

UNIVERSITY OF EDUCATION, WINNEBA

**FACTORS HINDERING IN-SERVICE TRAINING FOR BASIC
SCHOOL TEACHERS IN AWUTU SENYA EAST MUNICIPAL**



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MASTER OF PHILOSOPHY

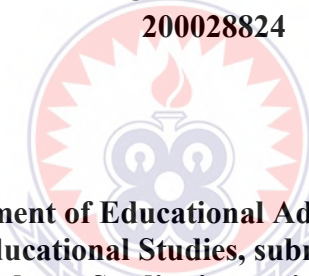
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TEACHERS IN AWUTU SENYA EAST MUNICIPAL**

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**A thesis in the Department of Educational Administration and Management,
Faculty of Educational Studies, submitted to the School of
Graduate Studies in partial fulfillment
of the requirements for the award of the degree of
Master of Philosophy
(Educational Administration and Management)
In the University of Education, Winneba**

AUGUST, 2022

DECLARATION

Student's Declaration

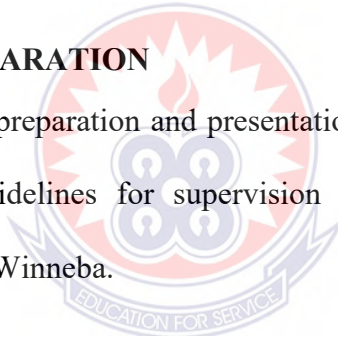
I, **Esther Pormah Amankwah**, declare that this thesis, with the exception of quotations and references contained in published works, which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature:.....

Date:.....

SUPERVISORS' DECLARATION

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



Supervisor's Name: Dr. Kwame Odei-Tettey

Signature:.....

Date:.....

DEDICATION

To my parents for their prayers and my church Elder, Richard Boadi (PhD) for his advice, guidance and massive support towards the successful completion of this work



ACKNOWLEDGEMENTS

I thank Dr. Kwame Odei-Tettey, for making things clear to me. May the good Lord grant him long life in order to continue to impart knowledge to the next generation to come.

I also thank Prof.. Kusi for his motivation towards this work and authors who were cited in this work. I appreciate the financial support and caring from my parents to finish this work. Lastly, I appreciate the time and effort sacrificed by the participatory schools in Awutu Senya East Municipal in providing me with the needed information for the research study.

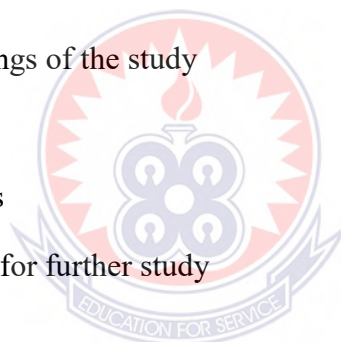


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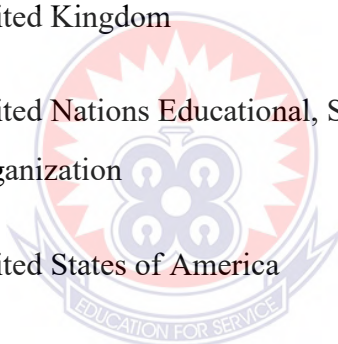
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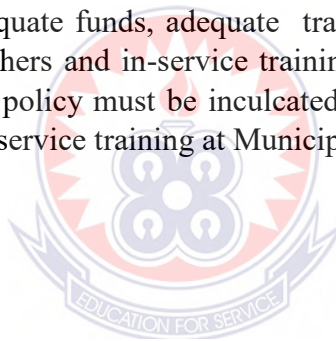
GLOSSARY

CPD	:	Continous Professional Development
GES	:	Ghana Education Service
INSERT	:	In-service Training
MoE	:	Ministry of Education
MOEVT	:	Ministry of Education and Vocational Training
OECD	:	Organization for Economic Cooperation and Development
PTA	:	Parent Teacher Association
UK	:	United Kingdom
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
USA	:	United States of America



ABSTRACT

In-service training programmes build the capacity of teachers which positively affect their classroom teaching and learning. The research study aims to describe the factors that hinder in-service training among basic school teachers in Awutu Senya East Municipal. The study employed descriptive survey design. A stratified sampling technique was employed to select 120 of the basic school teachers for the research study. Structured questionnaire was employed to gather data from the respondents. The data were analysed by descriptive statistics in Statistical Package for Social Sciences. The findings revealed that basic school teachers in Awutu Senya East Municipal build their teaching competencies through distance education, sandwich education, regular education, seminar, conference and workshop. It also indicated that basic school teachers mostly engaged in in-service training programme every year, twice a year and at the end of the term. The research study depicted that basic school teachers in Awutu Senya faced challenging in relation to engaged in in-service training. The problems include inadequate financial support, poor regulation, inadequate facilities to accommodate the training, inadequate training materials, poor regulation, and inadequate in-service training inspectors. The research findings disclosed the strategies the problem indicated earlier. Such problems can be mitigate through provision of adequate funds, adequate training materials, proper regulation, recruitment of extra teachers and in-service training inspectors. It is recommended that proper supervision policy must be inculcated to education for ensuring proper regulation of effective in-service training at Municipal.



CHAPTER ONE

INTRODUCTION

1.1 Background of the study

In order for workers to be effective in their work there is the need for them to update their knowledge formally or informally. Essentially, there is the need for workers to continually develop themselves to make them effective and efficient in their fields of endeavor. Teachers are the educational workers charged with the responsibility of imparting knowledge and skills. The Ministry of Education (cited as in Ramatlapana, 2009) has noted that the need for in-service training to enhance their output and performance. Implicitly, absence of INSET activities retard teacher professional growth and create gap in knowledge.

The quality of education depends on the ability, hard work and dedication of the teacher (Akhter, Rahman, Jumani, Chisthi & Ajmal, 2011). That if a teacher fails to keep himself or herself in touch with the rapid scientific and educational development then he or she becomes inefficient and ineffective as indicated in the National Education Policy of 1998-2010. The teacher is considered the most crucial factor in implementing all instructional reforms at the grassroots level. It is a fact that the academic qualifications, knowledge of the subject matter, competence and skills of teaching and the commitment of the teacher have effective impact on the teaching learning process (Rahman et al., 2020).

Constant changings in the teaching skills and competencies is very essential in the teaching profession. Strutt and Kepe (2010) in National Education Policy 2010 emphasized the need for teachers to keep in touch with the rapid scientific and

educational developments in order to become efficient and effective. Also, the teacher is considered the most crucial factor in implementing all instructional reforms at the grassroots level. In-service educations for teachers include activities such as seminars, workshops, conferences, classes and exhibitions. These are to improve the professional practice of the teachers (Dennis & Horn, 2014). According to Banki (2017) also stress that in-service education is designed for manpower development in the school. In-service aim improving and changing the content knowledge, pedagogical knowledge, classroom management, classroom instructional delivery strategies and building communication skills in the classroom. These are requiring for teachers to effective in the classroom. The in-service training is more of the additional training mostly organize for teachers as they are still at work. It has many teachers to overcome their teaching competency gab in the classroom.

In-service teacher training is defined as all activities and set of trainings that is required for quality improvement and professional development of teachers (Saiti & Saiti as cited in Bayrakci 2009). It is a set of organized efforts for performance improvement of the teachers or for building of their capacity to implement any new program in already set environment. According to Akhter et al. (2011), in-service training includes all those activities which are designed for professional development and skill building of school teachers. Mokeira (as cited in Alfaidi & Elhassan, 2020) describes in-service training as planned courses to improve instructional, professional knowledge, interest and skills. It is essential for professional improvement of teachers and keep the teachers abreast of latest information.

The complex and dynamic nature of society is the primary reason for in-service training, but many other factors such as changes in curriculum, continuous need for

qualified teachers, acquisition of new knowledge, and development of skills which is essential for inclusion of learning increase significance of in-services training (Akhter et al., 2011). According to Rahman et al. (2020) revealed in his study that in service education is designed for the manpower development of a school system and educational enterprise as a whole and if teachers are to perform their functions effectively and efficiently to the acceptable level then INSET must take serious. It becomes imperative for them to acquire training in the new skills and the modern teaching methodology.

Moreover, to meet the growing needs of education in the global economy, it has become imperative to provide sound in service training for the teachers to update their skills, knowledge and experience. Having of qualified and skilled teachers are essential and it is one of the priorities in any education system, to this end it is necessary to provide classes of training, retraining, internship and in-service training (Sultan-ol-gharaie as cited in Ahmadi & Keshavarzi, 2013). It is a short term educational process, which utilizes systematic and organized procedures in which teaching personnel learn technical knowledge and skills for a definite purpose (Okumbe, 2001). This is an indication that INSET updates teachers' with modern knowledge on teaching and classroom activities.

The purposes of the in-service teacher training are to enable individuals to be successful in their professionals, into develop professionalism and skills of lifelong in learning, to improve their required performance to meet the students' needs. According to Aitken (2000), in-service teacher training have a central part to play in developing teachers' skills and capabilities. Boudreau, Noland, Baker, Kobe, Tanner,

Hickner and Houmard (2001) indicated that trained employees perform better as compared to untrained employees.

The 21st students are sophisticated and are often tasked to be more creative and thoughtful in their daily activities. UNESCO (2013) argues that the skills appropriate for generation ago might no longer be adequate for preparing students for today's world and skills needed to go beyond their schools. In this context the teaching education is designed for retraining, reskilling and updating the knowledge of the teachers in the school. In-service training is seen as the totality of educational process whether formal or informal which bring an astronomical changes in the competencies of the teachers in the classroom (Ajidahun, 2007).

In-service training is also key for teachers' development as pertained to educational development. It helps every educational system in its reform and repositioning efforts. They are saying that circumstances are permanent but subject to changes and the same thing apply to issues in the classroom and the entire school system.

The in-service training programs enable teachers to become highly qualified by improving, increasing and advancing their knowledge through a better understanding of effective instructional strategies. However, it has been shown that in many cases, in-training does not actually achieve its main objectives, namely the implementation of new teaching strategies and significant changes in students' achievements (Guskey, 1986).

The new education reform also necessitated a new curriculum which required competent teachers who could make changes in what they taught in the classrooms. These changes also require improvement in teachers' education through pre-service and in-service professional development. In-service professional development

programmes were intended to equip teachers with new or refined skills and techniques for achieving better results for their students, and imbibing into the teachers themselves and self-esteem and self-confidence (Hervie & Winful, 2018). The narratives above point to the glaring fact that the most pervasive problem facing educational development in Ghana is the recruiting, retraining and continuous professional development of teachers.

Understanding and appreciation of the conditions through which teachers acquire new knowledge and skills in in-service programmes increase the knowledge of educational practitioners regarding the availability of in-service training, factors hindering in-service training, frequency of in-service training and ways of enhancing in-service training. Teachers constitute the key source of knowledge of skills, wisdom, appropriate orientation and role models for students. The Hervie and Winful (2018) notes that individuals, civic organizations, educational practitioners and officials of government over the years have taken due recognitions of the fallen standards of education in Ghana and have therefore embraced educational reforms. The British colonial education system did not adequately enhance educational development.

According to Adentwi (as cited in Abudu & Mensah, 2015) argued that most employees are trained for non-existing white color jobs. Subsequent attempts made to change the educational system failed due to poor planning and implementation of policy think-tanks at the national and local level since independence in 1957. Key among these reforms was the 1987 education Reforms which brought about changes in the structure and content of education in Ghana. The 1987 Educational Reform laid more emphasis on improving the quality of pre-tertiary education nationwide (Adentwi, 2003).

According to Cobbold (2017), the current national survey on teachers' supply and demand in Ghana reveals a shortage of about 30,000 trained teachers in basic school. This is why over the years, the Ministry of Education (MoE) and Ghana Educational Service (GES) had to recruit people with low teaching qualifications to occupy vacant teaching positions in schools especially in the rural areas in Ghana. The remedy for helping some of these less qualified teachers with additional skills through in service training.

However, the condition of Awutu Senya East Municipal becomes increasingly challenging to engage in employee training. This challenges that hinder the smooth operationalization INSET in the area. This has not been the issue for Ghana only but even some the advance countries like USA. There some factors that hinder effective INSET for teachers. According to Medard (2017) inadequate funds, shortage of training institution, insufficient facilities, and lack of regulations.

Due to that a lot of strategies have been put in place to mitigate this hindrance to the effectiveness of INSET. Odoom, Opoku, and Ayipah-Ntiakoh (2017). argued that USA, Japan and UK adapted different strategies in training of employee through a loan from the government. Training aimed at empowering public organization employee. In fact, training in the realm of employees' job performance need government sponsorship.

The organization of INSET in Awutu Senya East Municipal has become an issue which needs to find out. The researcher aiming to fish out those factors that are hinder in-service training in the Awutu Senya East Municipal.

1.2 Statement of the problem

The INSET has been receiving attention in 19th and 21st Century especially in Ghana. Most education institutions expect the best from the teachers in the classroom. The dynamic nature of teaching profession has paved way for teachers to learn knowledge to be effective and efficient in the classroom. The changing nature of education in the 21st century requires constant skills improvement, development and highly motivated teachers who can participate in the fast changing trends of communication flows, teaching and student learning (GES, 2012).

According to Aitken (2000), in-service teacher training have a central part to play in developing teachers' skills and capabilities. INSET developed their teaching skills and improves their content and pedagogical knowledge. Boudreau et al. (2001) indicated that trained employees perform better as compared to untrained employees. This is an indication that INSET improves the efficiency and quality of service offered to students in the classroom. There is a lot of indication that most basic school teachers have not been engaging in-service training and education might affect their teaching performance in the classroom. Due to that the researcher developed a close relation with basic teachers in Awutu Senya East Municipal.

Upon interaction with teachers and head teacher of the selected schools, the researcher found out that the teachers and the head teachers' recognize INSET in Awutu Senya Municipal but there are some barriers that has made it difficult for them to enjoy the usefulness of INSET in Municipal. It becomes increasingly difficult to solve the problem of providing quality and quantity through the traditional patterns of teacher education. It realized that in-service training for the teachers were inadequate

and rarely organized for teachers to develop their skills and competences to be abreast with current trends.

There have instances where teachers are reluctant to participate in in-service training. However, these issues have not properly dealt with to find out the factors contributing to such behaviours of the teachers in Awutu Senya East Municipal. There is little or no research on the factors that prevent teachers' participation in INSET in Awutu Senya Municipal. Giving that, the researcher was motivated to find out the factors that hinder In-Service Training among teachers in Awutu Senya East Municipal.

1.3 Purpose of the study

The aim of the research study is to describe the factors that hinder in service training for basic school teachers in Awutu Senya East Municipal of Central Region of Ghana. It focused on the strategies for improving in-service training for the teachers.

1.4 Research objectives

The following research objectives guide the research study:

1. To identify the types of in-service training available for basic school teachers in Awutu Senya East Municipal.
2. To determine how often in-service training activities are organized for teachers in Awutu Senya East Municipal.
3. To examine the problems affecting the organization and teacher participation in-service training and education activities in Awutu Senya East Municipal.
4. To identify strategies to improve teacher in-service training in the Awutu Senya East Municipal.

1.5 Research questions

1. What is the type of in-service training available for basic school teachers in Awutu Senya East Municipal?
2. How often in-service training activities are organized for teachers in Awutu Senya East Municipal?
3. What are the problems affecting the organization and teachers' participation in in-service training and education activities in Awutu Senya East Municipal?
4. How can in-service training for teachers in the Awutu Senya East Municipal be improved?

1.6 Significance of the study

The findings of the study will provide the basis for effective strategies pertaining to the organization of in-service training activities in the Awutu Municipal and other districts in Ghana. The findings of the research will be useful in prompting teachers in the basic schools in Awutu-Senya East Municipal and other educational directorates in Ghana on the need to acquire basic knowledge as well as appropriate teaching methods of imparting to students. The results of the study will further assist educational practitioners, researchers and policy makers in understanding the possible factors that hinder smooth organization and implementing INSET.

1.7 Delimitation of the study

The study focuses on the factors that hinder organization and implementation of INSET in Awutu Senya East Municipal and the strategies needed to mitigate such problems. The research solely employed teachers in basic schools in the Awutu Senya East Municipal.

1.8 Operational definition of terms

Professional development is a term referring to a plurality of formal and informal, efforts and activities that workers undertake to enhance individual and institutional capacities to teach and serve students.

Municipality is single administrative division having corporate status and powers of self-government or jurisdiction as granted by national and regional laws to which it is subordinate.

Basic Schools are the pre-secondary education and starting point for education which prepare students for the secondary education. It consists of Primary section and Junior High Section.

Hinders are the object that block and impede the smooth operationalization of training in the Basic Schools in Awutu Senya East Municipal.

INSET. In-service training is the type of Continuous Professional Development (CPD) that is given to basic school teachers at Awutu Senya East during the course of employment.

Training is the process of basic school teachers learning classroom skills that related to their teaching profession.

Strategy is an action plan that is enacted to mitigate and improve the INSET activities

1.9 Organization of the study

This study consists of five chapters and it is present as follows: Chapter one consist of the background of the study, statement of the problem, purpose of the study, objectives of the research, research questions and hypothesis, significance of the

study, delimitations, definition of terms and organization of the study. The chapter two (2) focuses on research theory underpin the study and the related relevant literature on the topic for research study. It will include concepts, variables and empirical review of the study. Chapter three (3) is the methodological study of the research. It consists of the research paradigm , research approach, research design, study area, population, sample size , sampling techniques, data collection instruments, data collection procedures, data analysis procedures, and chapter summary. Chapter four (4) will focus on the actual data analysis, results and discussions. The last is chapter five (5) which summarize the findings of the study, conclusions, recommendations and suggestions' for further study.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The quality of education does not go beyond the equality of teachers teaching in the classroom. It is very paramount to sharpening the knowledge of the teachers in the basic schools in the Awutu Senya East Municipal. INSET activities have been one of the strategies most educational institutions use to update their teachers but this are not without problems. There are some factors that hinder the INSET organizes for the basic school teachers in Awutu Senya East Municipal.

The chapter two focuses on the key concepts, theoretical framework and the empirical review on the factors that hinder teacher in service training in Awutu Senya East Municipal of Cenyral region of Ghana. The study also reviews literature on INSET activities in Singapore, and Africa including Ghana and South Africa.

Also, the review of the key themes raised in the research questions. These are:

1. Theoretical Framework
2. Concept of Training
3. Concept of teacher development
4. Overview of INSET
5. Types of INSET in Ghana
6. In-service training activities available for teachers
7. Models of INSET
8. The rate of organizing In-service training
9. Problems hindering in-service training
10. Strategies for improving in service training

2.1 Theoretical underpinning of the research

Teacher professional development is one of the means for facilitating teacher development for change in behavior and institutional practices and improvement application and relevance to this research is the constructivist theory. The theory was borne out of the work of Jean Piaget, a developmental psychologist. The theory suggested that humans construct knowledge and meaning from their experience. The theory also suggested learning in social settings. In relating this to the theory, it can be said that teachers as a humans beings are also capable of constructing knowledge and gaining experience from in-service training programmes which can occur in social settings.

