

AKENTEN APPIAH MENKA UNIVERSITY OF SKILLS TRAINING AND
ENTREPRENEURIAL DEVELOPMENT-KUMASI

THE INFLUENCE OF IN-SERVICE EDUCATION AND TRAINING ON
TEACHERS JOB PERFORMANCE AT SENIOR HIGH SCHOOLS OF THE
ATWIMA NWABIAGYA SOUTH



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THE INFLUENCE ON IN- SERVICE EDUCATION AND TRAINING ON
TEACHERS' JOB PERFORMANCE AT PUBLIC SENIOR HIGH SCHOOLS OF
THE ATWIMA NWABAGYA SOUTH



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for the award of Master of Arts (Educational Leadership) Degree**

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DECLARATION

STUDENT'S DECLARATION

I, DAVID BONSU, declare that this dissertation, with the exception of quotation and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for other degree elsewhere.

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of dissertation as laid down by the Akenten Appiah-Menka University of Skill Training and Entrepreneurial Development

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SIGNATURE:

DATE:

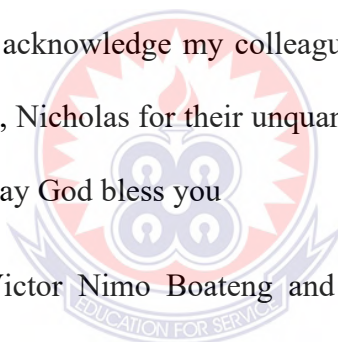
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DEDICATION

To my dear wife and sister, who advised and enabled me to pursue at higher level at the University.



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ABSTRACT

The purpose of this study was to investigate the influence of in-service education and training on teachers' job performance at public senior high schools in Atwima Nwabiagya South. The design of the study was regression research analysis and descriptive statistics while the sample of 92 teachers in public senior high schools in Atwima Nwabiagya south who were drawn through simple random sampling techniques from a population of 120 teachers. Twenty research questions were stated to guide the study. They were investigated with data which were collected through the administration of copies of researcher's adapted instrument titled "The influence of in-service education training on teachers job performance". The research questionnaires 1 to 4 was on teachers' In-service education and training and 5 to 8 were on teachers' job performance. The four hypotheses were tested at 0.05 alpha level using regression analysis. The major findings of the study indicated that teachers mean rating on their participation in INSET programmes was for above average, teacher mean rating of their job performance was also more than average and there were strong, positive and significant relationships between teacher learning, teacher growth, teacher needs and teacher collaboration and job performance in the Atwima Nwabiagya south. From the study it is concluded that INSET has positive impact on teacher job performance which include improvement in teaching skills and methodology, improvement in managerial skills, improvement in discipline level and punctuality and improvement in teacher interpersonal relations with colleagues and students. Based on the findings of some of the recommendations were made: Opportunities for INSET programme should made available to all categories of teachers, all stakeholders should help strengthen the organization of regular seminars, workshops and conferences for old and novice teachers or newly employed teachers, government to bear the financial burden for teachers' INSET by making budgetary allocation for that purpose. E-learning should be supported and encouraged at school level to teachers.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

People constitute the foundation of any organization. Organization is therefore a social entity formed by a group of people. Robbins and Judge (2011) defines 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. The importance of the role of teachers who form the human resource in the educational sector of any nation's economic development cannot be overemphasized. 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; the teachers responsible for the process must equally be accorded a very high priority. Teachers should therefore be encouraged to participate in a wide range of both formal and informal activities which will help them in processes of review, renewal, enhancement of thinking and practice and more especially, being committed both in mind and heart (Ras, Essel, Badu, Owusu-Boateng & Saah, 2009).

Continuous Professional Development (CPD) otherwise known as In-Service Education and Training (INSET) will assist all teachers to be abreast of changes in their own countries and in other parts of the world.

To remain relevant and responsive, organization 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). Training courses can boost continuous quality improvement and enhance the sustainability of development programmes and the organization. It provides organizations with a powerful tool to develop the capacity of their own staff and that of their beneficiaries. Training, however, needs to be designed and delivered in the right way for it to be effective. It is important to make the training sessions as interesting as possible (Management for Development Foundation, Training & Consultancy, 2009).

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.

Ghana Education Service (G.E.S) is the only government agency basically in charge of the initial HRD in the country. In order to sustain its primary function, it behooves Metropolitan, Municipal and District Education Directorate 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. Ghana Education Service (G.E.S) as an organization therefore owes its members an on-going in-service Education and Training.

All over the world, irrespective of the level of a teacher teaches, if the person has gone through some training to acquire the necessary knowledge and skills that will enable

them 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.

Moreover, the pre-service institutions cannot cover everything that the teacher will need that will enable him or her function effectively in the classroom. Pre-service institutions can become resistant to change. Cole (2004) has indicated that some institutions have traditions they are reluctant to do away with.

In-Service Education and Training (INSET) is explained as the training designed for teachers who are already in professional practice and which they receive in professional context of or in the course of their work either off-duty time or during periods of varying lengths when their normal duties are suspended (Cole, 2004). 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, preparation for a degree, diploma or other qualifications subsequent to initial training (Adentwi & Baafi-Frimpong, 2010).

The need to continuously improve one's professional skills and practice is required for teachers in order to respond to a wide range of demand as a result of the rapid and ever-changing world. The functions of further training especially in-service training (INSET) necessitates that it should be given the required attention. Much more effort should be made to develop training programmes to fit the needs of practicing teachers. Adentwi (2000) indicated that in Ghana, further training has been recognized and identified among others as: Induction courses for newly appointed and newly promoted teachers; Seminars which aim at updating knowledge in subject areas in the

form of face-to-face teaching and demonstrations which last for about four days; Conferences designed for administrative personnel. This exposes personnel to new educational policies and programmes, which lasts for about three days workshops by subject associations.

Top-up courses are organized by the Teacher Education Division of the Ghana Education Service to upgrade teachers and certify them with Diploma in Basic Education; Distant Learning and Continuing Education, organized by the Institute of Education of the University of Cape Coast (UCC) and the University of Education, Winneba; and Sandwich programmes, organized by the University of Cape Coast and the University of Education, Winneba.

Also, the fact that some teachers may have vacated teaching for a while may call for such category of teachers to be given refresher courses in order to reinvigorate them to perform to expectation. Adentwi (2000) further observed that, so much lip service is paid to in-service training in many developing countries including Ghana. In practice, in-service training only serves to meet emergency needs.

1.2 Problem Statement

In service education and training is designed 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 point 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 technological media that permeate today's classrooms (Thompson &

Hickey, 2011). Hayes (2010) indicated that college and university programs 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).

A study conducted by Ghana Education Service (2007) revealed that although in-service activities at the district and school levels have increased in the last few years, it does not reflect a change in teachers and head teachers' performance and output especially in instructional practices at the classroom level.

Adentwi (2000) indicated that not much research work has been done in Africa on in-service training of teachers. Adentwi further pointed out that some research results suggest in-service training for senior high school teachers is at unfinished state and that further investigation of in-service education and training effectiveness and influence is urgently needed. Also, pre-service training may not contain the current knowledge and skills now required of them. Any teacher caught in the web of curricula innovation may thus lack control over content, have a flinching attitude towards the classroom job and inevitably become inefficient in the management of daily school routine. Again, it appears the educational system in Ghana as a whole and Atwima Nwabiagya South specifically, has woefully failed to address the issue of in-service education and training which plays essential role in improving education. These have motivated the researcher

to investigate the influence of in-service education and training on teachers' job performance at Senior High Schools in the Atwima Nwabiagya South of Ashanti Region.

1.3 Purpose of the Study

The purpose of the study was to investigate the influence of in-service education and training on teachers' job performance at Senior High Schools in the Atwima Nwabiagya South of Ashanti Region.

