of employee motivation in the workplace. While the content theories provide insight into individuals and the needs which motivate them, the process theories focus on how individuals are motivated and each of these theories has a different approach. While endeavoring to grasp the workplace perspectives of these theories, managers should have a better understanding of how to manage the levels of motivation amongst their employees.

Lawler (2003) supports this and notices that an employee who is motivated, rewarded and feels recognised would feel at least moderately satisfied which has the potential to lead to greater job satisfaction, increased employee motivation and increased individual and organizational performance. Employers are continually challenged to develop pay policies and procedures that will enable them to attract, motivate, retain and satisfy their employees. The provision of INSET for teachers' continuous professional development is a paramount motivation factor which gives teachers the confidence and boldness to discharge their duties effectively and efficiently.

2.22 Theory Underpinning the Study

Psychologists have given a number of theories that put light on the individual learning patterns and explain that how motivation plays its role during the learning process in training & development programs. The theories also tell us about the employees' perceptions and individual characteristics involved in learning. Here, as emphasized by Armstrong (2009), we also need to know that learning is a broader context for capacity enhancement through the acquisition of varied skills and knowledge while training is only one of the ways for carrying out learning in organizations.

The study is underpinned under the Goal Orientation Theory. This theory assumes that a person having an intention to learn gets more through regular training than a person who just focuses on performing better (Armstrong, 2006). INSET, a form of on-the job-training as the study focuses is a continuous training for employees to better their lot to improve performance as the Goal Orientation Theory also seeks to achieve. 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 as one aspect.

2.23 Summary

INSET is training designed for teachers who are already practicing their professional trade. INSET is a lifelong process in which the teacher constantly reads, attends courses, workshops, seminars and conferences on education. The importance of INSET among others is to update the skills and knowledge of teachers, keep teachers abreast of societal demands, enable teachers become conversant with new methods of

teaching and become conversant with the advances in instructional materials and equipment.

The literature has revealed that in-service education and training for teachers are fundamentally to satisfy teacher's professional needs of induction, extension, refreshment and conversion. The significance of this literature review was to empower the researcher to recount how these views relate to the study into the organization of INSET for basic school teachers in the Offinso South Municipality of the Ashanti Region.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methods employed for the study. It involves the description of the design and explains the rationale for its selection, the population, sample and sampling procedure, the instrument used to collect the data, data collection procedure, data analysis procedure and ethical considerations.

3.1 Research Design

A descriptive survey design was used to collect quantitative data for the study. A descriptive survey design was considered as the most appropriate for conducting the study because it is concerned with conditions that exist, practices that prevail, beliefs and attitude that are held, processes that are on-going and trends that are developing as the study seek to achieve (Gay & Airasian, 2003). The descriptive survey design was also found to be suitable because the method deals with questions concerning what exists with respect to variables or conditions in a situation (Ary, Jacobs & Razevieh, 2002).

However, like any other research design, the descriptive survey has its own strengths and weaknesses. The major strength for using the descriptive design is that it provides researchers with a lot of information from various respondents. Also, the data collected are easy to analyze. On the other hand, one big weakness of descriptive survey design is how to retrieve all the questionnaires that have been distributed. However, the researcher was able to retrieve all the questionnaires distributed.

3.2 Population of the Study

Polit, Beck and Hungler (2004, p.289) define population as 'the entire aggregation of cases that meet a designated set of criteria'. The target population is the aggregate of cases about which the researcher would like to make generalisations (Polit, Beck & Hungler, 2004). It may also be defined as a group of individuals that the researcher generalizes his or her findings to.

The target population for the study consists of all the 1,024 teachers in basic schools of the Offinso South Municipality. The accessible population for the study was all the 202 teachers in 10 selected basic schools comprising one basic school from each of the 10 Circuits of the Offinso South Municipality namely: Maase R/C Basic School, Dentin Methodist Basic School, Abofour M/A 'B' Basic School, Antoa Presby Basic School, Ayankaso M/A Basic School, Ayensua M/A Basic School, Awisem Kayera M/A Basic School, Abofour Addabiyya Islamic Basic School, Buasi M/A Basic School and Wawasi M/A Basic School.

3.3 Sample and Sampling Technique

A sample is the set of actual participants that are drawn from a larger population of potential data sources (Creswell, 2005). Howit and Cramer (2011) revealed that the quality of a piece of research does not only stand or fall by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted.

Gall and Borg (2007) stated that sampling is a technique used for selecting a given number of subjects from a target population as a representative of the population in research. First, the ten schools were randomly selected using the lottery method. To get

an appropriate sample size for the study, an updated list of all the teachers in the 10 selected basic schools was obtained from the Offinso South Municipal Directorate of Education. Simple random sampling was used to select 134 teachers so that equal chance was given to all elements in the population being selected for the study.   The 134 respondents were sampled for the study based on the formula for determining sample size from a given population (De Vaus, 2002). The formula is shown below:

$$n = \frac{N}{1+N\ (\alpha^2)};\ n = \frac{202}{1+202\ (0.05^2)};\ n = \frac{202}{1.505} = 134$$

n=Sample Size

N=Population

α=Significance level

The individual participants from the schools were selected using proportionate random sampling (Table of random numbers). Table 3.1 presents the teacher population of each school and the participants sampled for the study.