Vygotsky (1978) who espoused more on the theory believed that interaction between a more knowledgeable person, such as organizers and facilitators of in-service training activities and teachers who are adult learners will enable the adult learner to gain a lot of experience and knowledge which he can transfer to other learners. Although constructivism has its origin in psychology, it has widely been used in education. In this research when participants in in-service training programmes jointly construct knowledge with their facilitators', they gain greater knowledge and experiences which they can pass on to their students and even other colleagues in the school settings. Again, teachers are much motivated if they jointly construct content knowledge for programmes and problems that arise if these INSET programmes are not either organized at all. The INSET is not regularly organize for teachers to top up their knowledgge in their area of discipline. Constructivism theory of learning assumes that teachers embark on self-directed and experiential learning and become creative in classroom settings.

2.2 Teacher development

The dynamic nature and frequent changes in the curriculum and the teaching activities in the classroom demands continuous improvement and development of the teacher. This enables the teacher to meet the set teaching standard in the school. Development is related to enhancing the conceptual skills of the employee, which helps individual towards achieving maturity and self-actualization. According to Armstrong (2018) employee development, often referred to as human resource development (HRD) is about the provision of learning, development and training opportunities in order to improve individual, team and organizational performance. Donnel argue that development concerns the means by which a person cultivates those skills whose application will improve the efficiency and effectiveness with which the anticipated results of a particular organizational segment are achieved. Development involves the sharpening and shaping of the ones skills and abilities require executing their dairy teaching responsibilities in the classroom and the totality of the whole school as an organization. Development cannot be taken away in education system since we are leaving in a changing environment.

Development of teachers brings changes in the teaching skills of the teachers in the various schools. There are a lot of issues with regard to development of teachers and headmaster of the school. The concept has been examined by many scholars and experts in the field of education and continuous professional development (CPD).

According to Villegas-Reimers (2003) teacher development is the professional growth a teacher achieves as a result of obtaining increment in experience and evaluating of their own teaching systematically. All teachers regardless of their previous training, education and experience need to be given further training and development. This is

because their knowledge is not constant and subject to changes in that knowledge must response to this changing environment. There are many technologies inculcated in the class of which the teacher must able operate and use them. There other factors that demand teacher in-service training these are curriculum change, technological change and promotion. The idea of development was brought by the introduction of formal schooling.

In Western world, the in-servicing of teachers was recognized as fundamental in enhancing teaching and learning. Teachers, like all other workers, have the need, right and obligation to seek and undertake further study (Folan as cited in Taramba, 2014). This refers to skills and knowledge attained for both personal development and career advancement.

Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage. There are a variety of approaches to professional development, including consultation, coaching, and communities of practice, lesson study, mentoring, reflective supervision and technical assistance.

Through teacher professional development, teachers learn new teaching strategies to improve the quality of instruction. This allows them to make changes in the way they teach their students, incorporating innovative teaching methods in the classroom. It teaches them how to work with a variety of learning styles, since not all students learn the same way. It also helps teachers change their day-to-day teaching methods, encouraging them to accept new methods based on accurate education research.

2.3 Concept of training

Many researchers have interchange the use of these two words “training” and “education”. They are with the view that difference between training and education is irrelevant but this research study will highlight few relevant difference between the two words in order to do away with misunderstanding in context.

Training is concerned with the acquisition of skills and techniques using standardised procedures and sequences. In contrast, in-service education is bound up with the motion of bringing about teacher’s professional, academic and personal development through the provision of whole series of study experiences and activities of which training should be related as but one aspect. He continues that, it is probably safer to employ the phrase, “In-service education” which by implication is inclusive of its training (Monata as cited in Banki, 2017).

Also, Flippo (1971) differentiated between education and training, locating these at the two ends of a continuum of personnel development ranging from a general education to specific training. While training is concerned with those activities which are designed to improve human performance on the job that employees are at present doing or are being hired to do, education is concerned with increasing general knowledge and understanding of the total environment. Education is the development of the human mind, and it increases the powers of observation, analysis, integration, understanding, decision making, and adjustment to new situations, and increase capacity to gain knowledge and mastery of techniques. Education or training as the case may be will be used interchangeably; Flippo argues these two may not be the same as clarified. From the definitions above, in-service education and training is intended to support and assist the professional development that teachers ought to

experience throughout their working lives. In-service in whatever form could be said to have an ultimate goal of making the worker, whether trained or untrained a better person who should perform better than before (Flippo as cited in Banki, 2017).

Training is a natural condition for the knowledge require for teachers to get current skills require performing their dairy responsibilities. Training and development is a function of Ministry of Education (MoE), Ghana Education Service (GES) , District Education, Head masters and teachers concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational arena (Armstrong, 2001). It is a short term educational process, which utilizes systematic and organized procedures in which teaching personnel learn technical knowledge and skills for a definite purpose (Okumbe, 2001). This implies that training has primary aim of changing the technical knowledge and skills of the teachers in the school. It is very imperative and paramount for teachers and headmasters to participate in training .This boost their teaching skills in the classroom which is tantamount to improvement in the teachers' performance and students' academic achievement. The type of training that is discussion in this study is on the job training. The on the job training is seen by many people as in-service training (INSET).

According to Villegas-Reimers (2003), there are so many terms used to describe the training and support that teachers receive after the initial preparation for the job of teaching. They include in-service teacher training, staff development and professional development, all of which refer to the range of life-long learning activities by which teachers, headmaster and other school staff undergo in order to develop their professional competence, personal education and aspirations and general understanding of their changing roles and tasks. It includes both guidance and training

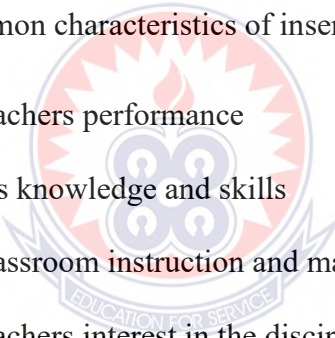
received, while teaching on the job and programmes undertaken away from the school setting whether formal or informal.

In-service teacher training is defined as all activities and set of trainings that is required for quality improvement and professional development of teachers (Saiti & Saiti as cited in Bayrakci 2009). It is a set of organized efforts for performance improvement of the teachers or for building of their capacity to implement any new program in already set environment. According to Akhter et al. (2011), in-service training includes all those activities which are designed for professional development and skill building of school teachers. Mokeira (2009) describes in-service training as planned courses to improve instructional, professional knowledge, interest and skills. It is essential for professional improvement of teachers and keeps the teachers abreast of latest information. “In-service training of teachers shall be regular, well planned and be part of teachers’ professional development” (MoEVT, 2006).

In-service training is defined as a workshop for employed professionals, paraprofessionals and other practitioners to acquire new knowledge, better methods, etc. for improving their skills toward more effective, efficient and competent rendering of service in various fields and to diverse groups of people. Further, such a workshop is a training designed to benefit a specific group of teachers at a particular school. A good in-service training should, via workshop trainees and improve the quality of programming for the development of teachers in service. Armstrong (2001) says that, training is systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job. The term ‘training’ indicates the process involved in improving the aptitudes, skills and abilities of the employees to perform specific jobs. Training helps in updating old talents and

developing new ones. Successful candidates placed on the jobs need training to perform their duties effectively (Aswathappa, 2000).

On the basis of the literature review above in-service training has focal view of developing and adding to the existing skills and knowledge of the teacher. They are with the view that there is nothing Constance in this cosmos and teachers need to update themselves to become abreast of the modern trends in education. The content taught in the classroom are subject to changes as well as the pedagogies employed to deliver the content to the understanding of the students. The classroom management and other teaching practices also subject to changes. According to the relevant literature review, there are common characteristics among the divergent views on in-service training. The common characteristics of inservice education and training are:

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1. improvement in teachers performance
 2. increase in teachers knowledge and skills
 3. improvement in classroom instruction and management
 4. improvement in teachers interest in the discipline
 5. update the teachers with modern trends in education

In all in-service training is defined as the additional professional trained organized for teachers to improve their competencies, knowledge and skills on classroom teaching activities.

2.4 Types of training

Train was designed with the intention of preparing personnel for their duties. Teachers in elementary schools are not exempt from the impact of training on their ability to impart knowledge to students. Employees may receive training outside of the workplace or once they're on the job. The two primary forms of training—off the

job training and on the job training—were introduced. While off-the-job training (OFJT) is conducted off-site and off-line, on-the-job training (Internship) is the education provided to teachers at their teaching profession throughout the working day. This training took place away from the actual job. It happens outside of the workplace instead of in work. The most popular kind of training is OFJT.

In Ghana, it predominantly apparently happened in inclusive school settings. Unplanned OJT typically just serves to minimize the transition phase that happens after a new employee is hired, reassigned, or upgraded. Unplanned OFJT might come in the form of in-service training, where professionals congregate with their colleagues or supervisors to explore common problems. Like planned OJT, planned OFJT is meticulously constructed to maximize the most of the time spent away from the job. When several employees have same training requirements, this type of training is suitable (Rothwell, 2005).

2.4.1 On-the-job training

On-the-job training is structured, mainly performed at the trainee's current workplace. Sometimes it actually took place in a dedicated on-site learning centre. Managers, supervisors, trainers, and employees spend a lot of time with trainees during on-the-job training to inculcate unanimous decision skill sets. Furthermore, training that really has no effect on the productivity is used (Holden, 2001). It is revealed that 70 percent of instruction is performed out in the workplace in Asian nations like Malaysia, say HR consultants SMR Tech Group, suggesting a transition to more flexible, economical, and high-value training provision approaches (Cegos Group, 2012). On-the-job training, as according Petrescu and Simmons (2004), has a positive impact on job satisfaction, employee motivation, and commitment.

2.4.2 Off-the-job training

Group discussions, each tutorials, lectures, reading, trainings, and workshops can all be a part of off-the-job training (Kempton, 1995). According to Kempton (1995), but that kind of training enables students to select up new knowledge and implement it in a secure working environment. Not all performance issues can be resolved by training, which shouldn't be used as a replacement for imagination, the proper resources, or tools, or the necessary supervision. When employees lack the skills or knowledge to work effectively, when the appropriate materials are allocated to develop, deliver, and follow up on the training, and when training works to improve, it is necessary to provide training. Off-the-job training is beneficial when there is a need for it among a big number of employees and when the necessary skills and resources are available.

2.5 Continuous professional development (CPD)

There are many changes occurring in the teaching field and teachers must work towards to the achievement of the new changes that has occurred in the education realm. Changes in the teachers cannot be considered as episodic event. To effective in one's profession, they must be continuous learning to achieve current job skills and knowledge in performing the duties and responsibilities. CPD is a lifelong learning and must be encourage in all endeavor since there is nothing like constant in this cosmos. The CPD has been viewed by many authors but the relevant one's were considered in this study. Abudul and Mensah (2016) argued that capacity building activities should be promoted regularly to build basic school teachers capacity for effective teaching. CPD activity is oriented towards maintenance, improvement or change in tasks in the teaching profession (Day & Sach, 2005). CPD refers to any activities aimed at enhancing the knowledge and skills of teachers by means of

orientation, training and support (OECD as cited in Frost, 2012). Gray (as cited in Oduaran, 2015) opines that CPD embraces the idea that individuals aim for continuous improvement in their professional skills and knowledge beyond the basic training initially required to carry out the job. CPD is additional on the job training organize for teachers in education in order to update their competencies on all teaching activities. There is a difference between Continuous Professional Development (CPD), in-service training and Professional development as a whole.

Professional Development (PD) is defined as the process of teachers to review, renew and improve commitment as an agent in teaching as a profession (Day & Sach, 2005). It is the initial form of education and training given to teachers. Professional development is the initial learning to earn or maintain professional credentials such as academic degrees to formal coursework, attending conferences, and informal learning opportunities situated in practice. Rogan and Grayson (2003) argued that CPD is a process that encompasses all activities that promote professional career growth. The education and training the teachers receive after their initial training (degree and diploma).

In-service Education and Training (INSET) is embed in Continuous Professional Development (CPD). INSET is an aspect of CPD which specifically focused on skills required of the teaching job. It is about the general knowledge needed by workers to secure job and get knowledge. In-service training is the on the job training organize for teachers to improve their efficiency in the classroom. It is practical oriented but not general knowledge.

2.6 Overview of INSET

There is very debate on the use of this term professional development and in-service training (INSET). These two terms have been used interchangeably but there is clear distinguish between the professional development and in-service training (INSERT).

According to the Organization for Economic Cooperation and Development (OECD) (2005), professional development signifies the initial activity that develops teachers' skills, knowledge, expertise and other characteristics as a requirement in the education. These include self-learning like taking online programs, reading books and formal courses. In-service training refers more specifically to identifiable learning activities in which practicing teachers participate. The widespread use of the term professional development when referring to training activities reflects the fact that most teachers see themselves as members of a profession. Just as members of other professions, teachers also need to be involved in a process of learning and reflection to improve their professional practice (Aitken as cited in Donkor & Banki, 2017).

It is also important that teachers receive in-service training in order to keep in touch with new findings in their subjects and to obtain continuous support for the improvement of their teaching and methods:

To teach is a lifelong process of learning. Human knowledge is expanding. Facts are changing and there is always a risk that the teacher will be stuck in old tracks repeating the same kind of instruction year after year. Classroom teachers must, therefore, be given the support needed to seek new approaches thus in-service training and professional development to support teachers in their exploration of new teaching methods is crucial, (O'Sullivan, 1987, p.44).

Ganser (2000) says that it includes formal experiences such as attending workshops and professional meetings mentoring and also informal experiences such as reading professional publications watching television documentaries related to academic

discipline. **Friedrickssen (2004)** argues that teachers should receive in-service training and professional development within the profession in order to keep in touch with new findings in their subjects and to obtain continuous support for the improvement of their teaching and methods. A dynamic global marketplace and increasing foreign competition has compelled public organization to become more effective and flexible in training (Gould-Williams, 2003).

In-service training is the on the job training organize for teachers to improve their efficiency in the classroom. It has come to stay in the schools due to it important and contribution to the development of the teachers. There a lot of difficulties in the implementing and organizing in-service for the teachers.

In-service education and training can simply be defined as the relevant courses and activities in which a serving teacher may participate to upgrade his professional knowledge, skills and competence in the teaching profession (**Ajidahun, 2007**). Implicitly, it encompasses all forms of education and training given to a teacher who is already on job of teaching and learning. Essentially, in-service training is designed for the manpower development of the school system and the educational enterprise as a whole. If teachers are to perform their functions effectively and efficiently it becomes imperative for them to acquire training in new skills and methodology.

Ideally, the higher the educational level of teachers, the higher the level of educational standard in the country. **The Ministry of Education (MOE) (2002)** defines in-service training as staff development which deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering their job satisfaction, career prospects, and promoting the institution for supporting its academic work plans.

One can argue that teachers are the hub of educational development; hence, in-service training is concerned with the activities and courses in which a serving teacher may participate for the purpose of upgrading his professional skills, knowledge, and interest, subsequent to initial training. Deductively, in-service education is to fill the knowledge gap or professional inadequacies of quality serving teacher. This argument is supported by Adentwi (as cited in Abudu & Mensah, 2015) who notes that the skills appropriate for generations ago might no longer be relevant or appropriate for today's teachers to prepare students for the world beyond school since the modern students is been tasked to be more creative and thoughtful in their daily activities.

Relative to the scope and nature of in-service education, it can also be said that in-service can also be seen as continuous education that is designed for the retraining, reskilling and updating the knowledge of manpower (Morrant as cited in Langston & Smith, 2003). In this regards, continuing education can be seen as the entire body of educational processes (whatever the content, level and method) whether formal of apprenticeship, whereby persons who are teachers and regarded as adults by society in which they belong, develop their abilities, enrich their knowledge and improve their technical and professional qualifications (Ajidahun, 2007).

Bluestone, Johnson, Fullerton, Carr, Alderman and BonTempo (2013) notes that: "in-service training in terms of its scope is taken to include all those activities and courses in which a serving teacher may participate for purpose of extending his professional knowledge, interest or skill". Preparation for a degree, diploma or other qualifications subsequent to initial training is included within this scope. Commenting on this definition, Bluestone et al. (2013) indicates that there is distinction between education and training, though the difference in no important. Training is concerned with the

acquisition of skills and techniques using standardized procedures and sequences. In contrast, in-service education is bound up with the notion of 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. He continues that it is probably safer to employ the phrase, "In-Service" 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).

Farrant (as cited in Donkor & Banki, 2017) comments on the form of in-service education and training as a lifelong process in which the teacher is constantly learning and adapting to new challenges of his or her job. Much of this training, according to him, is self-directed and is carried out by reading books and articles on education, by discussing with colleagues and supervisors, matters concerning teaching and by attending courses and conferences on education. According to Jarvis (as cited in Donkor and Banki (2017).), "In-service education is continuing education given to employees during the course of their working lives". He continues by saying, this training is normally conducted by employing agencies within the organization itself without recourse to formal education".

Another definition of in-service training published in a UNESCO (2013), document states that, in-service training is training defined for teachers who are already in professional practice, and which they receive in context of or during periods of varying length when their normal duties are suspended. From the definitions, in-service education and training in intended to support and assist the professional development that teachers ought throughout their working lives. Its scope and nature

constitutes virtually any experience to which a teacher voluntarily or involuntarily may be exposed to since all experiences if good experience.

Adentwi (as cited in Abudu & Mensah, 2015) surveyed in-service training programmes for teachers in English speaking African countries and found four main types of in-service training programmes. The first type of in-service training programs was for unqualified teachers which took place in countries like Nigeria, Zimbabwe, Liberia and Sierra Leone. The second type was in-service training programme for up-grader. This was designed to move pupil-teachers who have been given some form of training to higher grade. A third type was in-service training for new roles. It was intended for already qualified teachers retrained to serve as trainers of trainers or given specialized areas of school life. The four type was curriculum-related in-service training designed to introduce teachers to innovations taking place in the curriculum of schools or to help implement educational reforms. These four types of in-service suggest that in-service training is very imperative for both employers and employees, that the lack of it will only produce ineffective and inefficient working force since no amount of time spent in college or university will complete the preparation of the teacher for his/her classroom task.

Regarding the nature and scope of in-service training in Ghana, the Ministry of education's (MoE, 2002), Policies and Strategic Plan for the Education Sector, states that INSET assumed increasing dimension in the work of the MoE during the recognition of the increasing need for co-ordination and effective planning was instrumental in the appointment of a full time INSET officer with responsibility for coordination and administration of courses by the MoE during 1968-69. Again, the MoE (2002), Policies and Strategic Plans for the Education Sector sees, an INSET

programmes as part of the inspectorate. In November, 1970 the INSET officer was designated Chief Organiser of Courses and INSET with the following duties now integrated with the functions of the curriculum. Essentially, the scope and nature of work of the in-service officer are to:

- i. coordinate the work of the various groups within the MoE concerned with INSET
- ii. act as liaison between the Ministry and bodies outside the Ministry involved in INSET
- iii. ensure that new concepts and techniques of teaching are incorporated into nationwide courses with the Chief education Office, now Minister of Education
- iv. process overseas awards for the training of course organisers for the approval of the Minister
- v. examine the personnel needs of the various subject organizing units and to recommend how such needs could be met.
- vi. be responsible for preparing annual programmes, budgeting and disbursement of funds for courses.