1.4 Objectives of the Study

The study sought to:

1. find out the influence of in-service education and training on Senior High School teachers' job performance in the Atwima Nwabiagya South.
2. determine the evaluation procedures after the provision of in-service education and training in Senior High Schools in the Atwima Nwabiagya South.
3. ascertain the challenges in the provision of in-service education and training in Senior High Schools in the Atwima Nwabiagya South.

1.5 Research Questions

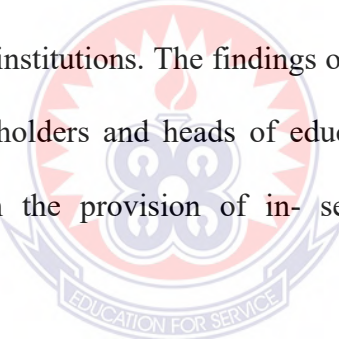
1. What are the influences of in-service education and training on Senior High School teachers' job performance in the Atwima Nwabiagya South?
2. What are the evaluation procedures after the provision of in-service education and training in Senior High Schools in the Atwima Nwabiagya South?

3. What are the challenges associated with the provision of in-service education and training in Senior High Schools in the Atwima Nwabiagya South?

1.6 Significance of the Study

The outcome of the study will add to the existing body of knowledge and literature on In-Service-Training and education. The outcome of the study will also serve as a blueprint for researchers who may research into the influence of in-service education and training in educational institutions.

The findings of the study will provide educational authorities and other stakeholders in education valuable information in the provision of in-service education and training in educational institutions. The findings of the study will also help education authorities and other stakeholders and heads of educational institutions to address the challenges associated with the provision of in-service education and training for teachers.



1.7 Delimitation of the Study

The study was delimited to Senior High Schools in the Atwima Nwabiagya South of the Ashanti Region. The research specifically considered the influence of in-service education and training on Senior High Schools teachers' job performance in the Atwima Nwabiagya South of the Ashanti Region. The study may therefore be generalized with caution.

1.8 Limitations of the Study

The study conducted to investigate the influence of in-service education and training on Senior High Schools teachers' job performance in the Atwima Nwabiagya South. Some respondents delayed in completing the questionnaire and the researcher had to give them regular reminders before they were completed. The respondents were also limited to teachers who have been in the school for more than 10 years. The generalization of the findings is applicable only to teachers in the Senior High Schools in the Atwima Nwabiagya South of Ashanti Region.

1.9 Organization of the Study

The study was organized into five chapters. Chapter One dealt with the introduction comprising the background to the study, Statement of the problem, Purpose of the study, Research questions, Significance of the study, Delimitation, Limitation and Organization of the study.

Chapter Two covered the review of related literature on the topic of the study. Chapter Three presents the methodology. Chapter Four dealt with the presentation of the results and discussion of the findings.

Chapter Five consisted of the summary of the findings of the study, conclusions, recommendations and suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The study was conducted to investigate the influence of in-service education and training (INSET) on teachers' job performance at Senior High Schools in the Atwima Nwabiagya South of Ashanti Region. 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, The Need for Teacher Training, INSET and teachers' professional needs in Ghana, Purpose and Impact of INSET on Attitudes and Beliefs of Teachers, INSET of teachers and the agencies/bodies that organized INSET and challenges among other relevant themes.

2.1 Definitions of Training

It is necessary to make a brief overview to the meaning training in general in order to understand the need for teacher training very well. Iwuagwu and Isabu (2016) indicated that training is 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. Similarly, Green (2004) also stated that training is a process which aims at improving knowledge, skills, attitudes and behaviours in people to accomplish certain jobs, tasks or goals. Green further indicated that include development. Green stated that training courses and programs and designed to increase knowledge, improve skills, and change attitudes (Green, 2004). It can be deducted that 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. And Cole (2004) sees training as 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. Lawal (2004) states that each definition has different key concepts and puts forward his own views about what training should entail: Training should be a systematic process with some planning and control rather than random learning from experience, it should be concerned with changing concepts, skills and attitudes of people treated both as individuals and as groups and it is intended to improve performance in both the present and the following job and through this should enhance the effectiveness of the part of the organization in which the individual or group works.

Nadler and Nadler (1994) also put forward a definition of training under the name of human resource development (HRD), which they refer to as "organized learning experiences provided by employers within a specified period of time to improve performance and/or promote personal growth. Nadler and Nadler stated that training is an area of learning activity within HRD such that it "involves learning that relates to the current job of the learner.

2.2 The Need for Teacher Training

Since the teaching of a foreign language is a very demanding task, there is always a need for teacher training on this issue. Lawal (2004) states the fact that when talking about teacher training, we cannot avoid effectiveness. Lawal continues to argue that evaluation cannot be separated from the concept of training; this issue will be dealt with in more detail further in this chapter. However, at this point, there may be a need to make the connection between teacher training and teacher education. Madumere-Obike (2007) makes this distinction by stating that teacher training may refer to the unthinking habit formation and an over-emphasis on skills and techniques while teacher education has more to do with developing theories, an awareness of options and decision-making abilities. Madumere-Obike also cites others' descriptions of education and training stating that education is a process of learning that develops moral, cultural, social and intellectual aspects of the whole person" and training "prepares for a particular function or profession (Madumere-Obike). In the light of all the above, there may be a need to also define the term teacher development.

Developing and growing are vital elements in any occupation and in any situation, the development of teachers can be seen, as Underhill puts it, as a move from 'unconscious incompetence' to 'unconscious competence' in which case we need to be aware of our 'conscious incompetence' and our 'conscious competence' (Harmer, 2002). Harmer continues to say that development may occur by breaking our own rules as teachers and challenging what we have been taking for granted. There are many other ways in which a teacher can develop. Harmer has listed a few as doing action research, carrying out a literature review, developing with colleagues (discussing with colleagues,

peer teaching/observation, teachers' groups/associations, and using the virtual community (the internet), and developing by learning. (Harmer, 2002). In effect, the development of teachers can be achieved in many ways. Teacher training programmes are one way in which teachers can start with their query of development. By being 'educated' in teacher training programmes, teachers have the opportunity to use their capabilities and skills for development and improvement. There are different kinds of teacher training programmes that adopt different methods of teaching and learning.

2.3 In-Service Education and Training (INSET)

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. Marrant (1981) postulated that in-service training includes 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.

Training is concerned with the acquisition of skills and techniques using standardized procedures and sequences. In contrast, in-service education aims at bringing about teacher's professional, academic and personal development through the provision of a whole series of study experiences and activities of which training should be related as...but one aspect (Madumere-Obike, 2007). Madumere-Obike 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) 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. This may include the preparation for a degree, diploma or other qualifications subsequent to initial training (Adentwi & Baafi-Frimpong, 2010).

Jahangir, Saheen and Kazmi (2012) define In-service Education and Training as a lifelong process in which the teacher is constantly learning and adapting to new challenges of the job. Much of this training is self-directed and is carried out by reading books and articles on education, by discussing with colleagues and supervisors' matters

concerning teaching, by attending courses and conferences on education. A definition by United Nations Education, Scientific and Cultural Organization (UNESCO) (2006) 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.

In a nutshell, 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 (1983), cited by Adentwi (2000), suggest that in-service training programmes for teachers in English speaking African countries are of four main types: In-service training programmes for unqualified teachers was observed in countries like Nigeria, Zimbabwe, Sierra Leone and Liberia; In-service training programme for upgrading. This was designed to move pupil-teachers who have been given some form of training to higher grades; In-service training for new roles. It is intended for already qualified teachers to retain to serve as trainer and trainers or given specialized areas for 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 Deku (2007) is 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 he 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.

2.4 INSET and teachers' professional needs

Most people in business need training from time to time as few people are hired for a new job with all of the necessary knowledge and skills needed. 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.