Table 3.1: Population and Sample Distribution of teachers by School

School	Population	Sample
1. Maase R/C Basic School	24	18
2. Dentin Methodist Basic School	18	11
3. Abofour M/A 'B' Basic School	20	13
4. Antoa Presby Basic School	20	13
5. Ayankaso M/A Basic School	18	11
6. Ayensua M/A Basic School	20	13
7. Awisem Kayera M/A Basic School	24	18
8. Abofour Addabiyya Islamic Basic School	20	13
9. Buasi M/A Basic School	18	11
10. Wawasi M/A Basic School	20	13
Total	**202**	**134**

3.4 Data Collection Instrument

The researcher used closed ended questionnaire as the data collection instrument. The closed ended questionnaire was administered on the 134 respondents, sampled for the study.

White (2005) stated that questionnaires are instruments that are designed to collect data for decision making in research. A questionnaire can also be described as a systematic compilation of questions that are administered to a sample of a population in research. Questionnaire also provides easier and accurate analysis of quantitative data to obtain precise interpretation of the responses and a high degree of respondent's objectivity. A questionnaire is cost effective and less time consuming as compared to other instruments.

The questionnaire was in a 4-point Likert scale of 4= Strongly Agree, 3 = Agree, 2 = Disagree, 1= Strongly Disagree in which higher score indicate more perceived positive responses. Section 'A' collected data on the demographic characteristics of respondents, Section B collected data on the prevailing in-service education and training in basic schools in the municipality, C collected data on the impact of in-service education and training on basic school teachers' performance, D collected data on the assessment processes after the organization of in-service education and training and finally, Section E collected data on the factors that militate against effective organization of in-service education and training for teachers in the municipality.

3.5 Validity and Reliability of Instrument

3.5.1 Validity

Validity is the degree to which a test measures what it is supposed to measure. The researcher tested the face and content validity of the questionnaire. Face validity refers to the likelihood of a question being misunderstood or misinterpreted. Content validity refers to whether an instrument adequately covers all the topics concerned. The validity of the instrument was established through expert opinions, my supervisor, literature searches, and pre-testing of the questionnaire. The instrument was pilot tested on 30 respondents in the Offinso North District which was outside the study area.

3.5.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistency in its results or data after repeated trials. The questionnaire was administered on the same group of subjects twice in the pilot testing with a two week grace period between the first and the second test and the coefficient of reliability from the two tests correlated. The reliability test yielded Cronbach Alpha of 0.88, 0.79, 0.83, and 0.78 for research question 1, 2, 3 and 4 respectively. The overall reliability test yielded Cronbach Alpha of 0.82.

3.6 Data Collection Procedure

The researcher sought permission from the Offinso South Municipal Director of Education to conduct the study after the University had approved of the research topic and provided an introductory letter. The Municipal Director of Education gave the researcher the authority to conduct the study after which the researcher visited all the

selected schools. In each school, after collecting the list of teachers from the head, the required number of participants was selected using the table of random numbers. The questionnaire was administrated personally by the research and the respondents at the staff common room during break time in each of the schools. The respondents were given a grace period of one week to fill the questionnaire before they were collected. There was 100% return rate indicating that all the questionnaire administered was retrieved.

3.7 Data Analysis Procedure

The data was cleaned with the aim of identifying mistakes and errors which might have been made and blank spaces which had not been filled. A codebook for the questionnaire was prepared to record the responses. The data was processed using the Statistical Package for Social Sciences (SPSS) software package. The data collected was analyzed using descriptive statistics. Tables with frequencies and percentage were used in analyzing the data related to the research questions.

3.8. Ethical Considerations

The following ethical issues were considered in this study. Informed consent was one of the ethical issues considered in this study. Informed consent is one of the most important principles of research ethics. It is based on the need for participants to enter into research voluntarily, while understanding the nature of the research and any disadvantages or obligations that may be involved (Bogdan & Biklen, 2007). All respondents were above 20 years and did not need consent from their parents (Bogdan & Biklen, 2007). Therefore, informed consent form was given to each of them to fill. On the

form was the purpose of the study, the duration of the study and the role of the respondents.

Anonymity and confidentiality were other ethical issues considered in this study. Oliver (2003) describes anonymity in research as respondents being given the opportunity to have their identity hidden in a research report like this. The respondents were assured of confidentiality as their identity would not even be demanded and that the study would be used for academic purposes only.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS

4.0 Introduction

This chapter presents the analysis of the data collected for the study and discussions of the findings. The data collected from the questionnaire administered on the 134 respondents were presented and analyzed using descriptive statistics such as percentages and frequencies. The chapter also contains the demographic data of the respondents to address data on age, sex, educational background and teaching experience of the respondents.