From the above points, if the MoE will toe the line of their plans and programmes designed, and commit enough funds, resources and train INSET professionals to identify the training needs of teachers, and organize periodic training for teachers to develop them professionally. The teachers will also be well informed, confident, effective and dynamic enough to cope with the changing needs of the students and the society.

Much more regarding the scope and nature of in-service training as an essential service, Asaya (2011) highlights the following categories:

- a. Institution of lectures or series of lectures designed to give teachers as much information as possible in a short time usually two or three days;
- b. conferences to give participants the opportunity to question prevailing teaching practices and discuss ideas;
- c. Workshops (usually a moderate size group) where each person has a problem to solve that is closely related to his field. In this context, a skilled consultant works with each group.
- d. staff meetings which may perform a useful in-service function, but generally used to acquaint teachers with administrative procedures;
- e. Committee in which five or several members works on a problem that could be impossible for a whole staff to tackle;
- f. Professional reading with the aid of professional library's study group;
- g. Visits and demonstrations that give teachers to observe actual teaching techniques;
- h. Individual conferences which constitute constituted mutual understanding and support between a teacher and his supervisor or mentor.

Analytically, the conferences could be academic gathering in which speakers come prepared often by invitation or for a fee in which discussions are held on some reasonable and interesting or controversial theme. In this case the conference attendants come to listen, question, make contribution, evaluate opinions and points of views and discuss formally and informally among themselves. As it pertains to workshops, just like the conferences they are also academic gathering but they

provide hand-on-activities in addition to the intellectual activities aimed at enhancing the performance of teachers on the job. These workshops are characterized by individual or group role assignments. Resources persons are usually invited to provide the working procedures for the participants (UNESCO, 2013). It can be said that if these various form of INSET are implemented regularly without problems in Awutu-Senya East, teaching and learning will be enhanced.

Within the nature and scope of in-service training for teachers are seminars. Sadtu (as cited Conco, 2006) defines a seminar as an academic forum whose major purpose centers on a reflection or discussion of problems. It is organized by a coordinator who has written responsibility of putting down precise or brief summary of the views expressed by each member of the discussion panel. The views expressed invites questions, comments, observations or contributions from the audience to encourage total participation. Another category on in-service training in correspondence courses. In this type of in-service, there is no physical contact between the teacher and the student. Communication between teachers and students is through post, hence, the name correspondence education (Rebore & Walmsley, 2009).

A further form of in-service training is Exhibitions. Rebore and Walmsley (2009) notes that these can be regarded as physical display of scientific or artistic interest intended to enlighten a wider scientific or artistic environment or discipline. They could be classroom applications, or in a broader context geared toward solving societal problems, for example, making of soap or dyes from local sources.

In Ghana in-service training programmes can also be categorized as specialized in-service training, guide or promotion courses in which teachers, learn about new methods. And what must be held in mind according to Adentwi (as cited in Abudu, &

Mensah, 2015) regarding these categories of in-service training programmes is to make sure the teachers inculcate in their student right standards and the need to study hard. Teachers should also inculcate in their students the drive for lifelong learning which will go a long way to build the appropriate human resources capacity. Implicitly, there is the need for all teachers to show commitment to their job and enthusiasm for continuing professional development (CPD). This is because CPD will assist teachers to keep abreast of changes in their own country and in other parts of the world. Again, these categories of in-services would enable teachers to have an awareness of the curriculum and instructional modes. The nature and scope of in-service training includes but not limited to learning from experience, becoming competent, and developing in classrooms and schools. By extension, it includes both formal and informal learning formats and accelerated learning opportunities available through internally and externally generated programmes. The questions then asked is: are these various forms of in-service programmes organized in the Awutu Senya East Municipality?

In other parts of the world as it relates to the nature and scope in in-service training programmes. There are some similarities. For example, in England and Wales, INSET/CPD of teacher has been carried out for the various categories of students and teachers in training not only in basic or secondary education but also in universities, the United States, Canada and New Zealand have their training models. Again, in Bangladesh the “education policy yielded good results as a result of in-service training. Enrolment in primary schools in these countries rose from 76% in 2001 to 97% in 2011 (UNESCO, 2013). Similarly, in Vietman, Bostswana and Nigeria, the lower secondary education programme has the aim of making the programme more sustainable by improving the quality of teacher through inservice education. More

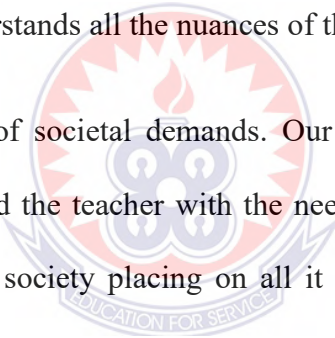
specifically, in Botswana, there is growing demand for short courses to upgrade and refresh the skills of teachers. This includes the largely private unaided learning from experience through which most teachers learn to survive, become competent and develop in classrooms and schools as well-informed development opportunities in school through internally and externally generated in service education (Rebore, & Walmsley, 2009).

In-service education and training is now considered an essential part of teacher education and professional development. Studies have shown that staff training is the key to enhancing public school teachers. As Ajidahum (2007) puts it, training as part of the scope of in-service education, is an integral part of vocational or career development and it is fast becoming a global and pervasive phenomenon in any establishment, the absence of which spells doom for such and institution and the presence of which determines the success of any enterprise.

The GES, no doubt, cannot do without regular training of their workers to be dynamic enough to cope with the changing needs of the students who make up their user population. **Burrel (1997)** states that, no amount of time spent in college or university will complete the preparation of the teacher for his/her classroom tasks. Teacher like doctors, lawyers and Ministers must continue with their education after their graduation through regular in-service education and training. This is because, constantly, new techniques and materials are appearing that makes in-service education absolutely necessary. He further states that, this is not due to the fact that college teaching is becoming less effective, but rather to the fact that we are constantly and continually facing new challenging problems in education. So, the success of general education programmes in the years immediately ahead depends

upon the adequacy of provisions for the in-services education and training of staff members.

Moffit (1997) says that “the process of strengthening the effectiveness of the faculty cannot be left to chance. Comprehensive relevant in nature and broader in scope programmes for regular in-service education are needed in every college and university campus. The provisions of such programmes are vital to the welfare of the nation. Rebores and Walmsley (2009) states 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 today has created need to reinterpret and restructure former knowledge. A teacher can no longer assume, on basis of past learning that, he/she understands all the nuances of the subject area namely:

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- i. Keeping abreast of societal demands. Our society is continually changing. This has presented the teacher with the need to understand and interpret the new demands on society placing on all its institutions and on the school in particular.
 - ii. Becoming acquainted with research in the instructional process and on new methods of teaching. Like other professionals, teachers generally have good intentions of keeping up with the advances that are being made in the field. A shortage of available time often prevents them from carrying out this intention and staff development programmes can meet this need.
 - iii. Becoming acquainted with the advances in instructional materials and equipment. Computer assisted instructions are only a few of the many innovations that have the potential for improving the quality of the classroom instruction (Rebores & Walmsley, 2009).

This outline above suggest that when teachers are denied of these various types of in-service training, professionalism, skills, teaching techniques, efficiency and job performance of teachers will be hampered and remain dormant. Students will not feel the real impact of education since the knowledge and skills to adapt and become competitive in the social and economic world are missing in their lives. In-service education and training in its scope, contents and aims, according to Marrant (Joel, Ogola & Malusu, 2019), widens and deepens teacher's knowledge, understanding and expertise including skills, techniques and powers of judgment in respect of their professional work by means of activities designed to attain this purpose'. Commenting on the importance of various categories in-service education and training to teachers, Albert (1989), says an increasing common practice is to get teachers ready for change and to give them opportunity to make changes. According to Albert, "credit" is given as an incentive. This credit usually applies to the periods which teachers are supposed to earn in five-years period for promotions and salary increase.

Albert (1989), further states that generally speaking, the system-wide in-service programme is for individual information which in scope and nature ranges from general cultural growth to specific how-to-do-to in a certain teaching situation. Most successful in-service programmes found that, by proving teachers what they want brings security, which will allow a basis for these changes. The absence of this kind of INSET will only produce teachers who cannot bring any change to the society, hence, defeating the aim of teachers being the agent of change to the society.

Adentwi (as cited in Abudu & Mensah, 2015) says that, various categories and contents of in-service education and training programmes are usually supplementary

to the initial training that the teacher has received at college. This according to Adentwi, is to keep the teacher abreast of new ideas, new ways of doing things and changes taking place on the educational front. Yesufu (as cited Sheriff, Maina & Umar, 2011), further opined that all types or categories of training of personnel enhances productivity; service as a useful means of upgrading the human intellect and skills for productive employment. Ojiambo (as cited in Ajidahum, 2007) quoting agreed that training programmes should be directed toward improving efficiency and job performance. He further enumerated other benefits of training to include reduction in cost, reduced turnover, human resource reserve, fast decision, continuity of effort, improvement in employee morale, availability for future personnel growth the organization, improvement in health and safety, reduced supervision, personal growth and organization, stability. These benefits will eliminate the pressure of human resource deficit, low productivity, ill health of workers, job place accidents and the job cases of workman's compensation benefits. Sadtu (as cited in Mashile, 2002) agreed that there should be various forms and scope of professional development plan for teachers that concentrate on the community outreach, notably community participation, influencing community opinions, and development and advocacy work. These skills ought to be useful throughout teacher's working lives and should be taught from the moment they take up employment, as a team as well an individual endeavor.

Teaching is a field that is dynamic, with innovations, necessitating up-grading of skills and education of teachers for the successful implement of reforms. The behavior and attitudes of teachers towards teaching and learning and their knowledge base are the result of the impact of in-service training (Ramatalpana, 2009). The Ministry of

Education MOE (2002), indicates that the nature and scope of the programmes of INSET offered by the MOE have sought to serve the following purposes;

- i. Provide professional and academic training for pupil teachers in Primary and Junior High Schools;
- ii. Provide refresher courses for newly promoted or newly appointed professional officers of the Ministry;
- iii. Provide refresher courses for teachers and tutors at the Secondary School and Teacher Training College level;
- iv. Expose teachers at all levels of pre-university education to new methods, approaches and techniques of teaching;
- v. Assist teachers at all preparation and uses of audion-visual aids;
- vi. Provide opportunities for heads of institutions, tutors and teachers to meet and discuss professional matters related to their levels of teaching;
- vii. 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;
- viii. Assist teachers to meet specific challenges or demands brought along by curricular innovation, resulting from changed situations or educational reforms;
- ix. Help teachers to develop and evaluate curriculum materials; and
- x. Provide opportunities for professionals to socialize in order to share ideas about their work.

The rate, nature and scope of the changes taking place around Ghana have been coupled with a radical re-orientation of the functions, 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 in its various forms 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.

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 professional people must strive to acquire, on a continuous basis, new ideas, skills and attitudes to enhance their competencies and productivity and 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 the provisions for the in-service education and training of staff members. In 1975, a document of UNESCO (2013), argues that, if education is to meet the demands of our time and of the coming decades, the organisations, content and frequency 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 change taking place in education systems and the increasingly creative character of pedagogical activities, it does not seem possible to equip the student-teacher only with knowledge and skills which would be sufficient for his whole professional life. Hence, a comprehensive policy is needed to ensure that INSET is recognized as a continuous co-ordinate 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, as a holistic unit in fostering the concept of lifelong learning and the need for recurrent education (UNESCO, 2013).

Rebore and Walmsley (2009) has found out 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 of the 21st Century 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 nature of in-service education and training, Albert (1989), 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 is for individual information which ranges from general cultural growth to specific how-to-do-it in a certain teaching with what they want, it brings security, which will allow a base for these changes.

2.7 The need for in-service training for teachers

The teacher in service training has been proof by experts that it is very good for development of the teachers in the classroom. The need for in-service training in schools is getting more attention for teachers to equip with new knowledge and skills for them to face new challenges and reformation in education. In-service training can enhance the professionalism of teachers who can contribute to the organisation to achieve its goals. In-service training is a professional and personal educational activity for teachers to improve their efficiency, ability, knowledge and motivation in their professional work.

In-service training offers one of the most promising roads to the improvement of instruction. It includes goal and content, the training process and the context. According to Ong (as cited in Sulley, 2018), in-service training is the totality of educational and personal experiences that contribute toward an individual being more competent and satisfied in an assigned professional role. The primary purpose of in-service training is to enable teachers to acquire new understanding and instructional skills. It focuses on creating learning environments which enable teachers to develop their effectiveness in the classroom.

In this aspect, in-service training for teachers is the driving force behind much change that has occurred in the teaching and learning. It is vital that teachers keep up to date on the most current concepts, thinking and research in their field and also promote professional growth among teachers in order to promote excellent and effective teaching and learning environment for students.

According to Kazmi, Pervez and Mumtaz (2011), in-service training for teachers enables the teachers to be more systematic and logical in their teaching style. In-service training is a planned process whereby the effectiveness of teachers collectively or individually is enhanced in response to new knowledge, new ideas and changing circumstances in order to improve, directly or indirectly the quality of pupils education. According to Abdul (cited in Abdul, Ward & Hawkesford, 2014), in-service training comprises two main elements, that is the fulfillment of pupils learning needs and ensuring personal and career development of the academic staff.

In-service training is a fundamental aspect for the enhancement of teachers professionalism related to the teachers' vision to improve the quality of their work. Through in-service training, teachers can identify and evaluate critically the culture of

the school which can bring changes to the working culture. Studies by Ekpoh, Oswald and Victoria (2013) revealed that teachers who attend in-service training perform effectively in their work concerning knowledge of the subject, classroom management, teaching method and evaluation of students. Studies by Jahangir, Saheen and Kazmi (2012) confirmed that in-service training plays a major role to improve the teachers' performance in school.

Besides that, in-service training also provides teachers with ample opportunities to learn new concepts, methods and approaches through professional development. In-service training is a deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and of the institution for supporting its academic work and plans, and the implementation of programmes of staff activities designed for the harmonious satisfaction of these needs.

In-service training can also change the attitude and skills of teachers and further increase the performance of students. It also can help to change the procedures, approaches and practices teacher teach, the way student learn and would also help to create an excellent school culture in schools. According to Frederick and Stephen (2010), during the in-service training, teachers will schools management skills, evaluation techniques and master wider content areas of their subjects. For this reason, teachers and educational experts should increase their effort in fostering and implementing in-service training in schools so as to improve the effectiveness of development in schools.

In-service training has undergone considerable change in the recent years. As a practice, "result-driven in service training is concerned with changing behaviour

and/or attitudes of teachers, administrators and staff members rather than being concerned with the number of participants in such programs” (as cited in Sully, 2018). It is literally impossible today for any individual to take on a job or enter a profession and remain in it without any changes. Therefore “in-service training is not only desirable but also activity to which each school system must commit human and fiscal resources if it is to maintain a skilled and knowledgeable staff” (as cited in Sully, 2018).

The importance of in-service training should be looked in various perspectives. It promotes a very flexible environment and allows teachers to adapt with the working situation and it is also one form of motivation for employees or employers and it will continue to increase creativity in teaching and learning process. It also enables teachers to acquire new understanding and instructional skills to develop their effectiveness in the classroom.

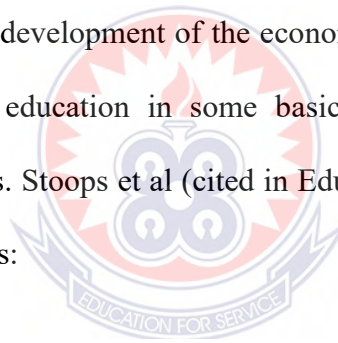
In-service training for teachers should have a positive effect on teachers in increasing knowledge, communication with their involvement in planning school activities and also it increased the staff motivation. Studies done by Thompson (1992) shows that, after going through in-service training, there are positive change in teachers attitude, increase self-confidence and also follow up with teachers readiness in facing any various resistance situation. This shows that, training program that is planned and implemented well will give a positive effect on students, teachers and schools.

In-service training places teachers at the centre of any improvement effort and assumes that the work of the teacher and the visions that teachers have about improving their work. According to Owen, “the positive aspect concerning professional development of teachers are that the program will make sure that

learning activities is planned and concentrated on empowering effective teachers to correct policies, curriculum development, teaching and views on how to achieve high productivity and students performance” (Owen as cited in Owen & Yawson, 2010). It is vital that the positive performance result from the students will bring profits to teachers themselves based on the additional recognition from colleagues at work place and the administration. In-service training for teachers will not only bring positive effect to the teacher, but also students and school because the changes that is expected has a close relation between teachers, students and schools.

2.8 Principles of in-service training

In-service has been very vital for the development of teachers in Ghana and it has a positive influence on the development of the economy of Ghana. To actualize the set objectives of in-service education in some basic school can be materialized by following basic principles. Stoops et al (cited in Eduwen & Osagie-Obazee, 2016) in-service principles includes:



1. An in-service program is born out of community and school needs that are understood.
2. All school employees require in-service training.
3. Appropriate supervision is a useful tool for accelerating in-service professional development.
4. Improving the caliber of instruction is both the short- and long-term goals of in-service training.
5. The instructional program is continually reviewed and revised as a result of in-service education. Additionally, it promotes self-realization for participants through competence, success, and security.

6. State agencies, colleges, universities, school boards, school administrators, and teachers are becoming more and more interested in in-service education.
7. Supervisors must foster an environment that encourages instructors' desire for in-service development.

2.9 Goals of in-service training program

The Ofri international training center of Israel has recommended the following goals for in-service training. The goals include

- a. To promote in service professional development systematically, in order to prepare teaching personnel for the future needs and challenges.
- b. To train in service teachers to fulfill the requirements of the educational environment of both urban and rural areas.
- c. To make the in-service teacher training institution as innovative and proactive organizations.
- d. To assist progressive and reflective thinking that can lead towards educational developments and breakthroughs.
- e. To facilitate development and implementation of novel and innovative methods, teaching tools and paradigms of pedagogies.
- f. To create learning environment such a warm, stimulating, motivating, lively and conducive that can make learning interesting, informative and useful
- g. To provide incentives, and give space, environment and course of action for the professional development of teachers.
- h. To motivate relevant stakeholders like parents, teachers, administrators of educational institutions, students, artists.