Cole (2004) indicated that any in-service education and training is aimed at meeting teachers' professional needs. Cole has therefore identified four of such needs. These include:

Induction Needs: Many times, during the teachers' career he/she will have to embark on new and unfamiliar duties relating to a new position to which he/she has just been appointed. The first may be when the new teacher having left college or university starts work in a new school or community. Sometimes it could involve moving from one school to another, promotion to head of department, deputy head or head teacher, are examples. This teacher is bound to be faced with problems arising from inexperience or lack of confidence or at worst, sheer ignorance of what the task entails. The teacher will

demonstrate experience that will require the needs for induction. This has to be dealt with from the day of appointment. Intentionally, this training will be professionally practical in their aims. Much of this form of in-service education depends on informal advice given in respect of a specific task, which may be by short intensive formally organize courses for teachers out of school.

Extension Needs: In this situation, 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 (Cole, 2004).

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. For teachers re-entering the profession after a break in service to re-familiarize themselves with the methodology of a subject or handling a particular age group, they need probably short and intensive periods of in-service education and training (Cole, 2004).

Conversion Needs: Cole (2004) further indicates that teachers due to transfer to entirely different jobs in schools if they have previous preparation for the new work may

experience conversion needs. When a teacher initially trained for primary school is moved into secondary 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.

Cole (2004) concludes by arguing that to convert laterally, teachers have to acquire a whole body of academic knowledge as well as its accompanying methodology. In contrast, to meet vertical conversion needs, in-service training will tend to have task created and preparatory function aimed to provide the potential appointee with skills, techniques and knowledge of doing a new type of promoted job for retirement.

Leadership literature points to a strong need for professional development of head teachers to prepare them to manage the problems they face in their work situations. The term ‘preparation’ refers to the entire professional development activities which take place before one takes up a position. (Cardno, 2003). Cardno categorized preparation into two stages: pre-employment preparation which encompasses selection, formal qualification programmed and/or training, and post-employment preparation which comprises induction into their role.

Bush and Oduro (2006) also identified these components in a model of leadership preparation developed for Africa. Cardno (2003) 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 (2001), argues that in the process of assessing teachers' professional needs, the following can be 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 certificate 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 (2001) posited 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 aimed 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 individual endeavor.

Swanepoel and Erasmus, (2000) suggests that Staff development should result in the following: Improve the standard of performance of employees, once their training needs have been identified; prepare them for future positions; and help the individual to make better decision and increase job satisfaction. Giving the above outcomes, it

becomes clear that staff development can raise teachers' performance levels and prepare the individual for change in the organization (Conco, 2004).

Staff Development Programmes; In-service training (INSET)/continuing professional development (CPD) courses are the following means for training head teachers. However, in most cases, only those in urban and semi-urban schools get access to such courses (Oduro, 2003). Writing on staff development programmes, Reboire (2001) state that as an organization, a school need well qualified administrators, teachers and other personnel to accomplish its mission. As job requirement with 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 comfit human and financial resources if it is to maintain a skilled and knowledgeable staff.

Rachel (2004) offered guidelines and recommendations for professional development and in-service training. According to Rachel, the goal of in-service and staff development, historically has always been to improve weak areas of practice. In recent times there has been, 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 (2011) 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 should 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 teachers' 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.

Summing up, Rebore (2001) 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.

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 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) defined that teacher performance refers to observable behaviours, both verbal and non-verbal. This means that, performance is a teaching behaviour of the teacher, which sometimes appear as a result or in the form of students' achievement. But the students' achievement is not considered as 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 being skills that are necessary for creating conducive environment for effective teaching and learning, taking care of the seating arrangement, developing favorable climate for learning, classroom cleanliness, proper time

management, class control etc. 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 Minister 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; Providing 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; Help teachers to develop and evaluate curriculum materials; and Provide opportunities for professionals to socialize in order to share ideas about their work.

Furthermore, the “Preliminary Education Sector Performance Report 2008 (Ministry of Education Science and Sports: MoESS) brought on the realization that pupils’ proficiency in basic education is critically low as less than 25% of Ghana’s youth reach proficiency levels for P6 English and 10% attain proficiency in P6 Mathematics. Also, the “Education Strategic Plan (2010-2020)” captures the importance of continuous teacher professional development through school based INSET and suggests therefore

that managing INSET for teachers should now be an obligation for all stakeholders at the community, school, district and national level. (This is relevant to this research because the basic schools that are said to be performing poorly finally feed the SHS).

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

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 or the in-service education and training of staff members.

UNESCO (2006) argues that, if education is to meet the demands of our time and of the coming decades, the organization, content and methods of teacher education must be constantly improved by searching for new educational strategies and concepts.

In view of the continuous innovation and development of general and pedagogical knowledge, and of the constant 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 would 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, 2006).

Rebore (1982) made it clear that staff development or in-service education can offer the teacher the opportunity to update the skills and knowledge in a subject area. The knowledge explosion has created the need to reinterpret and restructure former knowledge in a subject area. A teacher can no longer assume, on the basis of past learning, that he/she understands all the nuances of a subject area. Commenting on the importance of in-service education and training to teachers.

Albert (1977) says an increasing common practice is to get teachers ready for changes and to give them opportunity to make changes. In other words, "Credit" is given as incentives which usually apply to the periods teachers are supposed to earn in five-year period for promotions and salary increases. Albert further stressed that, the system-wide in-service programme is for individual information which ranges from general cultural growth to specific how-to-do-it in a certain teaching situation. Most successful in-service programmes showed that by providing teachers with what they want, brings security, which will allow a base for these changes.

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

According to him, this is to keep the teacher abreast with new ideas, new ways of doing things and changes taking place on the educational front. According to Marrant (1981), INSET aims at widening and deepening teachers' knowledge, understanding and expertise including skills, techniques and powers of judgement in respect of their professional work by means of activities designed to attain this purpose. Madden & 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.

2.6 Bodies/Agencies of INSET in Ghana

The system of education in Ghana has gone through series of changes since independence in 1957. The current structure of the education consist two years pre-school education also known as (early childhood education) compulsory for children between the ages of (4 & 6 years); six years of primary education or basic education for children between (6 & 12 years); three years of Junior High School education for those between (12 & 15 years), four years Senior High School (SHS) education reversed to three years and three or four years tertiary education, which consists of four years of university education, three years polytechnic soon to be made technical university and three years Colleges of education and other specialized institutions in nursing, agriculture, technical and vocational (RPCRERG, 2002). The only government sector in Ghana responsible for

the provision of education is the Ministry of Education (MoE) which has the overall responsibility to operate the same structure of education in all parts of the country including Atwima Nwabiagya South. The major responsibility of the MoE is to formulate all national educational policies, making sure the education system is more of a unitary type. It also exercises full financial control in respect of education. However, the MoE delegates the policy implementation to agencies established within the education ministry for example the Ghana Education Service (GES), is responsible for the implementation of all pre-university educational policies formulated by the MoE through their offices in the various metropolis, municipals 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 (MoE) in 2000 on policies and strategic plan for education sector, indicated that, groups within the MoE which have been carrying out INSET functions have been the curricular and courses branch in Accra, the inspectorate, District Education Officers and serving head teachers and lately the various subject organizers based at the regional and district offices, subject associations, the University of Cape Coast and the Ghana National Association of Teachers (GNAT). Other non-governmental organizations such as Care International, World Vision International Plan Ghana among others are now involved in INSET. A variety of resource people, according to the Ministry of Education (2000) policies and strategic plans for education sector, will also enhance 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.

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

The Ghana National Association of Teachers (GNAT)

The GNAT also conducts INSET and courses to prepare teachers to pass promotion interviews and promotions, book development, workshop to train teachers in techniques for writing examination, and classes to enable teachers upgrade their academic credentials.