Shozlol (2012) indicated that individuals are influenced and shaped by their background. Therefore, the gender, age group, educational background and teaching experience of respondents were considered. The demographic data of respondents of the study is presented in Table 4.1.
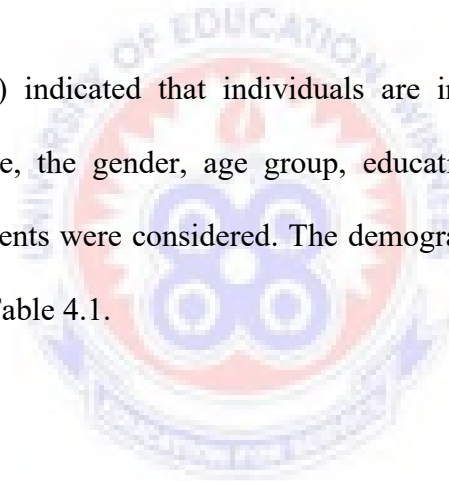
Table 4.1 Demographic Characteristics of Respondents

Variable	Frequency	Percentage
Gender		
Male	78	58
Female	56	42
Total	**134**	**100**
Age		
21-30 years	34	25
31-40 years	28	21
41-50 years	32	24
51-60 years	40	30
Total	**134**	**100**
Educational Background		
Diploma	36	27
Bachelor's Degree	56	42
Masters' Degree	42	31
Total	**134**	**100**
Teaching Experience		
1-5 years	22	16
6-10 years	48	36
11-15 years	32	24
16 years and above	32	24
Total	**134**	**100**

Source: Field Data, 2018

The males who participated in the study were more than the females with males recording 58% and the females recording 42%. Based on the ratio of males to females, it could be said that both males and females were adequately represented. On the age of

respondents, 25% were aged between 21-30 years, 21% were aged between 31-40 years, 24% were aged between 41-50 years while 30% were aged between 51-60. This is an indication that, all the participants were matured and could respond to the questionnaire

On educational background of respondents, 27% were holders of Diploma certificates, 42% were holders of the Bachelor's Degree while 31% were holders of the Masters' Degree. On respondents' teaching experience, 16% had worked for between 1-5 years, 36% had worked for between 6-10 years, 24% had worked for between 11-15 years while 24% had worked for 16 years. This suggests that the least professional qualification of the participants was diploma and majority of them (84%) having worked over 5 years were familiar with issues of INSET in the Offinso South Municipality.

4.2 Answers to Research Questions

Research Question 1: What are the INSET programmes prevailing for teachers in basic schools in the Offinso South Municipality?

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 through reflective practices as well as systematic engagement in continuous professional development (CPD). To equip teachers with the 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 term INSET is made up of three core components these are: In-service, Education and Training. In-service can simply be defined as a training intended for those actively engaged in the profession or activity concerned. The respondents were prevailed upon to agree or disagree on some statements on the kind of INSET prevailing in basic schools in the Offinso South Municipal. The result is presented in Table 4.2.

Table 4.2: INSET Programmes Prevailing for Teachers in Basic Schools

Statements	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
In-service training in Mathematics	56(42)	58(43)	20(15)	-
In-service training in English	62(46)	48(36)	24(18)	-
In-service training in Science	36(27)	76(57)	22(16)	-
In-service training in lesson notes	45(34)	66(49)	23(17)	-
In-service training in Teaching pedagogy	48(36)	62(46)	13(10)	11(8)
In-service training in curriculum change	64(48)	58(43)	12(9)	-

Table 4.2 shows that 42% of the respondents strongly agreed that in-service training in Mathematics is one of the INSET organized for teachers in basic schools in the study area, 43% agreed while 15% of the respondents disagreed that in-service training in Mathematics is one of the INSET organized for teachers in basic schools in the study area. The result shows that in-service training in Mathematics is organized for teachers in basic schools in the Offinso South Municipal.

Forty-six percent of the respondents strongly agreed that in-service in English is one of the INSET organized for teachers in basic schools in the study area, 36% of the respondents agreed while 18% of the respondents disagreed that in-service training in

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English is one of the INSET organized for teachers in basic schools in the study area. The result shows that 72% of the respondents were in agreement that in-service training in English was organized for teachers in basic schools in the Offinso South Municipality.

Twenty-seven percent of the respondents strongly agreed that in-service training in Science is one of the INSET organized for teachers in basic schools in the study area, 57% of the respondents agreed while 16% of the respondents disagreed that in-service training in Science is one of the INSET organized for teachers in basic schools in the study area. The result shows that in-service training in Science is organized for teachers in basic schools in the Offinso South Municipal as much as 84% of the respondents agreed to that.