2.10 Types of in-service training activities available for teachers

In-service training activities have been recommended by experts that it is very pivotal turning point in teaching and learning. The relevant literature reviews that in-service training activities impact teacher quality delivery in the classroom. There are so many means that teachers can update their competencies to be efficiently in the classroom. Teachers to response to the changes in curriculum ,teaching methods, contents, classroom management , classroom design and among others can be achieve through effective INSET activities. According to Malupa-Kim (2011) teachers responses to such changes can be done through seminars, conferences, distances learning, regular courses, sandwich programmes, cooperative learning and mentoring or coaching. Others argued that INSET can be done by self-learning like reading of books, journals, magazines etc. virtual learning and among others.

2.10.1 Workshops

Workshops are the most traditional form of professional development. Major criticisms abound in the literature about offering this form of in-service education as the only forms of professional development, as traditionally most of these workshops and are “one-short’ experiences, completely unrelated to the needs of administrative staff and providing no follow-up. As has been stressed by Jesness (as cited in Muyan, 2013), a special educator in Texas, USA, whoever believes that education can be substantially improved with workshop probably hasn’t ever attended one. However, given the new understanding of professional development as an ongoing process of growth and learning, there are some cases that show that offering workshops, accompanied by other types of professional-development opportunities, can be quite successful. Workshops are development-oriented and can be equally as helpful as more modern forms of professional development (Tillema & Imants, 1995). Cutler

and Ruopp (1999) explain how the staff at the Education Development Center in the USA designed and implemented a programme of professional development entitled “Middle School Mathematics Workshops are development-oriented and can be equally as helpful as more modern forms of professional development (Tillema & Imants, 1995). Cutler and Ruopp (1999) explain how the staff at the Education Development Center in the USA designed and implemented a programme of professional development entitled “Middle School Mathematics Project”.

2.10.2 Conferences

Conferences organized around academic disciplines provide a direct connection to subject-specific information as well as opportunities for meeting people who share common interests (Tomaszewski & MacDonald, 2009). Conferences offer opportunities for interaction with experts in the field, training and professional growth and for peer contact that leads to collegial interaction and research. Conferences are fertile grounds for socialising which in turn leads to building friendship based on common interests (Malupa-Kim, 2011).

2.10.3 Co-operative or collegial development cooperative

Co-operative or collegial development Cooperative or collegial development is a term used by Glathorn (1997) to describe his model of professional development. This involves a situation where the teachers meet to have a professional dialogue on subject content that are interest to all the participants. It can be organize for teachers of the same discipline, within or out the school or the district. It ensures total development of the teachers’ not just individual but can be led by person or group of persons. The discussions can be professional dialogues of personal interest, change in

curriculum and it may be supervision by colleague teacher. It is a team teaching to help to improve performance of teachers. Thus it involves colleagues' teachers.

2.10.4 Mentoring/coaching

This process provides opportunities and structures for administrative staff professional development. Mentoring is a form of coaching that tends to be short-term. Coaching is a learned skill, therefore coaches and mentors need training (Holloway as cited in Mokhele, 2014). The functions of the mentor, according to Robins (cited in Hismanoglu & Hismanoglu, 2010) is to provide the newcomer with support, guidance, feedback, problem-solving guidance, and a network of colleagues who share resources, insights, practices and materials. s. In their research carried out in Australia, Ballantyne and Hansford (1995) also report that the effects of 'buddy mentoring' (having a companion teacher) are very positive, but not sufficient.

2.10.5 Seminar

It is advance learning strategy use to train and impact knowledge and skills on learn with a particular topic. It is more structured and formal. It is more like instructional technique. It is more or less like discussion methods which pave way for group of teachers in SHS to exchange ideas on a topic with a facilitator. It takes the form of lecturing on a topic which can be easy or presentation on a theme like teachers pedagogical and content continues professional development program. Literature reviews indicate that seminar is mostly suitable for higher objectives of cognitive & affective domains. The seminar method applies technique for human interaction with the learning and teaching experiences which conform psychological principles (Zeig, 2013). There are types of seminar which include mini seminar, major seminar, national seminar and international seminar.

2.10.5.1 Mini seminar

It's coverage and scope are small and simple. It involves small population and it is hardly use in larger group of people. A discussion held over the topic taught or to be taught with the students is known as Group discussion. Such group discussions held in an organized way within a class room, it is called mini seminar. This mini seminar gives the students training in questioning skills, organizing the information and presentation skills of seminar. In the schools, the facilitators can divide the teachers in small groups and assign a topic for each group in the class for them to interact upon. This may increase students to participate in the classroom activities. A mini seminar is felt necessary because it gives good experience to conduct a major seminar at Institutional level. This means it serve as basis for major seminar. It is not advisable for large group of participates.

2.10.5.2 Major seminar

This form of seminar is the advance form of the mini seminar. It is appropriately used when the participants are large. The seminar conducted at an institutional or departmental level for a specific topic or subject is known as Major seminar. Usually students and teachers are participating in this type of seminar. This major seminar can be organized at department level for every month. A specific topic or subject is selected for the theme of the seminar.

2.10.5.3 National seminar

An association of any kind particularly with academic or professional interest or an organization like Government, Firm, Teachers Associations conducts the seminar at National level is called National seminar. The subject experts are invited to the seminar for discussion. The Secretary of the seminar prepares the schedule and

functionaries for seminar. It can be use large group of people but it occurs at the national level.

Other authors suggested some types of INSET for teachers. INSET is very important in education settings. The INSET is one of the efficient means to sharpening the skills and knowledge of the teachers. There are many means for organizing INSET for teachers but few once relevant for the research study must be discuss.

According to Asaya (1991), there are eight varieties of in-service education as follows:

1. Institutes. A series of lectures designed to give participants as much information as possible in a short time, usually two or three days.
2. Conferences .This give participants an opportunity to question others and discuss ideas presented.
3. Workshops usually a moderate size group, where each person has a problem to solve that is closely related to his field. A skilled consultant work with each group.
4. Staff meetings may perform a useful in-service function but generally used to acquaint teachers with administrative proceeds users and policies.
5. Committee. This is where five or several members work on a problem that could be impossible for a whole staff to tackle.
6. Professional reading (with the aid of a professional library' study groups)
7. Individual conferences (dependent of feelings of mutual understanding and support existing between teacher and supervisor).
8. Visits and demonstrations. This is where the teachers took the opportunity to observe actual teaching techniques in the classroom which might be in a

different school. This help teachers to learn new things from other teachers or expert in a different learning environment. After that the teachers may apply the new things learnt in their actual classroom learning.

Again, some authors view the types of INSET in a different ways but there is some commonalities. **Maduabum (1992)** also suggested that there are six (6) forms of INSET. Maduabum types of INSET include:

1. Regular courses: These are the full time courses undertaken during the normal academic session. The period of the programme depends on the type of course examples B.A (ed), B.Sc (Ed), postgraduate Diploma in Education (P.G.D.E.), M.Ed & Ph.D.
2. Conferences: these are academic gathering in which certain speaker come prepared, often by invitation or for a fee, to open discussion on some reasonably interesting or controversial theme. Generally, conference attenders come to listen, question the main speakers, make additional prepared or spontaneous contributions to their own, evaluate opinions and points of view, and discuss formally and informally among themselves.
3. Workshops: Just like conferences, workshops can be regarded as academic gatherings but in this case aimed primarily at providing within the intellectual horizons of participants, selected functional experiences that will enhance their performance on the job. Workshops are characterized by individual or group role assignments. Resources persons are usually invited who come prepared and provide working procedures to participants.
4. Seminars: A seminar is an academic forum whose major purpose centres on a reflection or discussion of problems. It is piloted by a coordinator who has a

written responsibility of putting down precise or brief summary of the views expressed by each member of the discussion panel. At the end of the session, the coordinator presents the highlights of the views expressed and invites questions, comments, observations or contributions from the audience to encourage total participation.

5. Correspondence Courses: In this type of in-service training, there is no physical contact between the trainer and the trainee. Communication between the teachers and students is through post, hence the name correspondence education.
6. Exhibitions: These can be regarded as physical displays of scientific interest intended to enlighten a wider scientific community. They could be of classroom application or in a broader context geared towards solving societal problems e.g. making of soap or dyes from local resources.

The Thirteenth Yearbook of the Department of Superintendence recommended different types of which is identical to Asaya (1991) and Maduabum (1992) types of INSET. The Thirteenth Yearbook of the Department of Superintendence recommendation includes (a) extension, summer school and correspondence courses; (b) local programs of curriculum revision; (c) cooperative experimentation and research; (d) directed reading; (e) demonstration teaching; (f) professional lectures; (g) teachers meetings; and (h) apprenticeship teaching for beginners, to lead teachers to plan and carry out an adequate educational and social program for the children.

2.110.5.4 International seminar

This seminar is conducted by an international organization or agency is known as International seminar. Theme of this seminar has wider aspects. Globalization,

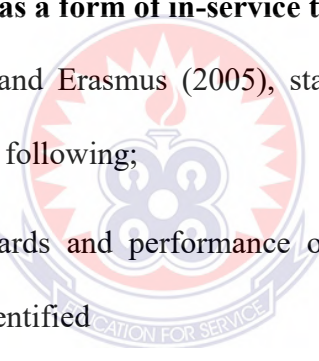
Renovation, Atomic energy agreements, Policies implementation and modification etc., are examples for themes of International seminars. A Nation or its body can conduct or organize the international seminar. This seminar may include expert from different countries. Infer from the literature review the last type of the seminar will be mixed seminar. This seminar involves the attributes of two or more seminar types. Like major seminar and mini seminar.

2.11 Forms of INSET activities

INSET training in Ghana has taken place in so many ways but few one that are related to this research study were utilized. The relevant literature suggested the following.

2.11.1 Staff development as a form of in-service training

According to Swanepoel and Erasmus (2005), staff development as a form of in-service should result in the following;

- 
- a. Improve the standards and performance of employees, once their training needs have been identified
 - b. Prepare them for future positions.
 - c. Increase their literacy levels;
 - d. Help the individual to make better decisions and increased job satisfaction. (p. 10)

However, if in-service training for teachers is not regular, the level of job satisfaction and the organizational set standards and performance of teachers would negatively be affected greatly.

Steyn (2008). also holds the view that staff development as form of in-service training programmes help teachers to:

- a. be better able to handle difficult pupils;
- b. develop greater understanding of different learning styles
- c. enhance learners' self-esteem and therefore their desire for positive reinforcement;
- d. manage their own frame of mind and emotional state better, resulting in reduced stress and greater job satisfaction;
- e. become more positive about learning, transforming their attitude to the learners;
- f. become more creative, imaginative and stimulating in their presentations.

Given the above outcomes, it becomes clear that regular staff development can raise teachers' performance levels and prepare the individual for change in the organization. The end result should be informed and creative teacher's who promote transformation, the human right culture and educational renewal. However, irregular in-service training of teachers will only restrain teachers from putting up their best to bring about changes in students and the society at large.

Most people in business need training from time to time. Few people are hired for a new job with all of the necessary knowledge and skills. Therefore, all new employees should acquire some training. Experience employee 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 the accuracy of their performance. According to Tietaah (2011), the starting point for any in-service

education and training is aimed at meeting teachers' professional needs. He has therefore identified four of such needs. There include;

2.11.2 Induction as a form of in-service training programme

Writing on staff development programmes, Rebores and Walmsley (2009) agreed that as an organization, a school needs well qualified administrators, teachers and other personnel to accomplish its mission. As job requirements within a school become more complex, the importance of staff development of continuing learning increases. It is literally very difficult is 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 form of in-service training programmes but also activities to which each school system must commit human and financial resources if it is to maintain a skilled and knowledgeable staff.

Commenting further, Rebores and Walmsley (2009) argues that the last decade has seen a myriad of research on staff development; as a consequence of this research, many models have been suggested. These include, Programme for Effective Teaching (PET); Readiness, Planning, Training, Implementation and Maintenance (RPTM); and Staff Development for School Improvement (SDSI). A common thread connecting all these models in the goal of producing effective instruction through clinical supervision. However, it would have been disastrous if such programmes were not organized for teacher.

The National Education Association Division, according to Rebores and Walmsley (2009) has come up with 19 methods used in programmes delivery; Classes and Course , Institutes, Conferences, Workshops, Staff meetings, Committee work,

Professional reading, Individual Conferences, Field trips, Travels Camping, Work experience, Teachers Exchange, Research, Professional writing, professional Association work, Cultural experiences, Visits and Demonstrations, and Community Organisation works. Rebore and Walmsley (2009) adds that individualized programmes are one alternative to the traditional programmes design models. These allow the individual maximum creativity in matching personal interests and needs to the goal and objectives of the school. Teachers who engage in personalized activities usually improve their teaching skills. In line with Rebore and Walmsley (2009) offered guidelines and recommendations for professional development, historically, has always been to improve weak areas of practice. In recent times there has been, shift to a development 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 hands-on participatory activities, mentoring, collaborative learning, training teams, individualized training, goal-setting, and follow-up training.

Rebore and Walmsley (2009) elaborates that staff development programme centres 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 be preceded by explaining the metric system to teachers who are not proficient with the system.

Secondly, Rebore and Walmsley (2009) says that environment of learning must be effectively managed. A comfortable and simulating certainly enhances learning and especially for adult 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 continues that the instruction must have some practical application for the adult learner. They must be sure that the materials can help them in their work and that learning frequently takes place at a constant rate. It should not fluctuate according to the difficulty of the subject matter or skills to be learned and the ability of the learner.

Rebore and Walmsley (2009) 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 at each level of the school district. A group of study also argued that group study is another common mode of continuing learning for the teacher. It further stated that one other method of continuing learning comes through supervision. School districts provide teachers with professional advice on what amount to one-to-one help. Although supervision can sometimes be quite threatening, particularly to non-tenured teachers, it offers an opportunity to obtain valuable information about one's techniques and skills. According to Albert (as cited in Tietah, 2011), a glance at some of the offerings from in-service programmes in a number of school system reveal not only the variety of topics but also reflects the increasing practice of surveying the interests of individual teachers for their preference. Some of the self-development opportunities include contract learning, utilizing media in classroom, community participation in

school concerns, and project such as CARE-Cooperative Action to Restore our Environment.

Many times during the teacher's career he/she will have to embark on new and unfamiliar duties relating to a new position to which he/she has just been appointed. The first may be when the new teacher, having left college or university, starts work in a new school or community. Sometimes it could involve moving from one school to another, promotion to head of department, deputy head or head teacher, (Tietaah, 2011). This teacher is bound to be faced with 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. Rationally, this nature training will be professionally practical in its aims. Much of this form of in-service education depends on informal advice given in respect of a specific task, which may be short intensive and formally organized courses in or out of school.

2.11.3 Extension as a form of in-service training

In this situation, according to Tietaah (2011) this teacher may need to widen his or her professional horizon. For example, a teacher in middle of his career as head of department might want to obtain a better grip curriculum theory or expertise in the principal 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 teacher' knowledge or experience through the furthering of his education at the university or any higher form of education.

2.11.4 Refreshment courses as a form of In-service training

Majority of teachers from time need to be refreshed. Training, after a period of time 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 long time need to be refreshed. In Tietaah (2011) view, teachers re-entering the methodology of subjects or handling a particular age group need probably by short and intensive periods of in-service education and training.

2.11.5 Conversion as a form of in- service training

Tietaah (2011) further indicates that teachers, due to transfer to entirely different jobs in schools, if they received previous preparation for the new work, may experience conversion needs. When a teacher initially trained for primary school is moved into secondary school or when a history specialist is requested to teach a shortage subject such as Mathematics in the same school, he may experience what can be described as 'vertical conversation needs. This suggests that teachers will find it very easy when switching from one responsibility to another because of the vertical in-service training given.

Tietaah (2011) argues that by arguing that covert laterally, teachers have to acquire a whole body of academic knowledge as well as its accompanying methodology. In contrast, to meet vertical conversation needs, in-service training will tend to have task created and preparatory functions aimed to provide the potential appointee with skills, techniques and knowledge of doing a new type of promoted job for retirement. Rebore and Walmsley (2009), argues that in process of assessing teachers professional needs, the following can be of consideration help. First, the teacher needs

assessment survey has been very effective. Most surveys take the form of checklists containing many areas of possible needs and interest;

The second 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. Third, as certification requirements vary from state to state and school to school, the director of staff development needs to keep all teachers informed about their requirements and plan appropriate courses for them. According to Rebore and Walmsley (2009) a fourth sources of information is curricula research. Staff development is regarded as an initiative that is aimed at supporting staff in the work they do.

Conco (2006) suggested that there should be a professional development plan for teachers that concentrates on community outreach, notably, community participation, influencing community opinions, and development and advocacy work. These skills ought to be useful throughout teachers' working lives and should be taught from the moment they take up employment, as a team as well as an individual endeavor.

Swanepoel and Erasmus (2005) explain that conversion as a form of training should result in the following:

- i. Improve the standards of performance of employees, once their training needs have been identified;
- ii. Prepare them for future position; and
- iii. Help the individual to make better decisions and increase job satisfaction.

Given the above outcomes, it becomes clear that staff development can raise teachers' performance levels and prepare the individual for change in the organization.

Banki (2017) 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 Tietaa (2011), 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.

2.12 In-service education and training (INSET) models

Malcolm Knowles theory: He believes the main approaches for adults learning is the problem-solving and collaborative research. Also, clinical monitoring performance model focused on the clinical supervision uses four key components of training, advocacy, facilitating and feedback. Again, the pattern of the Iranian Red Crescent Society staff training by Pourkarimi et al. (2010). This pattern contains resolution of problems related to organizational structure and attention to motivational mechanisms. Empowering education obtained from the combination of grounded theory and results of comprehensive search. Empowering education entails characteristics including participatory training of the nursing staff in terms of planning and implementation, problem-solving approach, result-oriented content, training implementation practices, focus on motivational factors, fostering the searching skills, and clinical performance monitoring.

Self-directed learning refers to self-centeredness and initiative in learning. Practicality is the effectiveness of training in job functions. There are five factors involved in

achieving self-direction and practicality. The self-directed learning can be enhanced by searching skills. Employees through search in training categories and educational topics can lead to self-direction.

Similarly, practicality can be enhanced by clinical supervision and clinical performance monitoring. There are three additional factors contributing to both self-directed learning and practicality, including motivation, employee participation in training design and educational implementation and problem-solving approach. Problem-solving approach refers to training the topics in which employees are having difficulty when doing their job duties. In addition to these topics, there are two underlying factors that can affect all the other factors, including tackling the organizational challenges and overcoming the inefficiencies of educational management. Organizational challenges refer to some of the organizational procedures that are in conflict with the nature and goals of educational programs, for example, financial constraints and conflicts arisen by different management divisions against education. In the empowering education, such organizational challenges must be eliminated.