National Level Courses

The Ministry of Education (MoE) (2000) policies and strategic plans for Education sector, states that the National courses are organized once a year and may be single-subject courses or joint course 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 teacher 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 Department for International Development (DFID) and other donors.

Regional and District Courses

The MoE (2000) policies and strategic plan for Education sector provides for the organization of non-residential courses 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. Area subject 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.

Universities, the university colleges and institutes of higher learning, the Institute of Education, Cape Coast University, Institute of Educational Planning and Administration and teachers' centers are institutions whose academic staff and

programmes have a clearly noticeable identity with the teaching and professional growth of teachers. Most of the programmes run by these universities lead to the award of certificates, diplomas and masters in educational studies.

2.7 Challenges of INSET of teachers

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.

Firstly, Marrant (1981) indicates that the starting point for any in-service education and training is aimed at meeting the teacher's professional needs. In addition, 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 (1988) observes that there is too often a mismatch between the needs of teachers (whether personal needs or those arising from the school context in which they were working) and the content of courses. Such mismatch arose partly from inadequate analysis or understanding of the problem by course organizers, partly from inadequate description of courses content and partly from the unsystematic way in which teachers

select courses. It also arouses 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 acquire on the course because they were unable to influence what was happening in their schools, whether for reasons of status, lack of reasons, lack of appropriate of 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.

2.8 Strategies to make INSET programmes effective and relevant

Any country that has the aim of improving on its manpower and capacity building must see continuous teacher development (CPD) as essential. In this regard, INSET must and should be integrated into academic calendar in order to make teachers conscious of the fact that there is the need for them to attend INSET in order to help them to be more committed to their jobs.

The ministry of Education (MoE, 2000), states that INSET has assume 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 with responsibility for coordination and administration of courses by the MOE before 1968-69.

An INSET review committee was established as part of the inspectorate. In November, 1970 in which the INSET officer was designated chief organizer of courses with the following duties now integrated with the functions of the curriculum to; Co-ordinate the work of the various groups within the MOE concerned with INSET; Act as liaison between the Ministry and Bodies outside the Ministry involved in INSET; Ensure that new concepts and techniques incorporated into nationwide courses are cleared with the Chief Education Officer; 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.

2.9 Individual Work Performance

The Macmillan English Dictionary for Advanced Learners (2007) defines performance as the standard to which someone does something such as a job or examination. The Business Dictionary (2010) also sees performance as the accomplishment of a given task measured against pre-set standards of accuracy,

completeness, cost and speed. Blanchard and Thacker (2004) define performance as the record of outcomes produced on a specified job function or activity during a specified time period. Among the numerous definitions of work performance, a widely endorsed one is that of Campbell and Brummet (2007) who identified performance as the behaviours or actions that are relevant to the goals of the organization.

According to Koopmans, Bernardts, Hildebrandt, Schaufeli, de Vet and Van der Beek (2001), three notions accompanying Campbell and Brummett's (2007) definition are that: work performance should be defined in terms of behaviour rather than results, work performance includes only those behaviours that are relevant to the organizations' goals, and work performance is multidimensional. In whatever way it is defined, job performance remains an abstract concept which socially constructed, and there are many judgement calls required when it is being operationalized even when it relies on apparently 'objective' measures such as behavioural counting, organizational records and the like (Murphy & Cleveland, 1995).

Campbell and Brummett's (2007) individual employee's performance is seen as actual behaviour that can be scaled and measured in terms of proficiency, rather than the outcomes which the employing organization derives from that performance. They contend that the definition of performance does not include the results of an employee's behaviour, but only the behaviours themselves. In effect performance is about behaviour or what employees do not about what employees produce or the outcomes of their work. Work performance therefore should be distinguished from work productivity because they are two different concepts that often seen to be used interchangeably in literature.

Work productivity is different from work performance since it is defined as input divided output (Kempila & Lonnqvist, 2003).

Notwithstanding, there is a thin line distinguishing behaviour from results, as such as scholars like Viswesvaran and Ones (2000), have included results in their definition of work performance. They define work performance as scalable actions, behaviour and outcomes that employees engage in or bring about that are liked with contribute to organizational goals. Following the majority this research goes with definition of Campbell and Brummet (2007).

2.10 Measuring Work Performance

To start with, the measurement of job performance is complicated by the fact that what accounts for job performance is itself complex, changes over time and situation, and consists of multiple dimensions (Kempila, 2003). Notwithstanding, attempts have been made to measure performance of employees. Kempila (2003) suggests that to measure work performance, one should explicate the construct domain of work performance and identify its dimensions and indicators. This is because work performance is made up of multiple components or dimensions. These dimensions, in turn, are made up of indicators that can be measured directly.

Campbell and Brummet (2007) are among the first to define the domain of individual work performance by specifying the major dimensions of generic work performance. Work performance domain could be modeled by using the following dimensions: task behaviours, communicating and cooperating with others, work-avoidance behaviours, and destructive and hazardous behaviours.

Campbell and Brummett's (2007) further proposed eight work performance dimensions: job-specific task proficiency, non-job-specific task proficiency, written and oral communications, demonstrating effort, maintain personal discipline, facilitating peer and team performance, supervision, and management and administration. According to Campbell and Brummet (2007), these eight dimensions are sufficient to describe the latent structure of performance at a general level. However, he also noted that the eight factors can be different patterns of sub-dimensions and their content and salience can vary across jobs.

Lawal (2004) on the other hand, listed six dimensions: output, quality, lost time, turnover, training time or promo ability, and satisfaction and that the entire work performance domain could be encompassed by the comprehensive dimensions of task performance and contextual performance. Task performance is behaviours that directly or indirectly contribute to the organization's technical core, and contextual performance as behaviours contribute to the organization, social, and psychological environment in which the technical core must function. Rotundo and Sackett (2007) opined that counterproductive work behaviour should be distinguished as a third broad dimension of individual work performance in addition to task performance and organizational citizenship behaviour. In effect, Koopmans et al (2011) has come out with a heuristic framework which is all encompassing for the determination of employee performance. It has four main dimensions which have been divided into several indicators as shown below. They identified the first dimension as task performance, the second dimension as contextual performance, third dimension as adaptive performance and the fourth dimension as counterproductive work behaviour.

2.11 Teacher Motivation

According to Bennell (2004), 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 organizations goals and objectives. ‘Can-do’ motivation, on the other hand, focuses on the factors that influence the capacity of individuals to realize 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-moralizing 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 realized (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,

poor incentives, and inadequate controls and other behavioral 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 misbehavior (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 characterized by limited effort with effort with heavy reliance on traditional teacher-centered practices. Teachers are devoting less and less time to extra-curricular activities, teaching preparation, and marking.

The 2004 World Development Report neatly summarizes 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 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 misbehavior 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 (Bennell, Hyde & Swainson, 2002).

2.12 Levels of Employees Motivation

According to Mosley, Megginson, and Pietri (2001), there are three levels of employee motivations.

1. The direction of an employee's behaviour. It relates to those behaviours which the individuals choose to perform.
2. The level of effort, it refers to how hard the individual is willing to work on the behaviour.
3. 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 would have a different motivational impact on diverse people.

Jenkins (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 family classes are all the factors in which their needs 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.
4. 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.
5. The other important factors that can fulfill 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 direction.

2.13 The Role of Motivation in Organization

In the increasingly competitive, rapidly changing world of business, 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.

According to Kreitner and Kinicki (2021) 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) emphasize that an effective manager must understand employees and what motivates them, and that high level of motivation are very important contributors to organizational performance. Highly motivated employees 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) note 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.

2.14 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 casual variables (Determinants) and indicators of work performance are not the same. Casual 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.

Cole (2004) holds that Ability, Skills and Competencies are the next important ingredients to achieve 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, equipment, and people necessary to get the job done correctly-resources.