Thirty-four percent of the respondents strongly agreed that in-service training in lesson notes is one of the INSET organized for teachers in basic schools in the study area, 49% of the respondents agreed that in-service training in lesson notes is one of the INSET organized for teachers in basic schools in the study area while 17% of the respondents disagreed that in-service training in lesson notes is one of the INSET organized for teachers in basic schools in the study area. The result shows that in-service training in lesson notes is organized for teachers in basic schools in the Offinso South Municipality.

Thirty-six percent and 46% of the respondents strongly agreed and agreed respectively that in-service training in teaching pedagogy is one of the INSET organized for teachers in basic schools in the study area while 15% of the respondents strongly disagreed that in-service training in teaching pedagogy is one of the INSET organized for teachers in basic schools in the study area. The result shows that in general, majority of

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the respondents (82%) agreed that in-service training in teaching pedagogy is organized for teachers in basic schools in the Offinso South Municipality.

Finally, 48% of the respondents strongly agreed that in-service training in curriculum change is one of the INSET organized for teachers in basic schools in the study area, 43% of the respondents agreed while 9% of the respondents disagreed that in service training in curriculum change is one of the INSET organized for teachers in basic schools in the study area. The result shows that as much as 91% of the respondents attested to the fact that in-service training in curriculum change was organized for teachers in basic schools in the Offinso South Municipality.

The entire results in Table 4.2 generally indicate that INSET was organized for teachers in a number of areas to help improve their professional skills and competencies. This supports the views of Desimone and Harris (2002) who opined 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.

Research Question 2: What do teachers in basic schools in the Offinso South Municipality consider as the impact of INSET on their performance?

The greater part of employees in various organizations needs training from time to time. This is because few people are hired for a new job with all of the necessary knowledge and skills. Therefore, all new employees should require some training. Experienced employees can change from average to expert workers with additional training either within or without the organization. Training allows them to improve

methods and procedures, learn to operate new equipment and prepare for promotions. The researcher therefore sought to find out how the respondents felt INSET was impacting on their professional practice. The respondents were consequently prevailed upon to agree or disagree on the some statements on the impact of INSET on basic school teachers' performance in basic schools in the Offinso South Municipal. The result is presented in Table 4.3.

Table 4.3: Perceived Impact of INSET on Basic School Teachers' Performance

Statements	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
INSET helps to improve teacher retention and performance	54(40)	64(48)	16(12)	-
INSET improves teachers' teaching methodology to improve performance	45(34)	61(45)	17(13)	11(8)
INSET helps to improve professional growth and development to improve performance	64(48)	70(52)	-	-
INSET improves teachers' content delivery to improve performance	75(56)	42(31)	17(13)	-
INSET helps teachers to identify and meet the needs of students	71(53)	63(47)	-	-
INSET helps teachers in professional promotion interviews	48(36)	73(54)	13(10)	-
INSET serves as briefing courses for new teachers	51(38)	67(50)	16(12)	-
INSET boosts teachers' competencies and confidence to improve performance	63(47)	59(44)	12(9)	-

Table 4.3 indicates that 40% of the respondents strongly agreed that INSET helps to improve teacher retention and performance, 48% agreed while 12% of the respondents disagreed that INSET helps to improve teacher retention and performance. With the majority of the respondents agreeing, the result shows that INSET helps to improve teacher retention and performance in basic schools in the Offinso South Municipality.

Thirty-four percent of the respondents strongly agreed that INSET improves teachers' teaching methodology to improve performance, 45% agreed, 13% while 8% of the respondents strongly disagreed that INSET improves teachers' teaching methodology to improve performance. The result shows that the respondents generally admitted that INSET improved teachers' teaching methodology to improve performance in basic schools in the Offinso South Municipality.

Forty-eight percent and 52% of the respondents strongly agreed and agreed respectively that INSET helps to improve professional growth and development to improve performance. The result shows that INSET helped to improve professional growth and development to improve performance in basic schools in the Offinso South Municipality.

Fifty-six percent of the respondents strongly agreed that INSET improves teachers' content delivery to improve performance, 31% of the respondents agreed that INSET improves teachers content delivery to improve performance while 13% of the respondents disagreed that INSET improves teachers' content delivery to improve performance. The result shows that majority of the respondents (87%) agreed that INSET improves teachers' content delivery to improve performance in basic schools in the Offinso South Municipal.

Fifty-three percent and 47% of the respondents strongly agreed and agreed respectively that INSET helps teachers to identify and meet the needs of students. The result shows that INSET helps teachers to identify and meet the needs of students in basic schools Offinso South Municipality.

Thirty-six percent of the respondents strongly agreed that INSET helps teachers in professional promotion interviews, 54% agreed, while 10% of the respondents disagreed that INSET helps teachers in professional promotion interviews. The result shows that INSET helps teachers in professional promotion interviews in basic schools in the Offinso South Municipality as 90% of the respondents consented to that.