Continuing education versus deficit instruction. Houle (cited in Neil, 1986) has noted that two broad principles have historically undergirded all in-service teacher education: 1) voluntary continuing education of teachers, and 2) improved efficiency of school systems. Holly and Blackman (as cited in Neil, 1986) explain that the voluntary, professional education of teachers as an in-service aim arises from an existential developmental perspective of education; while improved efficiency of systems is an attitude of remediation that is rationalized by positivism and assumptions that each teacher's mind is tabula rasa. In Europe, these two principals

have recently become polarized, as staff development interest groups 'stand off' against personal development interest groups (Bruce as cited in Neil, 1986). The fact that most European in-service is highly nationalised and publicly funded has tended to support staff development moves toward systematic efficiency. On the other hand, British in-service education and training (INSET) is widely conceived as a continuum (Bruce as cited in Neil, 1986). Thus, initial, or pre-service teacher education is joined by induction teacher education and in-service teacher education (triple i). One serious problem inherent in this continuum has recently been identified. That is that the initial teacher education is generally more highly esteemed, academically, while induction and in-service education is given little extrinsic reward for its 'practical' focus.

Lack of understanding of continuing education by society and teachers alike diminishes the extent and scope of teachers' in-service practices. The immature definition of in-service as a short term set of recipes can be compared to setting specific school goals without respect for the wider scope of educational aims. That is, when society fails to clearly determine the broad aims of its schools, the immediate goals of each subject field become that society's aims, by default (Goodlad as cited in Neil, 1986). Similarly, when teachers are not acting within the purposeful scope of a professional community of continuing development, they become engrossed in self-culture. Without a strongly supported and carefully informed program of continuing education, teachers become locked out of a nurturing, developmental model of teacher education and instead exist within a fragmented, deficit model: 'What am I missing? What credentials do I require?' This deficit model of teacher education impels the teacher into further subject specialization or personal development only incidentally associated with institution and general professional needs. On the other hand, the

concept of life-long learning, when applied to in-service teacher education, encourages teachers to redefine their competencies and responsibilities in a long-term framework of professional responsibility (Cropley & Dave, 1978, p.22). Should a broadened conception of professional responsibility become widespread among both teachers and institutions, teacher-educators might be encouraged to re-think current disparate definitions of the terms 'in-service' and 'continuing education'. Education (1979) has defined in-service as a type of coping with local students, and continuing

education as more general education dealing with meta-theories through studies (Burdin as cited in Neil, 1986). Perhaps this discrimination is more closely tied to teachers' incomplete roles in certification, program development, and evaluation rather than a truly constructive long-term antidote to teachers' in-service needs. Joyce and Gift (cited in Neil, 1986) proposed that actual continuing education demands a change in the culture of teacher education.

Moreover, teacher's personal growth is a fourth model in current in-service research. If as Killait (1978) explains, organisational reform depends primarily on change within individuals, then perhaps some forms of in-service teacher education are more conducive to institutional transformation than others. Beyer and Zeichner (2018) describes four concepts that underlie teacher education programs in general: 1) behavioristic, aimed toward efficiency in the performance of skills, 2) traditional-craft, that is an apprenticeship of received competence, 3) personality, pointing to self-development, 4) inquiry, the fostering of reflexive research, and critical practice. Teacher development in in-service has been described in terms of differing job-skills, knowledge, behaviours and attitudes that teachers have during different points in their career. Three particular stages of teacher development have been noted: 1) the

survival stage of the first year or so a teacher enters the profession, 2) adjustment or mastery stage, of two or four years during which planning, organization and curriculum methods are emphasized, 3) mature or impact stage, when the experienced teacher is confident and willing to try new methods (Fuller as cited in Neil, 1986). Corresponding with these stages of teacher development, Burden (1983, pp.21-25) submits that there exist related teacher concerns. At the survival stage teachers are self-oriented. During the adjustment stage they are centred on self as teacher. Lastly, Burden claims teachers become pupil-centred during their mature stage of development. Apeleman (cited in Neil, 1986) describes stages of teachers' needs as: 1) beginnings — where needs for class management, discipline and organization are primary, 2) new ideas and activities stage where resources are sought, 3) extension, in curriculum development — where the teacher is in a secure position and is looking for interesting depth and diversity. Comparable to Apeleman's analysis of teacher's needs is Lambert's (cited in Neil, 1986) description of three kinds of in-service activities that address different teacher's needs: 1) switch course, 2) stay and grow courses, 3) broad perception courses. Administrative changes that Burden, and earlier Glickman (1980, pp.178-180) say might also be to align themselves with teachers' developmental stages would be: 1) directive supervision of teachers in the survival stage, 2) collaborative supervision of adjustment stage teachers and 3) a non-directive emphasis on in-service self-reliance for mature teachers. Two caveats are offered with regard to viewing in-service education under the lens of developmental stages of teacher growth. Mertens and Yarger (1982, pp.8-12) point out that many teachers with maturity of experience simultaneously have survival needs. That is, these developmental stages shouldn't be regarded as mutually exclusive.

2.13 The rate of organizing in-service training

Adentwi (as cited in Abudu & Mensah, 2015) observes that most probably, more than any other profession, teachers receive higher or greater frequency of in-service training. He notes that from the headquarters of the Ministry of Education, from the corridors of the Ghana Education Service, at the district and Municipal Directorates and even in individual schools, in-service training programmes are mounted in various forms. Rebores and Walmsley (2009) also notes that based on specific needs both at the national, regional, municipal or district level in-service programmes are organized. For example, if there is an introduction of a new curriculum, training programmes are organized twice or thrice a year to abreast teachers with the curriculum and the innovations accompanying it.

In other instance, Botha and Reddy (2011) decry the situation in which in-service training programmes are held in directorates some just once or twice a year due to financial and other resources constraints. Such programmes can range between two to three days. On the other hand, regarding induction training, it takes place as frequently as the needs arise, and this differs from institution to institution.

Due to specific and technological advancement, and the explosion of knowledge in the 21st century it is expected that teachers are exposed to regular in-service training programmes to upgrade their knowledge especially as it regards teaching skills and competencies. In Ghana, according to Adentwi (as cited in Abudu & Mensah, 2015) regularity and duration of INSET programmes is below the average rates as compared to advanced countries because the Ghana Education service which organizes the programmes does that during school periods, and it very seldom that it takes the participants out of the classrooms for longer periods. But this should not be the case.

Ideally, longer professional development INSET Programmes that are regular will provide opportunity for in depth discussion of the content of the courses as well as teacher's conception and misconception and pedagogical strategies of the various subjects. Indeed, training activities that are regular and extended over a longer period of time will allow teacher more time to try out new practice in the classroom in the classroom and obtain feedback on their training.

2.14 Challenges of hindering in-service training

The leaders in Ghana through the Ministry of Education (MoE) and Ghana Education Service (GES) has put polices and measures in place to improve teachers capacities to perform to acceptable standard level as demand from the teaching profession. INSET has been widely recognized that it improves teachers' knowledge on teaching activities and a lot of plan has been instituted to achieve such a goals. This implementation and organization of INSET has not been done without difficulties. Michael (2017) research outcome suggested some of the possible challenges that are faced by many schools that aim to implement and organize INSET. Michael (2017) argue that shortage of funds, shortage of training institution, insufficient facilities and lack of regulation in training and development .

The INSET activities require a lot of money to be conducted. The government and the school lack of fund contributed to shortage of creative Skill needed for the program. Funds are required in training and development of teachers in the schools in Ghana. The training activities normally fail because of the shortage of fund. This has made the education sector to lack creative skills to training its teachers so that they can be efficiency in performance. It is well known that funds seek to address skill shortages teachers in the school. Aside the storage of funds there is shortage of training

institution, is another challenge the country experiences a shortage of training institution, the public and private teachers are required to be trained within the institute which are well developed with enough equipment and resources for training. In Ghana, there are institute which experience a big shortage of training materials to handle the exercise. This remains to be the challenge which currently experienced the country. It is clear that with a vast instate with no or few resources of training is one of the reasons that hamper training of teachers at the basic schools. The next factor that impedes INSET of Michael (2017) is Lack of sufficient facilities. Lack of sufficient facilities, the existing training institute currently faces the shortage of training facilities that are required to facilitate the training activities. In this respect training is highly hampered as a result of the available situation. The government less consideration of the improvement of training environment such as the shortage of facilities delays the training activities. In that respect the infrastructure that are required to facilitate the activity. The last Michael (2017) challenges are lack of regulation in in-service training. No regulation training, the training of the public organization employees requires the proper regulation that required governing the whole process of training. It is clearly that. In Ghana as a result of lack of specificity of training policy. The training policy did not specify the aspects required to be developed. It is clearly stipulated that the development of public organization employees in terms of knowledge and skills is hampered by the rules and regulation that did not specify the aspect required to be trained for the teachers in basic schools.

Taramba (2014) research findings also disclose some of the challenges for implementation and organization of in-service training for school teachers. The challenges disclosed by Taramba (2014) study include lack of sufficient number of inspectors, negative focus by inspectors and lack of co-operation by teachers as the

main challenges to effective in-service training for teachers in schools. The study show that, lack of sufficient number of inspectors was the major challenge experienced by teachers in the process of INSET.

Tietaah (2011) indicates that the starting point for any in-service education and training aimed at meeting the teacher's professional need. In additional, 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 knew the students and the context sufficiently well. INSET activities should therefore be closely heard to the study and solution of these problems.

2.14.1 Mismatch between the needs of teachers course content

Newton (1999), observes that there too often a mismatch between the needs of teachers (whether personal needs of those arising from the school context in which they were working) and the content of courses. Such mismatch arose partly from inadequate analysis or understanding of the problem by course organizers, partly from inadequate description of course content and partly from the unsystematic way in which teachers select courses. It also arose partly from the heterogeneous course membership. Even when a mismatch did not occur, and a course is of potential value to the participants, they were often unable to influence what was happening in their schools, whether for reasons of status, lack of resources, lack of appropriate feedback mechanisms from the courses to the schools or some combination of these.

2.14.2 Financing in-service

Financing INSET programmes has proven to be one of the major problems. The decision about what approach to take for training depends on services factors including the amount funding available for training. The self-direction informal training can be very low-cost; however, the learner should have the capability and motivation to pursue their own training. Further, 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.

2.14.3 Unplanned and compulsory in-Service

Buchner and Hay (1999), also maintain that some of the in-service training programmes are the often forced and not planned. They are not presented according to the need of teachers resulting in the teachers experiencing the training as demand, instead of needs driven. According to Mashile and Vakalisa (1999) the different school contexts were not taken into consideration and training was provided as if all school are similar and all would benefit from the same “blanket – Fit - all – type of in-service training.

2.14.4 Lack of follow – up support

In-service training was also regarded as “irrelevant” to the teaching environment due to the lack of support during attendance and after implementation (Kuiper & Wilkinson, 1998). Studies have shown that teachers have a real problem in teaching the content, knowledge and skills learnt during workshops (Dennis as cited in Makgato, 2014). Short workshops were not the best way to promote long-term impact

on teaching practices and due to limited time, teachers did not get the opportunity to study and reflect on this new technology information (Pithouse, 2001). It is found from the facilitators of training courses that most were not sufficiently trained in the teaching and learning of technology subject (Pithouse, 2001). They also did not possess adequate technology content knowledge and skills to present these workshops; hence, the teachers received insufficient and poor quality training in the technology subject.

According to Reddy, Ankiewicz and de Swardt (as cited in Gumbo & Makgato, 2008), teachers were being blamed for their apparent inability to prepare their learners with the knowledge and skills needed to keep up with the changing technological world. Teachers are the key to good education and they are also the key to poor education. Botha and Reddy (2011), argue that technology could be better taught and learnt if teachers have an understanding of what should be taught and learnt. Teachers should also have a thorough understanding of how teaching and learning occurs in all areas.

In sum, itemization of the problems hindering in-service training programmes would revealed the following;

1. In-service programme is capital intensive and at times most of the participants are self-sponsored. As a result many of them cannot cope with the exorbitant school fees and often incidental expenses for text books and other upkeeps.
2. The time factor is a major problem as contact hours for lectures and examination are inadequate. Therefore, the effectiveness and scope of instruction is doubt.

3. There are a lot of discrepancies in the approaches and techniques adopted by different institutions involves in in-service programmes which implies lack of uniformity in course content and the methodology.
4. There is the problem of poor planning and organization whereby available activities for participants are in personal and unrelated to their job stings in the classroom.
5. There is a problem of inadequate facilities in terms of classroom, laboratories and boarding facilities to accommodate the size of enrollment (Osamwony, 2016, p.83) Analytically the problems enumerated above are more associated with developing countries such as Ghana where finance and facilities such as classroom are inadequate. For example MoE, MoE (2002) has always complained of dwindling funds. The cost of organizing in service training programmes can be divided into two namely, direct and indirect cost. The direct cost occurs when consultants or experts have to be hired people to provide the training while the indirect cost is when the in-service programme provide graduate certificates at the completion of the programme at times in Ghana, most of the courses are attended by teachers as parts of the requirement for promotion. This has implication for salary increment borne by government.

2.15 Other challenges suggested by other researchers include

2.15.1 Insufficient and inadequate physical infrastructure for training

Teacher training institutions are facing problems like teaching multi-grade classes by single teacher, overcrowded classes, lack of teaching resources, short supply of textbooks and lack of proper physical facilities (Iqbal & Kahtoon as cited Iffat, Sufiana & Malik, 2014). The public and private institutions of in-service professional

training are suffering from the same depression of insufficient or inadequate physical resources to conduct training programs. NEP, 1998 – 2010 also indicated the acute shortage of required educational facilities including building, equipment, furniture, instructional aids, laboratories, library books and reference material etc. Physical facilities cannot be provided sufficiently due to very less budget endowed by Government and other responsible authorities. So, this issue can temporarily be resolved with the help of donor agencies. USAID, WB, ADB but for the long-term betterment and up gradation of in-service teacher training institutions, necessary measures should be taken with the collaborative participation of the government, private sector and donor agencies working within the country (ITA, Iffat, Sufiana, & Malik 2014).

2.15.1 Problem of expert trainers

To conduct training courses, a proficient, qualified and expert trainers are required who are aware of contemporary researches, theories; practices and other concerned educational developments so that the objectives of in-service courses can be attained. Qualification and expertise of trainer demands a sufficient amount of knowledge and skills regarding teacher education (Kumar as cited Iffat, Sufiana & Malik 2014). Teacher training institutions should provide academic and professional opportunities for the teacher trainers to familiarize themselves not only with the technological and scientific changes but also with the social, philosophical, economic and cultural contexts. They need to be well acquainting with the innovations, latest trends and competencies so that they can effectively and efficiently discharge their responsibilities (Mohanty as cited Iffat, Sufiana & Malik 2014). So through open merit selection highly competent staff can be selected. Expert trainers should be hired without the limitations of geographical boundaries, to ensure quality training.

2.15.2 Negligence of quality in professional development

To education generally and professional development courses specifically quality is used in dual perspectives. While planning any professional course it should be intended to meet the demands and requirements of customers as well as to considerate on maximum perfection, excellence and high standards. Professional development programs are left behind in satisfying its customer (trainee teachers and students) needs because no situation analysis is conducted to assess the requirements of students, teachers and even community to understand what is to be taught to students, how teachers are expected to teach and in which areas society demands their children to be taught. Briefly to raise the quality of training programs, need assessment is essential (McCain & Mustard as cited Iffat, Sufiana & Malik 2014). In new National Education Policy 2009 great emphasis is given on improving the quality of teacher education with reference to teacher quality, curriculum and teaching, textbooks, assessment techniques, facilities and learning environment because one third of students' performance is based on teacher's pedagogy and leadership in class room (NEP as cited Iffat, Sufiana & Malik 2014).

2.15.3 Lack of research

Teacher education is considered as a system that includes input, process and output. So it needs extensive research in order to identify that what resources are available, how program will be executed and what outcomes are supposed to be attained by this program. Lack of research may be because of ignorance about the appropriate methods of conducting research, in availability of funds and other required resources etc. (Kumar Iffat, Sufiana & Malik 2014). These issues need to be given appropriate attention to be resolved so that professional training programs can be made more research based, beneficial, successful and advantageous.

2.15.4 Lack of coverage

The problem refers to the negligence by researchers. Usually, researchers give more attention to few common problematic areas. Actually, it involves differential attention of researchers to various researchable areas. In fact, some areas become more prominent and everyone tries to study that popular area of study so as a result many other areas get neglected that ultimately affect the progress and development of teacher education as a whole. In this regard it is recommendable to keep in view all relevant areas of study while planning a specific study related to any of the aspect of teacher education program. So that a balanced and uniform progress can be initiated (Kumar as cited in Iffat, Sufiana, & Malik 2014).

2.15.5 Minimum requirements for teachers' selection

This problem is related to unavailability of standards and appropriate defined requirements regarding the induction of individuals as teacher in teaching profession. In teaching profession there is no such program through which an aptitude of an individual could be measured towards teaching as compared to others like engineering, business management, medicine, army or other forces etc. Due to this problem teaching is considered as ordinary and low status profession especially at primary level where everyone having average academic record, can easily join this profession as part time job. Another relevant problem is that there is no uniformity among provinces regarding the selection of teachers. In every province desired qualification for teachers differs that ultimately result in variation of teachers' quality as well as standards for assessment.

2.15.6 Isolation of teacher education programs

In service teacher education programs are intended to meet emerging need of educational environment in which students, teachers, learning process and community etc. are involved but sometimes these programs become isolated from educational environment and conducted just to carry out formality of organizing professional development courses. Needs of training are not searched and even efforts are not made to link up education being given in various educational institutions of all levels i.e school, college and university with community (ITA as cited Iffat, Sufiana & Malik, 2014). To carry out professional programs successfully, it is very important to analyze the needs, that must be incorporated in training programs and to foresee the influence of these programs on the specific educational level at which training is being given and on the community also.

2.15.7 Involvement of government and nongovernment institutions in professional development

Another issue regarding professional development of teachers is associated with the involvement of governmental or non-governmental institutions in imparting training to in service teachers. Both sectors see the efforts of each other with suspect and blame each other for undermining the quality of teacher education programs (ITA as cited Iffat, Sufiana & Malik 2014). There is an in dire need for the development of some uniform standard by the ministry of education and both sectors should be subjected to follow these standards so that this conflict can be eradicated and both sectors can be stimulated to contribute as much as possible within the circle of their limits.

2.15.8 Promotion structure of teachers in public sector

Professional development can be more useful and advantageous if it is conditioned with incentives or promotion. These stimulations will urge teachers to put their best to their jobs. Unfortunately, in public sector promotion process is very slow and based on number of years one has served the department instead of one's capabilities, performance and professional expertise.(ITA as cited Iffat, Sufiana, & Malik 2014). This attitude is the major cause of lacking motivation among teachers to attend professional development programs. Government should revise its promotion plan and there should be the provision of some more and attractive incentives that can develop willingness among teachers to participate in such programs enthusiastically and passionately.

2.15.9 Training programs are more theoretical based

It is observed that teacher educational programs are commonly based on theoretical knowledge and provide less or no basis for applying that knowledge practically in class- like situation during training. There is a great need to strengthen training courses by making them more practical oriented instead of only focusing on theory. It can be done by introducing various innovative techniques of teaching like, micro teaching, simulation, role play, internship, behavior modeling, job rotation, apprenticeship etc. (Monday as cited Iffat, Sufiana, & Malik 2014).