Basically, by measuring Effort (Motivation) Ability of an employee, skills and 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, 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 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, one's sense of personal worth and importance from belonging to an institution can be measured.

Similarly, 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.

Fairweather (2005) is of the view that 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 of a job well done, including being noticed and acknowledged when they do something well (Blanchard & Witts, 2009).

Furthermore, the involvement of employees in decision making process is another determinant of employee performance. 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 and Brummet (2007) 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 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 a fringe benefit, but rather a necessity for successful employment. Bennell and Acheampong (2007) identified determinants of

teacher 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.

According to Bennell and Acheampong (2007), 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 it impacts on teacher motivation and commitment. Inclusive is the policy environment. 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 demoralize 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.

On pay, Acheampong and Bennell (2007) saw that typically, teachers in Africa have at least five direct dependents. Hence if not well remunerated teachers get demoralized and fail to perform to the peak. They included Vocational commitment and occupational status too. According to Acheampong and Bennell (2007), 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 employee’s perception of his profession one can determine his or her performance level. Acheampong and Bennell 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 (Acheampong & Bennell, 2007).

2.15 Summary

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

methods of teaching and become acquainted with the advances in instructional materials and equipment.

The review of the literature so far has revealed that INSET programmes improves teachers teaching methodology, improves teachers content delivery and classroom management, help teachers to identify and meet the needs of students and also help teachers in professional promotion interviews.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

Research methodology is defined as a science of studying how research is to be carried out (Rajasekar, Philominathan & Chinnathambi, 2006). Research methodology is essentially the steps that will be taken in order to derive reliable and valid answers to the research questions (Leedy & Ormrod, 2005).

The chapter therefore discusses the method employed for the collection and analysis of data for the study which includes the research design, area of the study, the population, sample and sampling technique, data collection instrument, piloting, validity and reliability of the instruments, data collection procedure, data analysis procedure and ethical considerations.



3.1 Research Design

According to Agyedu, Donkor and Obeng (2007), research design is the overall plan employed by the researcher to obtain answers to the research questions and for testing the hypotheses formulated. It is the outline plan, or strategy that is used to answer a research question.

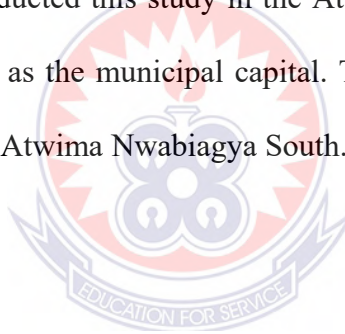
The researcher used descriptive survey design using the quantitative approach for the study. Descriptive survey design was considered as the most appropriate for conducting the study because it is concerned with conditions that exist, practices that prevail, beliefs and attitude that are held, processes that are on-going and trends that are developing (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).

The descriptive survey has its own strengths and weaknesses. One 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 questionnaires that have been distributed.

3.2 Area of the Study.

The researcher conducted this study in the Atwima Nwabiagya South of Ashanti Region which has Nkawie as the municipal capital. The study focused on public senior high school teachers in the Atwima Nwabiagya South.



3.3 Population

According to Kusi (2012), population is a group of individuals or people with the same characteristics and in whom the researcher is interested. It may also be defined as a group of individuals that the researcher generalizes his or her findings to. The target population was all the teachers in the two public Senior High Schools of Atwima Nwabiagya South namely; Nkawie Senior High Technical School and Toase Senior High School.

3.4 Sample Size

According to Borg and Gall (2007), sampling is a technique used for selecting a given number of subjects from a target population as a representative of the population in research. To determine an appropriate sample size for the study, an updated list of all the teachers in two public senior high schools in the Atwima Nwabiagya South who had been in the schools for 10 years and above was obtained from the Municipal Director of Education. According to the Municipal directorate of Education, there were 120 teachers who had been in the two public senior high schools in the Atwima Nwabiagya South for more than 10 years.

3.5 Sampling Techniques

Simple random sampling was then used to select 92 teachers out of the 120 teachers who had been in the two public senior high schools for 10 years and above for the study based on Krecjie and Morgan (1970) table for the determination of sample size. According to the table, for a population of 120, the sample size should be 92.

3.6 Data Collection Instrument

A research instrument is a specific mechanism or strategy, the researcher uses to collect, manipulate, or interpret data (Leedy & Ormrod, 2005). The researcher used close ended questionnaire as the data collection instrument. According to White (2005), questionnaires are instrument 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.

The questionnaire was a self-constructed tool designed by the researcher with the help of his supervisor. It was in a 4-point Likert scale of 1= Strongly Agree, 2= Agree, 3 = Disagree, 4= Strongly Disagree in which lower score indicate more perceived positive responses. Section 'A' gathered data on the demographic characteristics of respondents, Section B found out the influence of INSET on Senior High School teachers' job performance, Section C on the evaluated procedures after the provision of INSET in Senior High Schools and Section D dealt with the challenges in the provision of INSET in Senior High Schools.

The close-ended questionnaire was meant to assist respondent to provide uniformity of responses and to enable more information to be gathered. Close-ended questionnaire also provided easier and accurate analysis of the 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.

3.7 Pilot-Testing

According to Bell (2008) the purpose for piloting is to get the bugs out of the instrument so that the respondents in the study area will experience no difficulties in completing the questionnaire and also enable one to have preliminary analysis to see whether the wording and format of questions is appropriate.

The questionnaire was piloted to determine its validity and reliability. Thirty questionnaires were administered to 30 teachers selected randomly from Prempeh College in the Kwadaso Municipality. The purpose of the pilot-test was to enable the researcher to make necessary changes to items which may be inappropriate, determine

the level of ambiguity of the questions for corrections and determine the percentage of responses. Ambiguous items were modified and inappropriate items were deleted.

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, literature searches, pilot-testing of the questionnaire and my supervisor who looked through for corrections to be made.

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 to the same group of subjects twice in the pilot study with a two-week grace period between the first and the second test and the coefficient of reliability from the two tests correlated.

3.8 Data Collection Procedure

The researcher sought permission from the Atwima Nwabiagya Municipal Director of Education to conduct the study after the University have approved of the research topic. The Municipal Director of Education gave the researcher, the permission to conduct the study after which the researcher visited the sampled population. The

questionnaire was afterwards administered to the teachers upon approval of the management of the two schools. The respondents were given a grace period of two weeks to complete the questionnaire after which they were collected.

The close-ended questionnaire was administered to the 92 teachers sampled.

3.9 Data Analysis Plan

The data was cleaned with the aim of identifying mistakes and errors which may have been made and blank spaces which have not been filled. A codebook for the questionnaire was prepared to record the response. The data was computed using the Statistical Package for Social Sciences (SPSS) software package version 16.0 and analyzed using regression and descriptive analysis and presented in tables, frequencies and percentages and answered all the research questions.

3.10 Ethical Considerations

The respondents took part in the study on their own volition, they were not in any way forced to participate. The confidentiality of the information collected through the questionnaire and anonymity of their identity were addressed by not including their names and other information that could reveal their identities, and the information gathered, used for academic purposes only. Respondent's consent was eagerly sought after and the purpose of the study briefly explained to them.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter presents the findings and discussions of the data collected through the administration of questionnaire for the study. The chapter contains the demographic data of the respondents to address data on age, sex, educational background and teaching experience.

Age of respondents was analyzed first. The result is presented in Table 4.1.

Table 4.1 Gender of Respondents

Variable	Frequency	Percentage (%)
Male	50	54
Female	42	46
Total	92	100

Source: Field Data, 2021

Table 4.1 shows that 54% of the respondents were males while 46% of the respondents were females. The result means that majority of the respondents were males.

Age of Respondents

Age was examined to find out age attainment of respondents participating in the study. Table 4.2 presents the results.