Thirty-eight percent of the respondents strongly agreed that INSET serves as briefing courses for new teachers, 50% of the respondents agreed while 12% of them agreed that INSET serves as briefing courses for new teachers. The result shows that INSET serves as briefing courses for new teachers in basic schools in the Offinso South Municipality.

Finally, 47% of the respondents strongly agreed that INSET boosts teacher's competencies and confidence to improve performance, 44% agreed while 9% of the respondents disagreed. The result shows generally the respondents were of the view that INSET boosts teachers' competencies and confidence to improve performance in basic schools in the Offinso South Municipality.

The core objective of training a teacher is performance. The entire results in Table 4.3 are in line with that of Wright and Bonett (2007) who opined that employee competencies change through effective training programmes. Training therefore not only

improves the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills, and attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

Training has been proved to generate performance improvement related benefits for the employees as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behaviour. This is evident from the literature (Rachel, 2004; Wright & Bonett, 2007).

The impact of INSET as perceived by the participants suggests that they could be highly motivated by that. As indicated by Karp, Sirias and Arnold (1999), for employees to be effectively motivated, the bulk of rewards that organizations offer their employees should be expanded to include non-financial incentives. These incentives should include issues such as work/life benefits, training and development opportunities.

The fact that the respondents agreed that INSET improved their retention and work performance is an indication that they were somehow motivated to work as teachers. Cole (2004) identifies four main determinants for measuring employee work performance as: Effort (Motivation) Ability, Skills and Competencies, Role Perception and Resources. His argument is that all other things being equal, the more effort one puts into his or her job the higher the level of performance. Furthermore, Lee and Kacen (2008) posit that, motivation can be determined by variety of factors that include retention. Again, it is gratifying to note that the participants agreed that INSET boosts teachers' competencies and confidence, which can also serve as an indication of teacher motivation. This is supported by Bennell and Acheampong (2007) who identified

determinants of teacher motivation in developing countries to include among other factors, teacher competence. It is also important to state that, a teacher may be highly committed to the attainment of the school's learning goals, but may lack the necessary competencies to teach effectively, which ultimately becomes de-moralising and de-motivating. Significantly, the teacher respondents also acknowledged the fact that INSET leads to professional growth and development. Thus, they will see the education ministry or their profession as supportive. Under such circumstances, teachers would be motivated to work to achieve high performance. As indicated by Cole (2004), management can achieve high performance when employees see their membership of a work group to be supportive. That is to say employees experience a sense of personal worth and importance from belonging to the profession.

It can further be argued that, promoting teachers' professional growth and development through INSET could be tantamount to providing them job security and serve as a major source of motivation. This is significant when one considers the fact that motivated employees are more productive, committed and loyal to the organization. Choo and Bowley (2007) argue that providing employees with internal job opportunities is a means of demonstrating that they can realise their career goals inside rather than outside of the organization and that can highly motivate them to work very hard to achieve performance targets.

Research Question 3: What are the evaluation processes after organization of INSET for teachers in the Offinso South Municipality?

There is the need for evaluation after INSET to know whether the content of the training has been understood by participants. The respondents were therefore prevailed upon to agree or disagree on some statements on evaluation processes used after organization of INSET for teachers. The result is presented in Table 4.4.

Table 4.4: Evaluation Processes after Organization of INSET for Teachers

Statements	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Group discussions are organized after the INSET to evaluate the programme	53(40)	67(50)	14(10)	-
Tests are sometimes conducted after the INSET to evaluate the programme	49(37)	71(53)	14(10)	-
Open forum is organized after the INSET to evaluate the programme	63(47)	60(45)	11(8)	-
Follow-up visits to schools are made after the INSET to evaluate the programme	66(49)	48(36)	12(9)	8(6)
Evaluation sheets are given to participants at the end of the INSET to evaluate the programme	72(54)	62(46)	-	-

Table 4.4 indicates that 40% of the respondents strongly agreed group discussions were organized after INSET to evaluate the programme, 50% of the respondents agreed while 10% of the respondents disagreed that group discussions were organized after INSET to evaluate the programme. With as much as 90% agreeing, the result shows that group discussions were organized after INSET for teachers in basic schools in the

Offinso South Municipality to evaluate the programme by the organizers to know its effectiveness or otherwise.

Thirty-seven percent of the respondents strongly agreed that one of the evaluation processes after organization of INSET for teachers was that tests were sometimes conducted after the INSET to evaluate the programme, 53% of the respondents agreed while 10% of the respondents disagreed. The result shows that tests were sometimes conducted after INSET for teachers in basic schools in the Offinso South Municipality to evaluate the programme by the organizers to know its effectiveness or otherwise.

Forty-seven percent of the respondents strongly agreed that one of the evaluation processes after organization of INSET for teachers was that open forum was organized after the INSET to evaluate the programme, 45% of the respondents agreed while 8% of the respondents disagreed. The result shows that open forum was organized after INSET for teachers in basic schools in the Offinso South Municipality to evaluate the programme by the organizers to know its effectiveness or otherwise.