2.15.10 Lack of collaboration between training agencies and teachers

Training agencies must have a valid data based on sound research about all those teachers who need training. Due to lack of coordination among training agencies and teachers, some teachers are given more importance and privileges than others so training agencies should independently take such measures through which it can be

estimated that “who needs training and to what extent”. The collaboration among educational departments of state level, universities schools and all institutions that may be involved in one or the other way in professional development of teachers, is very important in order to develop uniformity and to establish norms and standards regarding teacher education programs (Mohanty as cited Iffat, Sufiana, & Malik 2014). Less awareness of teacher training institutions regarding their own roles teacher training institutions have a great role to play in providing pre service as well as in service professional development in order to improve and strengthen quality and proficiency of teachers (Mohanty as cited Iffat, Sufiana, & Malik 2014). There are various assumed roles that these institutions must play but unfortunately many of the institutions do not bother to understand their own responsibilities and do not strive for improving their quality that ultimately results in low quality of training, so it is very important for professional development institutions to realize their roles to improve professional development programs more effective.

2.15.11 Poor learning material

According to NEP,1998 -2010 the learning material that is used for training teachers is not good enough to motivate or inspire trainee teachers because it has no relevance with the real-life educational environment. It is better suggested to develop learning material on the basis of situation analysis and need assessment, for the training of in-service teacher. Learning material must address the current problem that in service teachers are facing in their actual work place.

Another item indicated among the items is teachers time to participate. The problem that most schools face is that most of these in-service training programmes are organized on school days and during school hours and if teachers have to attend them

they have to leave their respective classrooms to participate which places a huge cost burden in terms of time lost in the school. The situation is made worst in terms of the fact that most teachers have heavy work load and adding an additional work load of attending INSET (though it will benefit the teacher in the school) puts too much pressure on the teacher.

2.16 Strategies for improving in-service training

It is obvious that in service training improve the performance of the teachers in the country. Ghana has put a lot of efforts and sacrifices towards the achievement of effective INSET that may bring positive changes in the development and improvement of teacher quality in the country. The INSET organizes and implements in the country face a lot of challenges. The challenges indicated in the above section. There are so many ways of problems hindering INSET in the countries.

Karima (2017) suggested some ways problems hindering smooth organization and implementation of INSET. Karima belief that the district quality assurance and standards office should ensure that all teachers attend INSET at least once a year in order to improve their teaching skills, improve students' performance in examinations and cope with the current developments in the education system. Also, education stakeholders like the MOE, education administrators and managers should ensure that INSET participants are informed of the INSET objectives before the commencement of INSET. The target group in INSET training should be consulted to give views on areas they wish to be trained on. Head teachers, HODs and QASO should provide ample time for teachers to attend INSET. Karima (2017) findings indicated that teachers did not co-operate with INSET organisers and facilitators. The education managers should come up with measures to ensure teachers co-operate with their

facilitators during INSET. Lastly, teachers observed that the Quality Assurance and Standards Officers had a negative attitude towards them; therefore, the QASO should be trained on how to handle teachers for efficient implementation of INSET.

Abubakar and Lawal (2018) also argue that INSET activities may be improve through so many strategies. Abubakar and Lawal (2018) beliefs INSET may be improve by given the basic school teachers the opportunity to be trained frequently and the school management to ensure that all the teachers participate in INSET activities organize within the or outside the school . It is through that the teachers appreciated the essence of training and kept updating themselves on the modern applicable competencies in the teaching field. Aside, the teachers should be made aware that INSET improves teachers teaching performance, efficiency and increment in confidence delivery. Abubakar and Lawal (2018) also added that the teachers must be included in the planning and drawing of the INSET policies and guidelines. This involvement will stimulate their spirit to implement the content and the ideology of the policy. Furthermore, School authorities including MOE, GES, District Education Directors (DED) and headmaster must to develop strategies to create awareness about the INSET activities available for teachers. This will mitigate teachers' resistance to INSET activities. The government also should provide financial support to the various INST organize for teachers' in the country. Besides, in a situation where all teachers may not allowed to participate in an organize INSET, the selection of teachers merit not on familiar relationship. Then also, Abubakar and Lawal (2018) suggested that the MOE and GES should have plan budget for the INSET for basic school teachers in the country so that it may become compulsory for all teachers and basic schools in the country. Lastly, the INSET organize for teachers in the country must address and response to the needs of the teachers. This will stimulate the teachers' readiness to

participate in such training activities. When inconsistencies exist between the needs of the teachers and the purpose of the training, it become irrelevant for professionals to waste their time on such programs which will negatively affect teachers participation.

Morran (as cited in Tietah, 2011) lists the following strategies for improving INSET programmes.

1. Fostering a culture of learning and development within the organization and demonstrating the values that employers place on INSET.
2. Ensuring that there is protected time for teachers to undertake INSET.
3. Offering teaching staff professional support and guidance to choose the most appropriate INSET programmes for their personal and professional development and organizational needs.
4. Ensuring that there is funding for INSET and that it is allocated fairly and transparently.
5. Promoting a variety of different forms of INSET programmes highlighting opportunities suitable for teachers at all levels.

An analysis of the five strategies reveal the INSET Programmes match the professional development needs of teachers and the need of the education service as well. This will result in positive impact on the individual teacher and the educational system. More importantly, INSET should focus on challenges teachers face in their respective classrooms. At times this will require teacher working as teams or group, and there should be procedures for feedback on learning especially information relating to new methods.

Pithouse (2001) on his part outlines five pillars or strategies which he thinks will support and sustain INSET Programmes. These are;

1. INSET must be motivated by learners' needs
2. INSET must be continued process
3. There is a need to make INSET subject specific
4. INSET Programme should help teachers to strengthen each other
5. If need be, the use of external experts should be encouraged.

What one can gather from these five strategies is that needs identification would be useful in setting INSET goals and objectives. This needs assessment should be informed by the learning gaps in teaching methods and contents. Second, research indicates that INSET should be seen as a continual process that serve as remedial for learning gaps in teacher's knowledge, and this can be done without necessarily making the INSET course lengthy (Banki, 2017). Again, when INSET is subject specific, it will lead to meaningful classroom improvement. In other words, linking of INSET to classroom subject will make it to be more acceptable to teachers. This is because diverse subjects need diverse methods. Furthermore, as it relates to using external experts it will help bring about viewpoints from other alternatives other than what teachers are used to in their local settings.

2.17 Summary of Literature Review

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 and conferences on education. The need for INSET is to update the skills and knowledge of teachers, keep teachers abreast of societal demands, enable teachers

become acquainted with the advances in instructional materials and equipment. From the review of the literature, it has come to light that in-service education and training of teachers are basically to satisfy teacher's professional needs of induction, extension, refreshment and conversion. Most of the writers, for example, mentioned workshops conferences, visits and demonstrations, field trips and professional readings, and writing as some of the methods of staff development programmes. The relevance of this literature review was to enable the researcher relate how these views pertain to the present study in the Awutu Senya West District of Central Region.

Essentially, the literature raises the possibility for improving INSET in Ghana especially as it pertains to the theory of constructivism as its guiding philosophy. The constructivist theory is both a pedagogical and adult learning theory depending on how it applied. Within the context of this research, teachers as adult learners will improve their professional competence through accumulation of knowledge and skills gained through in-service programmes. But this process of acquiring skills must be aided by a supportive institutional/ administrative support system that helps teachers to transform their philosophy about teaching and of equal importance is the need for a training policy frame that will outline programme designs context and teacher expectation

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter focuses on the research procedures the researcher used to carry out in the research work in the Awutu East Municipality. The areas of the research methodology include research paradigm, research approach, research design, study area, population, sample and sampling procedures, data collection instruments, validity and reliability data collection procedures, data analysis procedures and chapter summary.

3.1 Research paradigm

This research study utilizes positivism paradigm. This worldview is sometimes called the scientific method, or doing science research. It argues that social reality exists out there and is independent of the observer Creswell and Creswell (2017). It operates on the assumption that human behavior is essentially rule-governed. According to Wesley (2009) the aim of the positivist researchers is to discover a set of laws that can be used to predict and describe general patterns of human behavior'. Allan (2012) and Creswell (2012) indicate the rationale and justification for the use of positivism.

This assumption is justified on the basis that it allows the researcher to only express the responses from the teachers in selected basic schools in Awutu Senya Municipality in numbers which is subjected to statistical analysis. All the participant opinions can be quantified and relate it to numbers. It can use numbers to describe the factors that influence inservice training for basic schools in the Municipal.

Positivism assumption is good and recommended for research works that aim to achieve standardization in the responses from the teachers. Positivism research

assumption does not intrude into the private life of the respondents as it happens in interpretivism assumption.

The positivist represented the traditional form of research, and these assumptions hold true more for quantitative research than qualitative research. The researcher employed positivism assumption because it is the underline basis for a typical quantitative research study and appropriate for research study where the opinions of the respondents are to express in numeric terms. It is very appropriate to use this paradigm if the participants' involving is very large.

According to experts like (Marsah & Smith as cited in Buddharaksa, 2010) indicate that the chief strength of positivism assumption is the vigorous process of setting and testing of hypothesis, it has deep analysis to measure results and the ability to codify teachers' responses or results to set laws to predict effects of interventions on the social behaviours. This assumption helped the researcher to attain high accuracy and certainty in the results from the teachers' responses.

Aside, the merits associated with positivism, there are some weakness attached to it usage. It is impossible to get responses from the perspective of the participants and does not allow two approaches to be used together (Allan, 2012). The researcher will not be able to get information or responses from the perspective of the teachers. Other research approach cannot be used together with this assumption. This assumption is good for quantitative research only but not applicable for qualitative. Other weakness associated with the use of traditional assumption is that it does not consider emotional and physical gestures aspect of the respondents. Positivist is more about the absoluteness and objectiveness which does not take issues from the perspective of the respondents. This means that positivism does not take response from the social life of

the individual respondents'. It aims to search for ideals and perfect standards of the scientific methodology and analysis that are too unrealistic in this complexity world.

3.2 Research approach

The research study employed quantitative approach. It involves the process of gathering observable data to answer a research question using statistical, computation, or mathematical techniques (Opie, 2019). There is high objective in the use of quantitative approach which make it possible to achieve standardization and testing of hypothesis. This implies that it focus on only numbers which can be subjected to SPSS to analyze the data from the teachers unlike qualitative approach. Quantitative approach is a research approach which allows the researcher to use inquiry to answer questions to discover the relationship between variables in order to explain, predicting and controlling phenomena (Latorre, 2021). Quantitative approach is based on the measurement of quantity or amount. In quantitative research approach is the process of expressing or describing responses in terms of one or more quantities. Its intent is to confirm, develop and contribute to theory. The result of this research is essentially a number or a set of numbers.

The selection of research approach was based on the fact that it is related to positivism world point of view, the research questions, and the purpose of the study. It is appropriate for the study because it is good for research that collects data from large population and uses the numeric data to draw conclusion after the analysis of data through the use of Statistical Package for Social sciences. Due to the large respondents, there is high chance and possibility to generalize the findings among the basic schools in the Municipality. It also supports studies that aim to describe the factors that hinder the in-service training for the basic school teachers' in the Municipality.

The research approach is very economical in its usage and easy to manage in short time research work like second degree.

After reading the research books written by (Kusi, 2012), the researcher discovered some strengths and weaknesses associated with the use of quantitative approach. Quantitative approach has some strengths associated with it which serve as the basis for the rationale and usage for this kind of approach. Quantitative approach has the ability to utilize structured instruments like structured questionnaires that explain the factors that hinder in-service training. Also, it is capable of collecting data from a large number of respondents and generalizing its findings. There are some other strengths associated with quantitative approach which include easy and quick collecting of information from the selected respondents in the basic schools in the Awutu Senya Municipal (Creswell, 2012). According to Allan (2012), it also added that it avoids intrusion. Quantitative approach is not without weaknesses. Quantitative approach cannot be used to collect data from the participants' own perspectives and cannot be used with other approaches. Aside from that, the researcher cannot attain the information behind social phenomena which can create a cloud of doubt on the final results and lastly, it is a very expensive approach.

3.3 Research design

A research design provides a framework for the collection and analysis of quantitative data. A choice of research design reflects decisions about the priority being given to a range of dimensions of the research process (Bryman, 2012). The basis of the selection of the design was influenced by the research questions, objectives and the assumption. The research design employed for the study is descriptive survey design.

Descriptive survey design was utilized in this study because it enables the researcher to get the needful information from teachers in the basic schools in the Municipal and also, it is possible to generalize the findings of the study. This descriptive survey design support and enables all the teachers to be included in the research study upon their responses that generalization was infer from. Descriptive survey design is easy to collect quantitative data which can be analyze with statistical tools like SPSS (version 25) and also, able the research to explain the factors that hinder teachers in service training at Awutu Senya Municipal. The design enabled the researcher to get the expected data from the SHS teachers in the Municipal which will help to get accurate reliable data for the research analysis. Descriptive survey is in line with the research topic and the research questions.

Descriptive survey is considered as one of the forms of non-experimental design. According to Creswell et al. (2008) a descriptive survey design is a procedure in quantitative research where researchers administer a questionnaire to either a fair representation of a population or the whole population in order to ascertain their attitudes, characteristics, opinions or behaviors'. Descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions, but not why questions. It is highly recommend for education issues that summarize its findings in quantitative form. The descriptive survey design is the primary method used to gather such data or information from people like SHS teachers in the selected from the basic school in the Municipal.

There are motivated merits for the usage of descriptive surveys design. Descriptive survey design fit the research study and able to help the researcher to attain the

needful information from the teachers in Municipal. It can be administered to a random sample of the population to which the researcher wants to generalize the survey results. The randomization nature of descriptive survey design reduces sampling bias. Moreover, in contrast to experimental research, there is no manipulation of data and responses from the teachers. Again, it involves using questionnaires, which can be for data collection with the intent of generalizing from a sample to a population and it has a link with the numeric research. Aside that some researchers have wrong perceptions perception on the use of descriptive survey design, that it is an easy method, requiring simple questions and answers. It is not easy as perceive by some scholars but a good descriptive survey research design requires thoughtful and careful planning. It has little chance of intruding into the life of the respondents and easy to avoid unethical behavior in research.

Using descriptive survey design is not off without weakness, that is, it is very difficult to ensure that the questions to be answered are clear and not misleading. Descriptive survey design use questionnaires as data collecting instrument which is prone to the teachers giving wrong information. Also, it cannot be used to get in-depth information or responses from the SHS teachers. It is highly recommended for quantitative research but not that of qualitative study.

3.4 Site and sample characteristics

The quality of education is not above the quality of teachers in the classroom. The quality of teachers are achieved continuous learning through in-service training. Therefore, the study purported to find the factors that influence in-service training among basic school teachers in Awutu Senya East Municipal. The area of the study was selected because it is the typical instance or place the incidences are occurring. It

is very economical to conduct the study in Awutu Senya Municipal. The researcher is within the area of the study and it is easy to collect the data without spending much on the transportation and there is no transportation risk. Also, due to the relationship with the headmasters and some of the teachers within the selected schools, it will be easy to get accessibility. Due to time factor, the selected schools are easy to manage and also geographically convenience. The performance among students is not encouraging in the years ago and it create worries among the parents, students and the teachers in the school. Many educated personalities in the area have attributed this to the teacher's inability to engaged in trainings which might helped them to learning new ideologies which positively affect teaching and learning in the classroom. Some also indicated the teachers are always busy in the classroom and how can they have engaged in in-service training activities. The community is doing their best to identify the factors that impact students learning in the Municipal. In view of that the research aim to identify if in-service training available for teachers have influence on the learning of students and the quality of teaching in the classroom. That is the study focus on the factors that influence of in-service training among basic school teachers in Awutu Senya Municipal.

3.4.1 Brief overview of Awutu Senya Municipal

Awutu Senya East Municipal District is one of the twenty-two districts in Central Region, Ghana. Originally it was formerly part of the then-larger Awutu Senya District on 29 February 2008, until the eastern part of the district was split off to create Awutu Senya East District on 28 June 2012, which it was later elevated to municipal district assembly status on 15 March 2018 to become Awutu Senya East Municipal District. The remaining part has been renamed as Awutu Senya West District. The municipality is located in the southeast part of Central Region and

has Kasoa as its capital town. According to Ghana Statistical Service (GSS) 2021 report indicated that are 236,527 in Awutu Senya East Municipal. The population of the study involves 176 teachers including the headmaster in the selected 6 basic schools in the Municipal.

3.5 Population of the study

Population is defined as the totality of the cases that the target of a researcher for investigated (Bubbie, 2007). A population may be defined as a group of individuals that the researcher generalized his/her findings to. According to Kusi (2012), in research, a population can be defined as a group of individuals or people with the same characteristics and in whom the researcher is interested. The population of the study was the headmaster and basic school teachers in Awutu Senya East Municipal. The targeted population was head master and basic school teachers in Ofankor Cluster of schools, St. Mary Anglican School, St. Mary Anglican B, Kasoa Presbyterian A and Kasoa Presbyterian B. The teachers were 145 and the head teachers were 12 in the basic schools in the Municipal. This population represent the typical characteristics' of the obtained characteristics. The target population includes all permanent teachers but exclude the National Service Personals and NABCO teachers. The researcher believes that the National Service Personals and NABCO teachers will not give the expected information which may distort the beauty of the findings.

Table 3.1: Display the population of the participants in the Awutu Senya East**Municipal**

Schools	Teachers	Head Teacher
Ofaakor Cluster of Schools	25	2
St. Mary's Anglican A	30	2
St. Mary's Anglican B	35	2
Kasoa Presbyterian A	30	2
Kasoa Presbyterian B	25	2
Totals	145	12

Source: Author (2021).

The table 1 indicates the composition of the representation of participants in the selected schools in the Awutu Senya East Municipal. The head teachers from the primary and Junior High School and 90% of the numbers teachers in the various selected schools in Awutu Senya East Municipal.

3.6 Sample size

The researcher takes 90% of the selected schools in the Municipal. It consist of Ofankor Cluster of schools (23), St. Mary Anglican School A (27), St. Mary Anglican B (32), Kasoa Presbyterian A (27) and Kasoa Presbyterian B (23) and all the heads of the selected schools were automatic included.

Table 3.2: The sample size of the respondents

Schools	Teachers	Head Teacher
Ofaakor Cluster of Schools	23	2
St. Mary's Anglican A	27	2
St. Mary's Anglican B	32	2
Kasoa Presbyterian A	27	2
Kasoa Presbyterian B	23	2
Totals	132	12

Source: Author (2022).