Table 4.2: Age of Respondents

Age	Frequency	Percentage (%)
31-40 years	22	24
41-50 years	40	43
51-60 years	30	33
Total	92	100

Source: Field Data, 2022

Table 4.2 shows that 24% of the respondents were in the age bracket of 31-40, 43% of the respondents were in the age bracket of 41-50 while 33% of the respondents were in the age bracket of 51-60. The result means that majority of the respondents were in the age bracket of 51 and 60.

Highest Qualification

The highest educational qualification of respondents was also analyzed. This was to find out the educational attainment of respondents. Table 4.3 shows the results.

Table 4.3: Highest Educational Qualification

Qualification	Frequency	Percentage (%)
Bachelor's Degree	38	41
Master's Degree	54	59
Total	92	100

Source: Field Data, 2022

Table 4.3 shows that 41% of the respondents were holders of the Bachelor's Degree while 59% of the respondents had Master's Degree. The result means that

majority of the respondents were holders of Master's Degree and therefore had the qualification required and well-informed to give rich information for the study.

Teaching Experience

Teaching Experience was examined to find out the number of years respondents, involved in the study had been in the teaching service. Table 4.4 presents the results.

Table 4.4: Teaching Experience of Respondents

Teaching Experience	Frequency	Percentage (%)
10-15 years	42	46
16 -20 years	34	37
21 years and above	16	17
Total	92	100

Source: Field Data, 2022

Table 4.4 indicates that, 46% of the respondents had been in the teaching service for between 10-15 years, 37% of the respondents had been in the teaching service for between 16-20 years while 17% of the respondents had been in the teaching service for 21 years and above. The result implies that majority of the respondents had been in the teaching service for between 10 and 15 and therefore were experienced enough to provide the needed information for the study.

Research Question 1: What are the influences of INSET on Senior High School teachers' job performance in the Atwima Nwabiagya South?

The respondents were asked a number of questions relating to the influences of INSET on Senior High School teachers' job performance. The results are presented in Table 4.5.

Table 4.5: Influences of INSET on Senior High Teachers' job performance

SA= Strongly Agree (1), A= Agree (2), D= Disagree (3), SD= Strongly Disagree (4).

NO	STATEMENT	SA	A	D	SD
TEACHERS IN-SERVICE TRAINING					
	Teacher Learning	25	38	19	10
1	In-service training creates the chance of teachers to get feedback about their instruction and improve learning				
	Teacher Growth	23	29	25	15
2	Teachers achieve the goals they set aside for participation in in-service training				
	Teacher Needs	40	28	14	10
3	Teachers have some long-term professional development needs because of knowledge and ability to access further knowledge				
	Teacher Collaboration	33	45	10	4
4	In-service training creates collaborative learning condition in which the bet sources of expertise are linked with the experiences and current needs of the teachers				
TEACHER JOB PERFORMANCE					
	Teaching Skills	31	42	10	9
5	Teachers apply a variety of instructional needs to help students to get good grades				
	Management Skills	24	35	23	10
6	Teachers accomplish other tasks that do not affect teaching				
	Discipline/Regularity	28	36	16	12
7	Teachers are always punctual to school and avoid irrelevant activities during lesson periods				
	Interpersonal Relations	21	40	21	10
8	Teachers' relationship with colleagues is cordial and cooperate with other teachers while doing their jobs				

H₀₁: There is no significant relationship between teacher learning and job performance in the Atwima Nwabiagya South.

Table 4.5a: Summary of regression analysis on relationship between teacher learning and their performance.

A: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of The Estimate
1	.910 ^a	.828	.826	.384

a. Predictors: (Constant), Teacher Learning

b. Dependent Variable: Job performance

B: Coefficient^a

Model	Unstandardized Coefficients	Standardized Coefficients	T	Sig.
	Std. Error	Beta		
1 (Constant)	.068	.100	.683	.497
Teacher learning	.078	.042	20.792	.000

a. Dependent Variable: Job Performance $Y=0.068+0.078X$

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression 1	63.651	1	63.651	432.312	.000 ^a
Residual	13.251	90	.147		
Total	76.902	91			

C: ANOVA

a. Dependent Variable: Job Performance

b. Predictor(Constant), Teacher Learning

The result of the table 4a shows that R-Square value of 0.828 indicated a very strong a contribution of 82.8% of teacher learning to their job performance in public senior high schools in Atwima Nwabiagya South.

The Regression equation of Table 4.5a shows that any increase in the value of teacher learning may lead a rapid increase in their job performance in public senior high schools in Atwima Nwabiagya South. Table 4.5a shows that there is significant relationship between teacher learning and job performance in public senior high schools in Atwima Nwabiagya South. ($F, 90 = 432.312, P < .05$). The null hypothesis one was rejected at .05 alpha level.

H₀₂: There is no significant relationship between teacher growth and their job performance in the Atwima Nwabiagya South.

Table 4.5b: Summary of regression analysis on relationship between teacher growth and their job performance.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.945 ^a	.892	.891	.320

A: Model Summary^b

- Predictors: (Constant), Teacher Growth
- Dependent Variable: Job Performance

B: Coefficient^b

Model	Unstandardized Coefficient	Std. Error	Standardized Coefficient Beta	T	Sig.
1 (Constant)	.132	.083		1.583	.117
Teacher growth	.888	.033	.945	27.306	.000

- Dependent Variable: Job Performance, $Y=0.132+0.888X$

C: ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	76.427	1	76.427	745.643	.000 ^a
1 Residual	9.225	90	.102		
Total	85.652	91			

- Dependent Variable: Job Performance
- Predictors: (Constant), Teacher growth

Table 4.5b shows that the R-Square value of 0.892 indicated strong contribution of 89.2% of teacher growth to their job performance in public senior high schools in Atwima Nwabiagya South. The regression equation of table 4.5b shows that an increase in the value of teacher growth may lead a great change or increase in their job performance in public senior high schools in Atwima Nwabiagya South. Table 4.5b shows that there is significant relation between teacher growth and their job performance in public senior high school in Atwima Nwabiagya South ($F_{1, 90} = 745.643, p < 0.05$). The null hypothesis two was rejected at 0.05 alpha level.

H₀₃: There is no significant relationship between teacher needs and their job performance in public senior high schools in Atwima Nwabiagya South.

Table 4.5c: Summary of regression analysis on relationship between teacher need and their job performance.

A: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of The Estimate
1	.923 ^a	.852	.851	.385

a. Predictors: (Constant), Teacher needs

b. Dependent Variable: Job Performance

B. Coefficient^a

Model	Unstandardized Coefficient	Std. Error	Standardized Coefficient Beta	T	Sig.
1 (Constant)	.458	.084		5.483	.000
Teacher needs	.810	.036	.923	22.801	.000

a. Dependent Variable: Job Performance, $Y=0.458+0.810X$

C: ANOVA

Model	Sum of Square	Df	Mean Square	F	Sig.
Regression	77.089	1	77.089	519.871	.000 ^a
1 Residual	13.346	90	.148		
Total	90.435	91			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), Teacher needs

The table 4.5c shows that the R-Square value of 0.852 indicated strongly a contribution of 85.2% of teacher needs to their job performance in public senior high schools in Atwima Nwabiagya south. The regression equation of table 4.5c shows that an increase in the value of teacher needs lead to an increase in their job performance in public senior high schools in Atwima Nwabiagya South. Table 4.5c shows that there is significant relationship between teacher needs and their job performance in public senior high schools in Atwima Nwabiagya South. ($F_{1, 90} = 519.871$, $P < .05$). The null hypothesis was rejected at .05 alpha level.

H₀₄: There is no relationship between teacher collaboration and their job performance in public in the Atwima Nwabiagya South.

4.5d: Summary of regression analysis on relationship between teacher collaboration and their job performance.