Forty-nine percent of the respondents strongly agreed that one of the evaluation processes after organization of INSET for teachers was that follow-up visits to schools were made after the INSET to evaluate the programme, 36% of the respondents agreed, 9% of the respondents disagreed while 6% of the respondents strongly disagreed. The result shows that follow-up visits to schools were made after the INSET for teachers in basic schools the Offinso South Municipality to evaluate the programme by the organizers to know its effectiveness or otherwise.

Finally, 54% and 46% of the respondents strongly agreed and agreed respectively that one of the evaluation processes after organization of INSET for teachers was that

evaluation sheets were given to participants at the end of the INSET to evaluate the programme. The result shows that evaluation sheets were given to participants at the end of INSET for teachers in basic schools in the Offinso South Municipality to evaluate the programme by the organizers to know its effectiveness or otherwise.

The entire results in Table 4.4 confirm the statement by Bramley (1991) that evaluation cannot be separated from the concept of training. In essence, after INSET, the programme has to be evaluated by organizers to ascertain its effectiveness or otherwise. This evaluation enables organizers to put in the necessary modifications to enhance the organization of future INSET. In a nutshell, evaluation forms are distributed to participants to evaluate the content, delivery of the content by the resource persons and its effectiveness after every INSET programme.

Research Question 4: What are the factors that militate against effective organization of INSET for teachers in the Offinso South Municipality?

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 effective and efficient organization of INSET programmes.

Nadler (1989) indicates that the starting point for any in-service education and training is aiming at meeting the teacher's professional needs. In addition, because education is an inherently difficult and complex process and circumstances are constantly changing, problems will inevitably arise in individual schools and classrooms and during

in service training. The respondents were therefore prevailed upon to agree or disagree on some statements relating to factors that militate against effective organization of INSET for teachers. The result is presented in Table 4.5

Table 4.5: Factors that Militate Against Effective Organization of INSET for Teachers

Statements	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Lack of competent resource persons to deliver well during INSET	48(36)	68(51)	18(13)	-
INSET not geared towards teachers' specific needs as needs assessment are not conducted	52(39)	66(49)	16(12)	-
Teachers not informed ahead of time about INSET for proper preparation	62(46)	48(36)	24(18)	-
Lack of appropriate feedback to schools after INSET has been organized	68(51)	66(49)	-	-
INSET programmes on new teaching methodology sometimes not involving teachers who matter most	71(53)	63(47)	-	-
Inadequate teaching and learning resources to be used during INSET	58(43)	53(40)	12(9)	11(8)
Inadequate financial resources to organize effective INSET	65(48)	44(33)	25(19)	-
Teachers not provided the needed resources to effectively implement what is learnt during INSET	75(56)	59(44)	-	-
Poor timing of INSET	46(34)	68(51)	20(15)	-

Table 4.5 indicates that 36% of the respondents strongly agreed that lack of competent resource persons to deliver well during INSET was a factor that militated

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against effective organization of INSET for teachers, 51% of the respondents agreed while 13% of the respondents disagreed that lack of competent resource persons to deliver well during INSET was a factor that militated against effective organization of INSET for teachers. The result shows that the absence of competent resource persons to deliver well during INSET was a factor that militated against effective organization of INSET for teachers in basic schools in the Offinso South Municipality.

Thirty-nine percent of the respondents strongly agreed that INSET was not geared towards teachers specific needs as no needs assessment were not conducted, 49% of the respondents agreed while 12% of the respondents disagreed that INSET was not geared towards teachers' specific needs as needs assessment was not conducted before INSET was organized for teachers. The result shows that generally, INSET was not geared towards teachers' specific needs as a result of the absence of needs assessment, and that was a factor that militated against effective organization of INSET for teachers in basic schools in the Offinso South Municipality.

Forty-six of the respondents strongly agreed that teachers were not informed ahead of time about INSET for proper preparation, and that was a factor that militated against effective organization of INSET, 36% of the respondents agreed while 13% of the respondents disagreed. The result shows that teachers were not informed ahead of time about INSET so that they could prepare well for the programme and that was a factor that militated against effective organization of INSET for teachers in basic schools the Offinso South Municipality.

Fifty-one percent and 49% of the respondents strongly agreed and agreed respectively that lack of appropriate feedback to schools after INSET had been organized

is a factor that militated against effective organization of INSET for teachers. The result shows that absence of appropriate feedback to schools after INSET had been organized was a factor that militated against effective organization of INSET for teachers in basic schools in the Offinso South Municipality.

Fifty-three and 47% of the respondents strongly agreed and agreed respectively that INSET programmes on new teaching methodology sometimes not involving teachers who matter most was a factor that militate against effective organization of INSET for teachers. The result shows that INSET programmes on new teaching methodology sometimes not involving teachers who mater most as the final implementers was a factor that militated against effective organization of INSET for teachers in basic schools in the Offinso South Municipality.