The sample sizes for the study is 144 which includes 132 basic school teachers and 12 headmasters of the selected schools. The sample size give fair representation of population and makes generalization possible within the Awutu Senya Municipal. Also, data and findings from the respondents are very useful to take decisions and draw good conclusion in the selected areas. Bryman (2012) argues that the sample size selected helped the researchers to get considerable responses since there is a possibility of not some of the participant uncontestable during the collection processes. The sampling size is good because it is highly cost efficient and manageable. It means that it is very economical to work with such sample size. It is very easy to get fair representation of teachers to fill the questionnaires and also able to draw fair conclusion from the findings. The sample size gives an accurate response which increases the confidence of the research users within and outside the Municipal.

3.7 Sample and sampling procedures

The researcher employed stratified probability sampling techniques in this research study. The research participants were grouped according the school they teaching. The stratified random technique is very appropriate since it makes it possible to have a complete fair representation from the participant which makes generalization

possible. Also, the participant responses' can compare on the basis of their gender. It is also possible that each participant within the schools can be selected. This avoid basis in the sampling.

This type of sampling method is used when population is heterogeneous and when every element of population does not matches all the characteristics of the predefined criteria (2018). Stratified sampling is where the population is divided into strata (or subgroups) and a random sample is taken from each subgroup. A subgroup is a natural set of items. Subgroups might be based on company size, gender or occupation but this research group the participant on the basis of the school they are teaching. The strata are Ofaakor Cluster of Schools, St. Mary Anglican Schools (A and B) and Kasoa Presbyterian A and B. Stratified sampling is often used where there is a great deal of variation within a population. A random sample strategy is used to take fair presentation from the school in the Awutu Senya East Municipal. A random sample is selected from each stratum based upon the percentage that each subgroup represents in the population. Thus, 90% of the population is taken with help of the use of simple random sample from the groups from the schools in Awutu Municipal. Stratified random samples are generally more accurate in representing the population than are simple random samples. They also require more effort, and there is a practical limit to the number of strata used. Because participants are to be chosen randomly from each stratum, a complete list of the population within each stratum must be constructed. Stratified sampling is generally used in two different ways.

3.8 Data collection instruments

The research instruments employed in this study was questionnaire that is structured questionnaires' to be specific. The selection of the research instrument is on the basis

of the quantitative approach, positivism assumption, research topic and the research objectives. The closed ended questions are used since it go with structured questionnaires.

3.8.1 Questionnaires

Questionnaire design is a multi-step process and mostly used in the studies that have large population since it is capable of collecting data from large population. A questionnaire is a data collection instrument that consistent of a series of questions and other prompts for the purpose of gathering information from the respondents (Kusi, 2012). It is a research instrument that consists of series of questions for the purpose of getting information from the respondents. It consists of questions with alternative responses for the respondents to select from. There are so many types of questionnaires but this study employed structured questionnaires.

Structured questionnaires are document that consist of fixed and standard items that are used to collect relevant data from respondents. It uses close ended questionnaires and very related to quantitative analysis. The structured questions predetermined questions that students have to select from at ease. Structured questionnaires are used because it is good tool for the protection of the privacy of the participant from the selected senior high schools in Awutu Senya East Municipal. Also, structured questionnaires are in line with quantitative data which deal with numbers and statistics which can be administer through manual, postal, mailed, and web-based or email. The questionnaire type used structured questionnaire.

Structured questionnaires were used because it encourage and support research work that involves the use of large population. It possible to code and analysis the responses in a quantitative way. According to Kusi (2012) questionnaires can be

structured and semi structured. Due to the numeric nature of this research, structured questionnaires were used. The structured questionnaires allow the researcher to get more data and the expected responses. Structured questionnaires are the type of questionnaires that are often used in quantitative. The structured questionnaires contain predetermined standard questions which involve collection of numeric data which is subjected to statistical analysis like SPSS (Version 25). The structured questionnaire was likert scale, and multiple choice questionnaires. The questionnaires have five (5) sections. The first (1) section (A) contains the background information of the participant, the second (2) section (B) stress in-service training available for basic school teachers; the third (3) deals with the rate of organizing in-service training for basic school teachers; four (4) section talks about the problems that hinder teachers in-service training in Awutu Senya East Municipal and lastly, the strategies to improve teachers in service training in Awutu Senya East Municipal as section E.

Questionnaires are prefer to other data collection instrument because it is easy and cheap and cover large geographic environment. Aside that structured questionnaires is used to collect large amount of data within minimum time from larger population, quickly and easy quantify the data by the researchers or through the use of a software package, courage scientific and objective analyses than others forms. Questionnaires are inexpensive, more practical, ensure comparability, observe research ethics such anonymity and among others. Also, the questionnaire did not require any identification of participants which make possible to achieve confidentiality and anonymity in research. Lastly, structured questionnaire was used because it gives room for respondents to check their responses and does not intrude in the personal matters of the participants.

3.8.2 Validity of the instrument

Validation of instrument refers to the researcher's effort to ensure that the data collection instruments are reliable and valid (Seidu, 2012). The validity intended to measure if the designed questionnaires measure the intended research questions. In order to measure the validity, content validity, face validity and construct validity of instruments were employed in this research study. This was to ensure that the questionnaires items serve the intended purpose, a number of procedures were adopted.

Firstly, the face validity was established in the study. The content related evidence was used, where the questionnaires items were carefully designed and built in the key variables forming the core themes raised in the research questions. After that the designed questionnaires were given to colleague's judgment to check the clarity of the statements, the use of appropriate language and clarity of the instructions. The vital suggestions from colleagues were taken into consideration. Face validity aims to test if the items in the questionnaires claim to measure what intends to measure (Leedy & Ormrod, 2004).

Secondly, content validity is a subject of judgement and review done by experts. The questionnaires items were presented to the research supervisor for expert judgment and review. The necessary changes were made after the expert judgment and then the researcher prepared to administer the questionnaires to the selected schools in Awutu Senya East Municipal.

Also, construct validity was established. Construct validity is the extent to which the measure 'behaves' in a way consistent with theoretical hypotheses and represents how well scores on the instrument are indicative of the theoretical construct. The

instruments were given to supervisors and other experts to determine whether the instruments measure the issues in research it intend to measure. A pilot study was conducted to at Roman Cathelotic school at Kasoa Official Town for the participants to indicate relevant items and irrelevant items.

3.8.3 Reliability of the instrument

According to Ary (2014) reliability of an instrument is the degree of consistency with which it measures whatever it is purported to measure. To test the reliability of instruments and data, the researcher conducted a pretest of instruments at school in Kasoa which were not part of the selected schools use for the study. The 20 teachers were used in Catholic school in Kasoa Official Town. It was on the permanent teachers who were used in the pretest. Testing for reliability is important as it refers to the consistency across the parts of a measuring instrument (Huck, 2007). It is view as the most appropriate measure of reliability when making use of Likert Scales (Whitey, 2002; Robinson, 2009).

According to Ary (2014), a test reliable to extent that the scores made by an individual remain nearly the same in repeated measure. The reliability was conducted to test the consistency of the results from different of teachers' participation in different setting. The intent was to determine the various instruments which measure the construct was in consistent and reliable when administered to a identical characteristics over time.

The reliability of the questionnaire was determined by Cronbach Apha (CA) through the use of SPSS (version, 25). The questionnaires items are said to reliable when CA is above 0.70. The overall reliability is 0. 89 which is above 0.70 and it is the general accepted value in Social Science research. The instrument is said to be

reliable. The study modified an adopted likert scale type of measurement on a scale of 4-1 ranging from Strongly Disagree (SD), Disagree (D), Agree (A) and Strongly Agree (SA) according to the standard of Cronbach Alpha (CA) where items can be scored either dichotomously or no-dichotomously.

From the results, the CA for research questions one (1) is 0.84, research questions 2 was 0.79, research question three (3) was 0.85 and the last research question was 0.89. The reliability of the CA lines between +1 and -1. There is no rules exist for internal consistencies, but the most agree is on a minimum internal consistency coefficient of 0.7 (Whitey, 2002; Robinson, 2009). When the CA is 0.7 and above the reliability of the instrument is very high and can be rely upon and vice versa. The CA outcome is even above 0.7 which an indication that the consistency is very and might very reliable to use in this research study. A scale is said to have high internal consistency reliability if the items of a scale “hang together” and measure the same construct (Huck, 2007; Robinson, 2009).

3.9 Data collection procedure

The duration for the data collection is one (2) months. The researcher officially meets the management of the basic schools at different date but it was within the same week. The purpose of the meeting was to explain the purpose of the research to the management. The ethical issues including confidentiality, anonymity and privacy were being made clear to the management and the respondents. The meeting will also be used as a strategy to get access to the respondents in all the selected basic school in Awutu Senya Municipal. Appropriate permission was taken from the department authorities and supervisors in University of Education, Winneba to facilitate the access to the school.

The questionnaires are administered to the teaching staff in the selected schools in the Awutu Senya East Municipal. The researcher gave the participant brief description on the purpose of the questionnaire administered to them and clarify any items to the respondents. The administered questionnaires were collected from the respondents and the researcher shows appreciation for their commitment and support. Then after the data collection the responses were subjected to statistical analysis.

3.10 Data analysis procedures

After collecting the data, the researcher screened, coded and cleaned the data to give room for the data analysis. The questionnaire responses were serially numbered for easy identification. The background data was coded from 1 to 5. Also, the research questions were coded like strongly disagreed (SD=1), disagree (D=2), agree (A=3) and strongly agree (SA=4). All responses for each item in the questionnaire were analysed with the assistance of statistical tools like SPSS (Version 25). The data on each of the research questions were analyzed quantitatively using descriptive.

The section A which contains the background information of the respondents were analyzed by the use of frequency, percentage, pie chart and bar chart which are descriptive in nature. The descriptive tools mentioned above are used because it makes it easy to describe the opinion of the respondents in quantitative. It indicates the number and percentage responses from the respondents on each item. The pictorial view depicted in pie chart and bar chart helped facilitates users understanding of the results and findings from the research study.

The researcher employed frequency (N) and percentage (%) to analyze the data for research questions one (1), two (2) and three (3). Descriptive statistics like frequency (N) and percentage (%) were used because it is able to describe and determine the

level and experience of teachers CPD. It is able to help the researcher to explain the teachers experience of CPD activities and how it is related to their performance in the classroom and also to determine whether new or old teachers and both needs CPD in order to boost their performance. It is capable of giving the SHS teachers the opportunity to assess whether the CPD activities they participated has effect on their performance.

The research question (4) which is section E was analyzed by the use of Mean (M) and Standard Deviations (SD). This is because it will be easy to analyses and to be understood by the users.

3.11 Ethical Consideration

Ethics in educational research are those issues that are related to how educational researchers conduct themselves and consequences of these on the people who participate in their research (Kusi, 2012). Ethical considerations in this study were permission to collect data, informed consent, confidentiality, anonymity and privacy.

To obtained accessibility for the study, a letter of introduction was obtained from the Department of Educational Administration and Management, UEW. This letter was used to obtain permission from the authorities of Ofankor Cluster of schools, St. Mary Anglican School, St. Mary Anglican B, Kasoa Presbyterian A and Kasoa Presbyterian B. Kusi (2012) cited **Creswell (2005)**, it is unethical to enter into an organization or social groups to collect data without permission from the ‘gate- keepers’ of the organization. This allowed the research entered to build relationship and administer questionnaires.

Also, each participant was asked to sign a form indicating their freewill to give the needed data. Participants were informed about the purpose of the study. The questionnaires that were distributed had introduction and in that, the purpose of the study was clearly stated. Informed consent forms were signed and the questionnaires administered.

The researcher makes it clearly to the participants that the information provided will not disclosed by any other person with the exception of the permission granted from the participants themselves. The researcher protected the participant from harm by altering any personal, identifying information. The information provided was not used for any other purpose than the intended research goals of get information on factors that influence in-service training among teachers in Awutu Senya East Municipality. The researcher ensured that information obtained from the participants was treated well so that it did not get to the public domain. On the questionnaire, names were not included so that even the researcher would not know who answered what.

Again, the privacy of the respondents was protected and their integrity and dignity would not be at stake. The respondents were not forced to give information they were not willing to do that. They had right to determine when and what extent to disclosed information about themselves and the school.

Moreover, anonymity means that there is no way for anyone (including the researcher) to personally identify participants in the study. This means that no personally-identifying information can be collected in an anonymous study. Demographic data may be collected from participants from which researchers describe their characteristics in aggregate. In this way, readers obtain a general understanding of who participated in the study and appraise how representative a

sample may be of a larger population. They are interested in the biological sex, age, educational level, working experience, educational attainment, or any number of characteristics relevant to the study. However, these indicators do not reveal the personal identity of any one individual who participated in the study. Therefore, there are typically no privacy issues about which to be concerned.

Perfect anonymity arguably comes when the following aspects of identity are masked: legal name, location, pseudonyms linked to name or location, appearance and behavior patterns, or social categorization. Instead of gathering these characteristics about participants, researchers are inclined to request descriptive information by category. Because anonymity is typical in quantitative studies, researchers provide a survey or questionnaire to participants and include items where these characteristics are solicited.

3.12 Summary of the Research Methodology

The chapter three of the study discussed the research methodology and provided the information about the research paradigm, research approach, research design, population, sample size and sampling procedures. Also, this chapter looks out the ethical considerations for the research work, instrument for data collection, validation of the instruments, reliability of the instruments, data collection procedures, and data analysis

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS

4.0 Introduction

This study focused on the factors that hinder in-service training among basic teachers in Awutu Senya East Municipal. The previous chapter dealt with the methodology that guided the study. This chapter presents the results analysis from the data collected from the selected schools in the Awutu Senya Municipal.

It contains the responses from basic school teachers in Ofankor Cluster of schools, St. Mary Anglican School A, St. Mary Anglican B, Kasoa Presbyterian A and Kasoa Presbyterian B. The chapter four includes background data, types of in-service training available for teachers, how often teachers participate in in-service training, problems hindering teachers in-service training and the various strategies to improve in-service training in basic schools in Awutu Senya East Municipal.

4.1 Background of the respondents

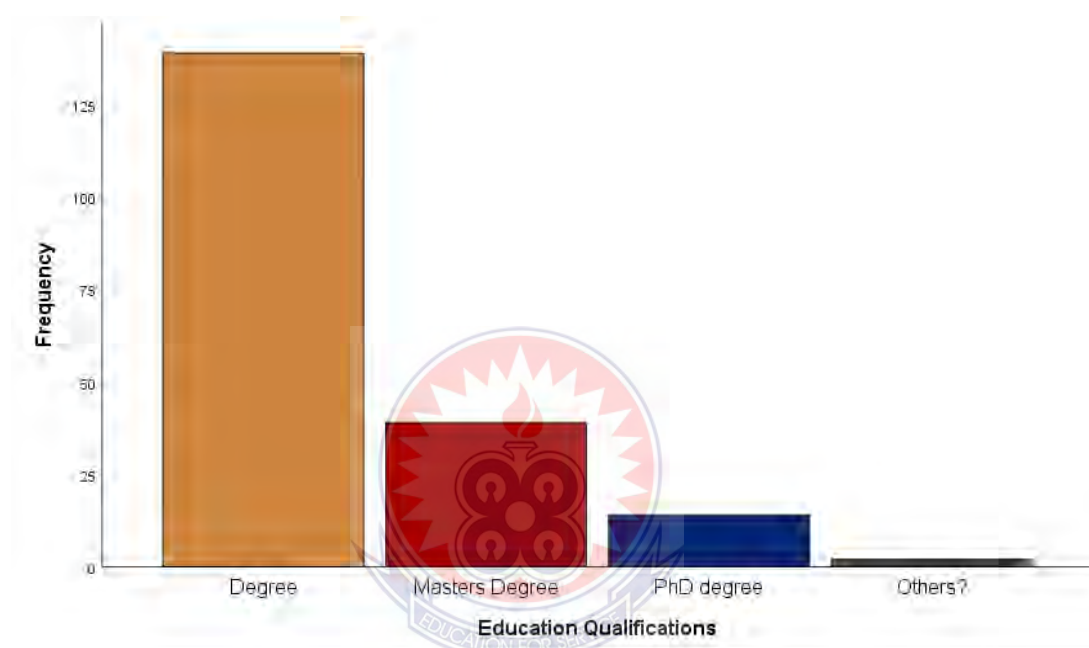
This section describes the background of the respondents who participated in the research study. The background information included: gender, qualification level, teaching experiences and the ages of the respondents.

Table 4.1: Gender of the teachers

Gender	Frequency (N)	Percentages (%)
Males	80	67
Females	40	33
Total	120	100

Source: Author (2022).

The table 4.1 indicates the gender responses among the basic school teachers among the selected schools in Awutu Senya Municipal. The statistics for the male and female SHS teachers were 67% (80) and 33 % (40). It was revealed that most of the respondents were male SHS teachers 67% (80) with few females 33% (40) teachers. This is an indication that most of the teachers' teaching at public SHS in Effutu Municipal is males with few female SHS teacher.



Source: Fieldwork data, (2022).

Figure 4.1: Showing education qualification of SHS teachers

The Figure 4.1.0 above displayed the statistics on qualification among the SHS teachers. It is revealed that the basic school teachers in Awutu Senya East Municipal are first diploma holders 69(57.5%), followed by first degree 43 (35.8%), then teachers with Master's degree 7 (5.8%) and few teachers are having other formal education 1 (0.8%). The average teacher in the selected basic schools is having a minimum qualification of diploma 69 (57.5%) but very few with first degree and Master's degree. This concludes that most of the basic schools' teachers are diploma holders which are represented by the longest bar. This indicated that the basic teachers

at Awutu Senya East Municipal are upgrading themselves to the response of the requirement of the new qualification for teachers at the basic schools in Ghana.

Table 4.2: Showing teaching experience of teachers

Teaching Experience	Frequency (N)	Percentage (P) (%)
1-4 years	18	15
5-10 years	22	18
11-15 years	30	25
16 years and above	50	42
Total	120	100

Source: Fieldwork data, (2022).

The basic teachers are having a minimum qualification of first degree (Figure 4.1) with most of them been male teachers. The teaching experience among the basic school teachers in the Municipal are 1-4 years 18(15%), 5-10 years 22 (18%), 11-15 years 30 (25%) and 16 years and above (42%) working experience. The statistics in table 3 indicated that the least teaching experience among the basic school teachers in Ofankor Cluster of schools, St. Mary Anglican School A , St. Mary Anglican B , Kasoa Presbyterian A and Kasoa Presbyterian B. is between one (1) and four (4) years but most of the teachers have taught for about 16 years and above. This is an indication that the teaching staff within Awutu Senya Municipal are experienced teachers who might be instrumental in helping other colleagues' teachers to build their competencies and knowledge on teaching and learning in the classroom especially the newly recruited basic school teachers. Most of the new teachers are new to the teaching field and they needed to be guided by an expert or experience teacher so that they can carry their duties excellently.

Table 4.3: Ages of the teachers

Ages (years)	Frequency (N)	Percentages (%)
20-30	25	21
31-40	36	30
41-50	52	43
51-60	12	10
Totals	120	100

Source: Fieldwork data, (2022).