A: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of The Estimate
1	.849 ^a	.721	.718	.491

a. Predictors: (Constant), Teacher Collaboration

b. Dependent Variable: Job Performance

B: Coefficient^a

Model	Unstandardized Coefficients		Standardized Coefficient Beta	t	Sig.
		Std. Error			
1 (Constant)	.390	.130	.849	2.991	.004
	.995	.065			

a. Dependent Variable: Job Performance. $Y=0.390+0.995X$

C: ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	55.969	1	55.969	232.308	.000 ^a
1 Residual	21.683	90			
Total	77.652	91			

a. Dependent Variable: Job Performance

b. Predictors (Constant), Teacher Collaboration

Table 4.5d shows a value of 0.721 indicated roughly a contribution of 72.1% of teacher collaboration to their job performance in public senior high schools in Atwima Nwabiagya South. The Regression equation of table 4.5d shows that any increase in the value of teacher collaboration may lead to an increase in their job performance in public senior high schools in Atwima Nwabiagya South. Table 4.5d shows that there is significant relationship between teacher collaboration and their job performance in public senior high schools in Atwima Nwabiagya South ($F_{1, 90}=232.308, P<.05$). The null hypothesis four was rejected at .05 alpha level.

Research Question 2: What are the evaluation procedures after the provision of INSET in Senior High School in the Atwima Nwabiagya South?

The respondents were asked a number of questions relating to the evaluation procedures after the provision of INSET in Senior High School. The results are presented in Table 4.6.

Table 4.6: Evaluation Procedures after Provision of INSET

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Group discussions are organized after the INSET programme	14(15.2)	62(67.4)	16(17.4)	-
Tests are sometimes conducted after the INSET programme	16(17.4)	59(64.1)	11(12.0)	6(6.5)
Open forum is organized after the INSET programme	15(16.3)	60(65.2)	14(15.2)	3(3.3)
Follow-up visits are made after the INSET programme	10(10.9)	26(28.3)	52(56.5)	4(4.3)
Evaluation sheets are given to participants at the end of the INSET programme	16(50)	45(48.9)	25(27.2)	6(6.2)

Source: Field Data 2022

Table 4.6 shows that 15.2% of the respondents strongly agreed that group discussions are organized after INSET programme, 67.4% agreed, 17.4% of the respondents disagreed while none of the respondents strongly disagreed. The result means that group discussions are held to evaluate INSET programme.

Again, 17.4% of the respondents strongly agreed that tests are sometimes conducted to evaluate INSET, 64.1% of the respondents agreed, 12.0% of the respondents disagreed while 6.5% of the respondents strongly disagreed. The result means that tests are sometimes conducted to evaluate INSET.

Also, 16.3% of the respondents strongly agreed that open forum is organized for participants after INSET programmes, 65.2% of the respondents agreed while 15.2% of the respondents disagreed and 3.3% Strongly disagreed. The result means that open forum is organized for participants after INSET programmes.

Moreover, 10.9 % of the respondents strongly agreed that follow-up visits are made after INSET programmes, 28.3% of the respondents agreed while 56.5% of the respondents disagreed while 4.3% strongly disagreed. The result means that follow-up visits are not usually made after INSET to evaluate the programme.

Again, 17.4% of the respondents strongly agreed that evaluation sheets are given to participants at the end of INSET to evaluate the programme, 48.9% of the respondents agreed, 27.2% of the respondents disagreed while 6.2% of the respondents strongly disagreed. The result means that evaluation sheets are given to participants at the end of INSET to evaluate the programme.

The entire result in Table 4.6 agrees with Lawal's (2004) statement that evaluation cannot be separated from the concept of training. If after INSET, the programme is not evaluated then organizers would not know its effectiveness and shortcomings to address so there is always the need for evaluation in any form on the participants after INSET programme.

Research Question 3: What are the challenges associated with the provision of INSET in Senior High Schools in the Atwima Nwabiagya South?

The respondents were asked a number of questions relating to the challenges associated with the provision of INSET in Senior High Schools. The results are presented in Table 4.7.

Table 4.7 Challenges Associated with the Provision of INSET

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Lack of competent resource persons to deliver well during INSET	10(10.9)	31(33.7)	45(48.9)	6(6.5)
INSET that are not geared towards teachers' specific needs	6(6.5)	29(31.5)	47(51.1)	10(10.9)
Teachers not informed ahead of time about INSET to prepare	7(7.6)	28(30.4)	51(55.4)	6(6.5)
Lack of appropriate feedback to the school after INSET	18(19.6)	39(42.4)	29(31.5)	6(6.5)
INSET programmes on new teaching methodology sometimes not involving teachers who are the implementers	18(19.6)	57(62.0)	13(14.1)	4(4.3)
Inadequate teaching and learning resources to be used	16(17.4)	62(67.4)	10(10.9)	4(4.3)
Inadequate financial resources to provide INSET for teachers	19(20.7)	64(69.6)	7(7.6)	2(2.2)

Source: Field Data 2022

Table 4.7 shows that 10.9% of the respondents strongly agreed that lack of competent resource person to deliver well during INSET was a challenge, 33.7% agreed, 48.9% of the respondents disagreed while 6.5% of the respondents strongly disagreed. The result means that competent resource person to deliver well during INSET is a challenge.

Also, 6.5% of the respondents strongly agreed that INSET that is not geared towards teachers' specific needs was a challenge, 31.5% of the respondents agreed while 51.1% of the respondents disagreed 10.9% strongly disagreed. The result means that INSET that are not geared towards teachers' specific needs is not a challenge.

Again, 7.6% of the respondents strongly agreed that teachers are not informed ahead of time about INSET to prepare was a challenge, 30.4% of the respondents agreed, 55.4% of the respondents disagreed while 6.5% of the respondents strongly disagreed. The result means that teachers are not informed ahead of time about INSET to prepare is a challenge of INSET.

Besides, 19.6% of the respondents strongly agreed that lack of appropriate feedback to school after INSET was another challenge, 42.4% of the respondents agreed, 31.5% of the respondents disagreed while 6.5% of the respondents strongly disagreed. The result means that lack of appropriate feedback to school after INSET is another challenge of INSET.

Again, 19.6% of the respondents strongly agreed that INSET programmes on new teaching methodology sometimes not involving teachers who are the implementers was a challenge, 62.0% of the respondents agreed, 14.1% of the respondents disagreed while 4.3% strongly disagreed. The result means that INSET programmes on new teaching

methodology sometimes not involving teachers who are the implementers is another challenge of INSET.

Also, 17.4% of the respondents strongly agreed that inadequate teaching and learning resources to be used during INSET was a challenge, 67.4% of the respondents strongly agreed, 10.9% of the respondents disagreed while 4.3% of the respondents strongly disagreed. The result means that inadequate teaching and learning resource to be used during INSET is another challenge of INSET.

Again, 20.7% of the respondents strongly agreed that inadequate financial resources to provide INSET for teachers was a challenge, 69.6% of the respondents agreed, 7% of the respondents disagreed while 2% strongly disagreed. The result means that inadequate financial resource to provide INSET for teachers is a challenge of INSET.

All the results and analysis in Table 4.7 are in conformity with Newton (1988) that there is too often a mismatch between the needs of teachers; whether personal needs or those arising from the school context in which they were working and the content of courses. Such mismatch arose partly from inadequate analysis or understanding of the problem by course organizers, partly from inadequate description of course content and partly from the unsystematic way in which teachers select courses. 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.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter deals with the summary of the key findings, conclusions and recommendation of the study and finally suggestions for further study to improve upon the process of organizing and executing INSET programme.