Forty-three percent of the respondents strongly agreed that inadequate teaching and learning resources to be used during INSET was a factor that militated against effective organization of INSET for teachers, 40% of the respondents agreed while 9% and 8% of the respondents disagreed and strongly disagreed respectively that inadequate teaching and learning resources to be used during INSET was a factor that militated against effective organization of INSET for teachers. The result shows that inadequate teaching and learning resources to be used during INSET was a factor that militated against effective organization of INSET for teachers in basic schools in the Offinso South Municipality.

Forty-eight of the respondents strongly agreed that inadequate financial resources to organize effective INSET was a factor that militated against effective organization of INSET for teachers, 33% of the respondents agreed while 19% of the respondents

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disagreed that inadequate financial resources to organize effective INSET was a factor that militated against effective organization of INSET for teachers. The result shows that inadequate financial resources to organize effective INSET were a factor that militated against effective organization of INSET for teachers in basic schools in the Offinso South Municipality.

Fifty-six percent and 44% of the respondents strongly agreed and agreed respectively that teachers not provided the needed resources to effectively implement what was learnt during INSET was a factor that militated against effective organization of INSET for teachers. The result shows that teachers not given the needed resources to effectively implement what was learnt during INSET was a factor that militated against effective organization of INSET for teachers in basic schools in the Offinso South Municipality.

Finally, 34% of the respondents strongly agreed that poor timing of INSET was a factor that militated against effective organization of INSET for teachers, 51% of the respondents agreed while 15% of the respondents disagreed. The result shows that poor timing of INSET was a factor that militated against effective organization of INSET for teachers in basic schools in the Offinso South Municipality.

The entire results are in line with that of Newton (1989) who observed that there are too often mismatches 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 utilise 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.

Newton (1989) further noted that financing INSET programmes has proven to be one of the major problems. According to him, the decision about what approach to take for training depends on several factors including the amount of funding available for training.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The chapter consists of the summary of the findings, conclusions, recommendations of the study and suggestions for further studies.

5.1 Summary

The purpose of the study was to investigate the organization of INSET in basic schools in the Offinso South Municipality of the Ashanti Region of Ghana. The objectives of the study were to ascertain the prevailing in-service education and training in basic school in the Offinso South Municipality, find out the impact of in-service education and training on teachers' performance in basic schools in the Offinso South Municipality, determine the assessment processes after the organization of INSET and to establish the factors that militate against effective organization of INSET for teachers in basic schools in the Offinso South Municipality.

The researcher used a descriptive survey design for the study. The accessible population for the study consisted of all the 202 teachers in the 10 basic schools in the Offinso. Simple random sampling was used to select 134 teachers for the study. The researcher used closed-ended questionnaire as the data collection instrument.

5.2 Main findings

Programmes Prevailing for Teachers in Basic Schools

From the study the INSET programmes prevailing for teachers in the study area were in service training in Mathematics, English, Science, Lesson notes preparation, Teaching pedagogy and Curriculum change.

Impact of INSET on Basic School Teachers' Performance

Based on frequency count, what the teachers recognized as the five most important impact of INSET were that INSET: helped to improve teacher retention and performance; helped to improve professional growth and development to improve performance; helped teachers in professional promotion interviews; served as briefing courses for new teachers; and also boosted teachers' competencies and confidence to improve their performance.

Evaluation Processes after Organization of INSET for Teachers

Almost all the respondents indicated that the means of evaluation of INSET programmes organized included group discussions, tests, open forum, follow-up visits and the use of evaluation form (questionnaire).

Factors that Militate Against Effective Organization of INSET for Teachers

The **six** most important factors militating against effective organization of INSET in the Offinso South Municipality were identified as: lack of competent resource persons to deliver during INSET; INSET not geared towards teachers' specific needs as needs assessment were not conducted; lack of appropriate feedback; inadequate teaching and learning resources; inadequate financial resources; and teachers not provided the needed resources to effectively implement what was learnt.

5.3 Conclusions

Based on the findings of the study, INSET was evaluated after its organization which included group discussions, tests, open forum, follow-up visits and the use of evaluation form. It is therefore concluded that if INSET was organized and evaluated as indicated then it would improve the quality of teaching and learning in basic schools in the Offinso South Municipality.

It is also concluded that because of the numerous challenges; including, lack of competent resource persons to deliver during INSET; INSET not geared towards teachers' specific needs as needs assessment were not conducted; lack of appropriate feedback and inadequate teaching and learning resources, militating against it, the organization of INSET would not be as effective as expected.

5.4 Recommendations

On the basis of the findings of the study and conclusions drawn from them, the following recommendations are made:

1. The organization of INSET in the Offinso South Municipality should be strengthened and sustained by the Municipal Director of Education since it was found to impact positively on teachers' performance.

2. The Ghana Education Service should liaise with the Government to allocate enough funds to school heads to organize effective INSET for teachers.

3. The Ministry of Education and other stakeholders (SMCs, Teachers, Parents, NGOs) in education should endeavor to work together to address the various

factors that militate against effective organization of INSET in basic schools in the Offinso South Municipality.

4. The Ghana Education Service should liaise with the Government to organize regular training workshops on the impact of INSET on teachers because even though majority of the respondents agreed, a few of them disagreed.

5.5 Suggestions for Further Study

It is suggested that further study be conducted to investigate the organization of INSET for private basic school teachers and how that is impacting on their performance in the Offinso South Municipality of the Ashanti Region of Ghana.

It is also suggested that further study be conducted to investigate the organization of INSET in basic schools in the Offinso South Municipality with a wider scope and sample size so as to increase the generalizability of the study.

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APPENDIX A

QUESTIONNAIRE FOR RESPONDENTS

I am a post-graduate student of University of Education –Winneba, Kumasi Campus conducting research on the impact of INSET on the performance of basic school teachers in the Offinso South Municipal in partial fulfilment for the award of the Master of Philosophy Degree in Educational Leadership. This closed ended questionnaire will be used for this purpose.

Please kindly complete this questionnaire by ticking the appropriate box as candid as possible. You are assured that all information provided will be treated with the utmost confidentiality and would be used for academic purposes only. I am counting on your co-operation.

Thank you.

EVELYN ESI SEKYI APPIAH

(POST GRADUATE STUDENT)

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1. Gender

a) Male ( )

 b) Female ( )

2. Age

(a) 21 – 30 ( )

 (b) 31 –40 ( )

(c) 41 – 50 ( )

 (d) 51-60 ( )

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3. Highest academic qualification

(a) Diploma

(b) Bachelor's Degree

(c) Master's Degree

4. Teaching experience

(a) 1-5 years

(b) 6-10 years

(c) 11-15 years

(d) 16 years and above

SECTION B: **What is the INSET programmes prevailing for teachers in basic schools in the Offinso the Offinso South Municipal?**

Please indicate your level of agreement with the following statement on INSET programmes prevailing for teachers in basic schools, using the 4-point likert scale of **SA**= Strongly Agree, **A**= Agree, **D**= Disagree, **SD**= Strongly Disagree.

	Statement	SD	A	D	SD
1	In service training in Mathematics				
2	In service training in English				
3	In service training in Science				
4	In service training in lesson notes				
5	In service training in Teaching pedagogy				
6	In service training in curriculum change				

SECTION C: What are the Impacts of INSET on basic school teachers' performance in the Offinso in the Offinso South Municipal?

Please indicate your level of agreement with the following statement on the impacts of INSET on basic school teachers' performance in the Offinso South Municipal, using the 4-point likert scale of **SA**= Strongly Agree, **A**= Agree, **D**= Disagree, **SD**= Strongly Disagree.

NO	STATEMENT	SA	A	D	SD
7	INSET help to improve teacher retention and performance				
8	INSET improves teachers teaching methodology to improve performance				
9	Improvement in professional growth and development to improve performance				
10	INSET improves teachers content delivery to improve performance				
11	INSET helps teachers to identify and meet the needs of students				
12	INSET help teachers in professional promotion interviews				
13	INSET serve as briefing courses for new teachers				
14	INSET boost teachers competencies and confidence to improve performance				

SECTION D: What are the evaluation processes after organization of INSET for teachers in the Offinso in the Offinso South Municipal?

Please indicate your level of agreement with the following statements on evaluation processes after organization of INSET for teachers, using the 4-point likert scale of **SA**= Strongly Agree, **A**= Agree, **D**= Disagree, **SD**= Strongly Disagree.

NO	STATEMENT	SA	A	D	SD
15	Group discussions are organized after the INSET to evaluate the programme				
16	Tests are sometimes conducted after the INSET to evaluate the programme				
17	Open forum is organized after the INSET to evaluate the programme				
18	Follow-up visits to schools are made after the INSET to evaluate the programme				
19	Evaluation sheets are given to participants at the end of the INSET to evaluate the programme				

SECTION E: What are the factors that militate against effective organization of INSET for teachers in the Offinso South Municipal?

Please indicate your level of agreement with the following statement on the factors that militate against effective organization of INSET for teachers, using the 4-point likert scale of **SA**= Strongly Agree, **A**= Agree, **D**= Disagree, **SD**= Strongly Disagree.

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NO	STATEMENT	SA	A	D	SD
20	Lack of competent resource persons to deliver well during INSET				
21	INSET not geared towards teachers specific needs as needs assessment are not conducted				
22	Teachers not informed ahead of time about INSET for proper preparation				
23	Lack of appropriate feedback to school after INSET has been organized				
24	INSET programmes on new teaching methodology sometimes not involving teachers who mater most				
25	Inadequate teaching and learning resources to be used during INSET				
26	Inadequate financial resources to organize effective INSET				
27	Teachers not provided the needed resources to effectively implement what is learnt during INSET				
28	Poor timing of INSET				