5.1 Summary of Finding

The purpose of the study was to investigate the influence of in-service education and training on teachers' job performance at senior high schools in the Atwima Nwabiagya South of Ashanti region. The objectives of the study were to find out the influence of INSET on senior high school teachers' job performance in the Atwima Nwabiagya South, determine the evaluation process after the organization of INSET and to identify the challenges in organizing INSET for teachers in the Atwima Nwabiagya South. The study adopted a descriptive and regression research designs, with the population of 120 teachers. A simple random sampling technique was adopted to select 92 teachers. Data collecting instrument work questionnaire titled "the influence of INSET on teachers' job performance in senior high schools of the Atwima Nwabiagya South.

The findings of the study revealed that teachers mean rating on their participation in in-service training programmes was far above average or very strong. The study further revealed that teachers mean rating on their job performance in public senior high schools in Atwima Nwabiagya South was far more than average.

Furthermore, the study showed that there were relative strong positive and significant relationship between teachers' learning, teachers' growth, teachers' needs, teachers' collaboration and job performance in public senior high schools in Atwima Nwabiagya South.

The findings of this study are in agreement with the findings of Akinbobe (1978), Uddey (2002), Nakpodia (2008) and Kennedy in Udoh (2014), these researches opined that INSET for teachers is a process for continuous updating of teachers' knowledge, skills and interest in their chosen profession. They concluded that teachers who have low commitment to profession prior to INSET became highly committed after they were given opportunity to go for training.

The study was supported by Pretomade (2001) who found that many negative attitudes of personnel in the school system can be reduced through INSET, such as negative attitudes include poor work behavior, low productivity, excessive absenteeism, excessive complaints, lack of interest in the job, tiredness and low-quality output.

5.2 Conclusion

On the basis of the data analysis and research findings, it was concluded that INSET has positive impact on teachers' job performance. Teacher participation in INSET and job performance in public senior high schools in Atwima Nwabiagya were far above average and very strong. There were relative strong, positive and significant relationships between teacher learning, teacher growth, teacher needs, teacher collaboration and job performance in public senior high schools in Atwima Nwabiagya South

The study again established that organizers evaluate the INSET after the programme as a group discussion are organize after the INSET, open forum is organized for participants after the after the INSET programme and evaluation sheets are given to participants at the end of INSET programme

The study also revealed that competent resource persons to deliver well during INSET, INSET are not geared towards teachers' specific needs, teachers are not informed ahead of time about INSET to prepare, lack of appropriate feedback to school after INSET, INSET programmes on new teaching methodology sometimes not involving teachers who are the implementers, inadequate financial resources to be used and inadequate financial resources to provide INSET for teachers are all challenges of INSET.

Based on the findings of the study it can be concluded that organizing INSET for teachers in senior high schools in Atwima Nwabiagya South has so many influences on teachers' job performance. Notable among them were that it improves teachers' needs and teacher's collaboration. With these teachers teaching skills, management skills, disciplinary skills and interpersonal relations improve after attending INSET. It can also be concluded that INSET programmes are evaluated in many ways. Notable among them were that group discussions are organized after INSET to evaluate the programme, open forum is organized for participant after INSET programme and that follow-up visits are made after the INSET programme. It can again be concluded that there are some challenges in the organization of INSET for teachers, prominent among them were INSET are not geared towards teachers' specific needs, inadequate teaching and learning

resources to be used and inadequate financial resources to provide INSET for teachers which needed to be addressed for effective organization of INSET.

5.3 Recommendations of the Study

1. Opportunities for INSET programmes should be made available to all categories of teachers through a systematic planned process.
2. All stakeholders (government, private agencies) should revitalize the organization of regular seminars, workshops and conferences for novice and old teachers.
3. Government should inaugurate in-service education and training agency for senior high schools in all education directorates across the country.
4. Regular attendance of such programme should be used for staff promotion and upgrading.
5. The Ghana Education Service and the Atwima Nwabiagya Directorate of Education should make available adequate financial support for organization of INSET for teachers in the educational sector.

5.4 Suggestion for Further Studies

The study was conducted to investigate the influence of INSET on teachers' job performance at senior high schools in the Atwima Nwabiagya South of Ashanti region. So, similar study should be conducted in senior high schools in the remaining metro, municipals and districts of Ashanti and other regions across the country.

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APPENDIX

QUESTIONNAIRE FOR RESPONDENTS

I am a post-graduate student of the Akenten Appiah Menka University of Skills Training and Entrepreneurial Development-Kumasi, pursuing a study to investigate the influence of INSET on Senior High School teachers' job performance in the Atwima Nwabiagya South of the Ashanti Region.

I would therefore be grateful if you could answer the attached questionnaire as you have been selected to participate in the study. Please be assured that all information that you would divulge, would be treated with utmost confidentiality that it deserves and would be used for academic purposes only.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Please tick the appropriate box.

1. Indicate your gender

a) Male ()

b) Female ()

2. Indicate your age

(a) 31 – 40 ()

(b) 41 – 50 ()

(c) 51 – 60 ()

3. Indicate your highest academic qualification

(a) Bachelor's Degree (b) Master's Degree

4. Indicate your teaching experience

(a) 10-15 years

(b) 16-20 years

(c) 21years and above

SECTION B: What are the influences of INSET on Senior High School teachers' job performance in the Atwima Nwabiagya South?

Please indicate your level of agreement with the following statement on the influence of INSET on Senior High School teachers' job performance on a 4-point likert scale of **SA=** Strongly Agree (1), **A=** Agree(2), **D=** Disagree(3), **SD=** Strongly Disagree(4).

NO	STATEMENT	SA	A	D	SD
	TEACHERS IN-SERVICE TRAINING				
1	Teacher Learning In-service training creates the chance of teachers to get feedback about their instruction and improve learning				
2	Teacher Growth Teachers achieve the goals they set aside for participation in in-service training				
3	Teacher Needs Teachers have some long-term professional development needs because of knowledge and ability to access further knowledge				
4	Teacher Collaboration In-service training creates collaborative learning condition in which the bet sources of expertise are linked with the experiences and current needs of the teachers				

TEACHER JOB PERFORMANCE					
5	Teaching Skills				
	Teachers apply a variety of instructional needs to help students to get good grades				
6	Management Skills				
	Teachers accomplish other tasks that do not affect teaching				
7	Discipline/Regularity				
	Teachers are always punctual to school and avoid irrelevant activities during lesson periods				
8	Interpersonal Relations				
	Teachers' relationship with colleagues is cordial and cooperate with other teachers while doing their jobs				

SECTION C: What are the evaluation procedures after the provision of INSET for teachers?

Please indicate your level of agreement with the following statement on the evaluation procedures after the provision of INSET for teachers in Senior High Schools on a 4-point likert scale of **SA**= Strongly Agree (1), **A**= Agree (2), **D**= Disagree (3), **SD**= Strongly Disagree (4).

NO	STATEMENT	SA	A	D	SD
1	Group discussions are organized after the INSET programme				
2	Tests are sometimes conducted after the INSET programme				
3	Open forum is organized after the INSET programme				
4	Follow-up visits are made after the INSET programme				
5	Evaluation sheets are given to participants at the end of the INSET programme				

SECTION D: What are the challenges associated with the provision of INSET for teachers?

Please indicate your level of agreement with the following statement on the challenges associated with the provision of INSET in Senior High Schools on a 4-point Likert scale of **SA**= Strongly Agree (1), **A**= Agree (2), **D**= Disagree (3), Strongly Disagree (4).

NO	STATEMENT	SA	A	D	SD
1	Lack of competent resource persons to deliver well during INSET.				
2	INSET that are not geared towards teachers' specific needs.				
3	Teachers not informed ahead of time about INSET to prepare.				
4	Lack of appropriate feedback to the school after INSET				
5	INSET programmes on new teaching methodology sometimes not involving teachers who are the implementers.				
6	Inadequate teaching and learning resources to be used				
7	Inadequate financial resources to provide INSET for teachers.				

THANK YOU