The statistical results table revealed that the ages of the respondents. The ages of the teachers include 20-30 years 21% (25), 31-40 years 30% (36), 41-50 years 43% (52) and 51-60 years 10% (12). The statistics indicated that most of the basic school teachers in Awutu Senya Municipal failed within the age range of 41-50 years 43% (52) with teachers within 51-60 years 10% (12). There are few teachers who will be going for retirement in a few years. This also affirmed that the teachers have good teachers experience. The teachers with a good teaching experience may be assigned to assist the new teachers who felled in the age range of 20-30 years 21 % (25).

4.2 RQ1: The type of in-service training available for basic school teachers

Table 4.4: The type of in-service training available for basic school teachers

Statement	Reponses (%)			
	SD	D	A	SA
Build my teaching competencies through staff meeting	4%	16%	65%	15%
Develop my teaching competencies through workshop	3%	10%	70%	17%
Build my teaching competencies through attending educative conferences	10%	12%	58%	20%
Develop my teaching skills through professional community learning	6%	4%	80%	10%
Build the teaching competencies through seminars organized	18%	12%	60%	16%
Build my teaching through monitoring and coaching organized	7%	6%	78%	9%

Source: Fieldwork data, (2022).

The statistics in Table 4.4 displayed the type of in-service training (INSET) available for the basic school teachers in Awutu Senya East Municipal. The results revealed that most of the basic school teachers in Awutu Senya East Municipal agreed 65% (78) and some strongly agreed 15% (18) that they build their teaching knowledge and skills through staff meeting organized by the recognized by the tertiary educations in Ghana. Asaya (2011) argued that staff meetings which may perform a useful in-service functions which mandated to helped build teachers themselves in the classroom. There are a lot of staff meeting run by recognize Universities like University of Education (UEW), University of Cape Coast (UCC), University of Development Studies (UDS) and among others. These traditional educational Universities in Ghana have educational programmes that prepare the teachers to update their teaching skills and apply new modern methodology in teaching and learning in the classroom. This indication of Constance development of teachers through constant participation in in-service training (INSET) available for the basic school teachers. Aside that, some of the teachers disagreed 16% (19) and strongly disagreed 4%(5) that they do not build their teaching competencies through the meetings organized by the recognized the schools and the teachers themselves. This can done within the school or outside the teachers in the district. I t is concluded that most of the teacher agreed 65% (78) that they build their teaching competencies through staff meetings organized by internal basic school teachers or mixture of the teachers within or outside the school.

The table 4.4 also disclosed that some teachers build their competencies through workshop. Asaya (2011) indicated that workshop is recognize type of INSET employed to build teachers in the classroom. Most of the teachers agreed 70% (94) and strongly agreed 17% (20) that they also build their teaching competencies through

workshop. This workshop has been organized by many education institutions in Ghana to build the competencies of the teachers in Awutu Senya East Municipal. The workshops have been organized by the schools, the district, regional and national for the teachers in Municipal. Through the workshop the teachers, learning from each other and adopt new ways of teaching a particular subject contents to the understanding of the students. Workshops are development-oriented and can be equally as helpful as more modern forms of professional development (Tillema & Imants, 1995). The typical workshop organized for teachers is the Common Core Curriculum (CCP) which focused on the new content in the curriculum and how such contents must be assess and delivered in the classroom. Some of the teachers also, disagreed 14% (12) and strong disagreed 3% (4) that they do not improve their teaching competencies through workshop. It is concluded that teachers in Awutu Senya Municipal use workshop as a type of in-service training (INSET) to build their teaching competencies in the classroom. Jesness (2000) quality of education can be substantially improved with workshop. The workshop gives to have the practical hands on what is actually happened in the classroom. The workshop was mostly done internally and externally with expert been a facilitator.

Again, Table 4.4 depicted that the responses from the teachers revealed that conference was use as one of the types of in-serving training (INERT) to learning new knowledge applicable in the classroom. Most of the teachers agreed 58% (70) and strongly disagreed 20% (24) that they participated in conferences to build their teaching competencies. The conference is mostly organized by the Municipal and recognized Universities in Ghana. The expert in the field of education were given the opportunity to impact other teachers in the Awutu Senya East in the Municipal.

Conferences are fertile grounds for socialising which in turn leads to building friendship based on common interests (Malupa-Kim, 2011).

It is mostly done to address educational topics that helped them to handle teaching and learning issues in the classroom. Despite, the fact that many teachers support that they participated in conferences to upgrade their classroom knowledge, there were some teachers who disagreed 12% (14) and 10% (12). Some teachers did not participate in conference as means to train themselves their classroom teaching responsibilities. This finding is contrary to the work of Tomaszewski and MacDonald (2009) conferences organized around academic disciplines provide a direct connection to subject-specific information as well as opportunities for meeting people who share common interests. These meetings lead to professional learning among the basic school teachers in Awutu Senya Municipal.

Professional Community Learning (PLC) has come to stay in Ghana. This is a type employed by many basic school teachers to build their competencies for their teaching profession. The statistics table 4.4 indicated that most of the basic school teachers in Awutu Municipal agreed 80%(96) and strongly disagreed 10% (12) that they engaged in Professional Community Learning (PLC) among teachers in Awutu Senya East Municipal. Professional Community Learning (PLC) as a type in-service training. The Professional Community Learning (PLC) has been accepted and organized by the recognized by the Universities like University of Education (UEW), University of Cape Coast (UCC), University of Development Studies (UDS), and among others a new way of upgrading basic school teachers in Ghana. Due to how the basic school teachers' timetable is structured it comes impossible for them to engage after normal school

activities or during weekends or holidays in course of school terms in operation. Professional Community Learning (PLC) is highly recommended for the teachers due to the time of its occurrence. Alberta, Evans and Nicholas (2016) supported that PLC help to develop the knowledge and skills of the teachers. Also, there were a very few basic school teachers in Awutu Senya Municipal who disagreed 4% (5) and strongly disagreed 6% (7) that they did not build their teaching competencies through Professional Community Learning (PLC) though it occurs during the weekend. They indicated that there was other alternative type of in-service training organized for teachers. It was agreed 80% (96) Professional Community Learning (PLC) as a type of in-service training is used by the teachers to build and develop their teaching competencies in their schools.

Moreover, apart from the other type of in-service training available for the basic school teachers, it is revealed also in the table 4.4 that seminar is one of the types of in-service training organized for the teachers. This seminar was sometimes organized by the individuals' schools and the Municipal. The seminar gave the teachers the opportunity to learn new approaches that promote teaching and learning in the basic schools within the Municipal. It is disclosed from statistics table 5 that most of the teachers agreed 60% (72) and strongly agreed 20% (24) that they engaged in-service training through seminar. This is the strategy employed by most of the teachers to build their teaching competencies in the classroom. Then also, very few of the teachers were in the view that seminars were not organized and used by them as a type of in-service training to build and develop their teaching competencies in the classroom. It is that some teachers disagreed 12% (14) and strongly disagreed 18% (22) that they did not build their teaching knowledge and skills through seminar as most of the teachers agreed. In all, it is also agreed the teachers participated in

seminar as a type of in-service training to build their teaching competencies in the classroom.

Lastly, monitor and coaching were also utilized by many teachers to build their teaching and learning competencies in the classroom. Monitor and coaching are the type of in-service training that teachers used to learn things in the classroom. According to Robins (1999) is to provide the newcomer with support, guidance, feedback, problem-solving guidance, and a network of colleagues who share resources, insights, practices and materials.

This is where expert in the teaching field help mostly the newly or existing teachers to build their teaching skills in the classroom. Some of the teachers use that opportunities to upgrade their classroom teaching skills and knowledge. The results in table 4.4 depicted that most of the teachers also agreed 78% (94) and strongly agreed 9% (11) that they participated in-service training through monitor and coaching. There were some of the teachers who disagreed 6% (7) and 7% (8) that monitoring and coaching is not good for them due to their school activities. Due to that they have not build and develop their teaching competencies through monitor and coaching. It is revealed that most of the teachers use sandwich education as mode for participation in in-service training. The in-service training has helped them to build their competencies.

In conclusion, there were so many types of in-service training opportunities available for the teachers in Awutu Senya East Municipal. These were staff meeting, workshop, conferences, Professional Learning Community (PLC), seminars and monitor and coaching. But the most in-service utilized by Awutu Senya East Municipal was distance, sandwich and workshop but conference is the least used among the teachers.

4.3 RQ2: How often in-service training activities are organized for teachers

Table 4.5: How often in-service training activities are organized for teachers

Statement	Reponses (%)			
	SD	D	A	SA
Teachers engaged in:				
in-service training every year	5%	15%	60%	10%
in-service training for every three mouths	20%	56%	14%	10%
in- service training twice a year	5%	15%	58%	225
in-service training at the end of every term	29%	51%	15%	5%
in-service training for every month	7%	80%	9%	4%
in-service training twice a month	15%	76%	6%	3%
in-service training for every week	6%	14%	70%	10%

Source: Fieldwork data, (2022).

Table 4.5 displayed how often in-service training activities are organized for the basic school teachers in Awutu Senya East Municipal. The analysis responses from the teachers were to indicate the number of times the basic school teachers engaged in in-service training programmes in the Municipal.

According to the statistics in Table 4.5, the teachers in the Municipal appreciate the essences of in-service training programmes. Due to that most of the teachers participated in in-service training at least every year. This helps them to become aware of the modern teaching methods in the classroom which make them more efficient and effective in their delivery. The statistics results indicated that most of the teachers agreed 60% (72) and few of them strongly disagreed 10% (12) that they engaged in in-service training every year. There were some of the teachers who disagreed 15% (18) and strongly disagreed 5% (6) that they do not engaged in in-service training. It was agreed that the basic school teachers engaged in-service training at least every year. Reddy et al. (2008) decry the situation in which in-service

training programme are held in directorates some just once or twice a year due to financial and other resources constraints.

Again, the statistics in the Table 4.5 depicted that most disagree 56% (67) and few strongly disagree 20% (24) that they do not engaged in in-service training for every three months. This indicated that due to workload and other responsibilities of the teachers, it is very difficult for the teachers to go for in-service training every three month. They are with the view that frequent organization of in-service training may lead to instructional loss in the classroom. Some of the teachers also agree 14% (17) and other also strongly agree 10% (12) that they have been participating in-service every three month. On the basis of the research analysis, it was finalized that basic school teachers in Awutu Senya East Municipal do not engaged in in-service training programmes for every three months.

Moreover, the results indicated that most of the teachers also engaged in in-service training twice a year. According to the statistics, 58% (70) teachers agree that they are engaged in in-service training programmes twice in a year and few of them strongly agree 22% (26) to that fact. Some teachers also disagree 15% (18) and others strongly disagree 5% (6) that they have not engaged in in-service training twice a year. It is agreed 58% (70) that the teachers engaged in in-service training twice in a year. The study confirmed to the research finding of Reddy et al. (2008) who said that in-service training programme are held in directorates some just once or twice a year due to financial and other resources constraints.

Furthermore, it was disclosed by statistics in Table 4.5 that basic school teachers in Awutu Senya East Municipal do not engaged in in-service training every month. They are with the view that there is lot of teacher responsibilities to be performed and if

they participate in in-service training every month it will affective them negatively. Due to that they prefer that in-service should be organize at the end of every term or once a year. Most of the basic teachers disagree 51% (91) and some also strongly disagree 15% (18) that they were not engaged in in-service training every month. There were some teachers who also agree 15% (18) and some strongly agree 5% (6) that they engaged in in-service training every month. This revealed that in-service training is not organized for basic school teachers in the Awutu Senya Municipal.

Infer from the Table 4.5, the basic school teachers do not normally engaged in in-service training twice a month and every week. The basic teachers disagree that they do not participate in in-service training twice a month 80% (96) and every week 76% (91). Aside this there were some few teachers who also agree that to they participate in-service training twice a month 9% (11) with some also strongly agree 4% (5). It was also disclosed that few teachers agree 6% (7) and few also strongly agree 35 (4). It was disagreed that basic school teachers in Awutu Senya Municipal do not participate in in-service training every month 80% (96) and every week 76% (91).

Finally, the data analysis in Table 4.5 depicted those basic school teachers in the Municipal like the organization of in-training programmes during the vacation or at the end of the semesters where the students are at home. Most of the teachers agree 70% (84) and few of them strongly agree 10% (12) that they like engaging in in-service training at the end of the term. This helped them concentrated fully during the training rather the one that occurs in the course of the school. As at that time too it must be, they might be less busy and ready for the training. Aside that very teachers also disagree 145 (17) and some too strongly disagree 6% (7) that they do not

engaged in in-service training at the end of the term. It was agreed 70% (84) that the teachers in engaged in in-service training at the end of the term.

Adentwi (as cited in Abudu & Mensah, 2015) his study observes that most probably, more than any other profession, teachers receive higher or greater frequency of in-service training. The research analysis results revealed in-service training are organized for the basic school teachers in Awutu Senya East Municipal at least every once a year and sometimes too twice a year depending the school. Reddy et al. (2008) decry the situation in which in-service training programme are held in directorates some just once or twice a year due to financial and other resources constraints. Also, findings revealed that the teachers participate in in-service at end of the term.

4.4 RQ3: The problems hindering teacher in-service training activities

Table 4.6: The problems hindering teacher in-service training activities

Statement	N	Mean	Std. Deviation
Shortage of funds to support INSET	120	3.32	1.01
No or lack proper regulation system to check INSET	120	3.40	1.11
Inadequate or lack of facilities for INSET	120	3.44	1.02
INSET materials are not adequate for the program	120	3.43	1.09
INSET inspectors are very few with negative focus on the activities	120	3.29	1.00
Teachers are not ready to make themselves available for the INSET activities	120	2.34	1.17
Inadequate time allocated for INSET activities	115	3.39	1.10
Poor perception of teachers towards in-service training	120	2.43	1.0
Inadequate or less qualified professionals and experts	120	2.39	0.99
In-service training was poorly organized	118	3.37	1.25
Teachers are overloaded	120	3.44	1.25
Little or lack teachers' motivation	120	2.22	1.05

Source: Fieldwork data, (2022).

The Table 4.6 above displayed the factors that hinder in-service training among basic school teachers in Awutu Senya East Municipal. The teacher's responses indicated that there were a lot of challenges that affect their ability and willingness to engage in in-service training for them whether within the school or out the school environment. The statistics in table 4.6 indicated that one of the major problems faced teachers in Awutu Senya East Municipal is inadequate funds available for the operationalization of in-service training. They are with the view that the financial resources allocated to them are not adequate to support the in-service training which make it difficult to get the needed resources available to facilitate the achievement of goals of in-service training. Osamwony (2016) disclosed in research study that most organizer of INSET do not have all the money and other resources to full support their intension to update the teachers teaching skills and competencies. Most of the teachers agreed that there are inadequate funds to support teachers' in-service training. That is average teacher in Awutu Senya East agree 3.32(1.01) that it is difficult for them to build their teaching competencies for classroom teaching and learning due funds from the organizers of INSET. MoE (2002) has always complained of dwindling funds in terms of organization of in-service training. These inadequate funds limit the number of teachers who are to attend the various training programmes organized for the teachers. It is concluded from the results that inadequate funds are a problematic for in-service training among basic teachers in Awutu Senya Municipal.

Also, statistics in Table 4.6 depicted that the views of the teachers on the regulation of in-service training in the Awutu Senya Municipal. It was revealed that average teachers agreed 3.4(1.11) that the in-service training in the Municipal lack proper regulation. This revealed that the in-service training was not regulated well. How is supposed to be done are not properly planned and contents or the theme to be done are

not clearly indicated. This has created inconsistencies on what is learned during training and the needs of the teachers in the classroom. Aside that there were some teachers who vehemently oppose that in-service training were not properly regulated in the Awutu Senya East Municipal. They believed that the in-service training activities were controlled by the school authorities and other regulatory bodies so that the aim of training may be achieved. It was concluded that the in-service training in Awutu Senya are not properly regulated.

Moreover, the teacher's responses indicated that there are some instances that facilities to accommodate the programmes and the teachers in the Municipal is not adequate. Facilities include halls to accommodate the teachers and place to stay during if the training is done among all teachers in the Municipal. This makes it difficult to district to organize in-service training for the basic school teachers. The statistics revealed that most of the teachers agreed 3.44 (1.11) that due to inadequate facilities it is difficult to be organized in-service training for the basic school teachers. They are with the view that district have inadequate facilities like ICT and science laboratory to do practice for they have taught during the training session. There were some few teachers disagreed that facilities are not a challenge for organizing in-service training in the Awutu Senya Municipal. That is are some enough facilities to support the INSET. It was accepted among the basic school teachers that inadequate facilities to support INSET is a challenge. There is a problem of inadequate facilities in terms of classroom, laboratories and boarding facilities to accommodate the size of enrollment (Osamwony, 2016). This findings also affirmed the research of (Iffat, Sufiana & Malik 2014) that the organizer INSET faced problems like lack of teaching resources, and lack or inadequate of proper physical facilities. It was agreed

among the teachers in Awutu Senya Municipal that there are inadequate facilities for the organization of in-service training programmes.

Also, it is also revealed from the statistics in Table 4.6 that average teacher agreed 3.43 (1.09) that the materials needed for the in-service training are inadequate. Materials like training materials, training tools and equipment, note pad and among others were not enough and these strongly affect the training organized for the teachers in Municipal. The effectiveness of in-service training cannot be achieved without such training manuals and training equipment. Teacher training institutions are facing problems like teaching multi-grade classes by single teacher, overcrowded classes, lack of teaching resources, short supply of textbooks and lack of proper physical facilities (Iqbal & Kahtoon as cited Iffat, Sufiana & Malik 2014). In absence of this affect the smooth operation of the training. This indicates that teachers were not motivate to participate in in-service training with the view that even the materials are not adequate and delivered on time. They see inadequate materials as a major challenge for the organization of in-service training programmes in the Awutu Senya Municipal. These teacher's belief that trainings materials and equipment were always available in the in-service training organize for them in the Municipal. It is concluded from the analysis that inadequate material is one of the major factors hinder teacher in-service training in the Municipal.

Again, the statistics revealed that most the teachers agreed 3.29 (1.00) that the inspectors assigned to work within the Awutu Senya East Municipal have bad perception about the in-service training and due to that they are ready and willing to give their support to the training. This poor knowledge of inspectors on the in-service training has made them to develop this negative attitude towards in-service training.

The in-service inspectors do not make good recommendations to the education director in the Municipal which they behave as if all is well with the teachers in terms of the training organized for the basic school teachers. This poor attitude of inspectors towards their training has been a challenge for the teachers to participate in such activities. In contrast, few of the teachers also disagreed that inspectors' negative perception does affect the functionalities of the in-service training. They do not see inspectors to be a challenge for in-service training. Kirema (2014) study revealed that lack of sufficient number of inspectors is one of the main challenges to effective in-service training for teachers in schools. It is finalized from the analysis that the negative perception of inspectors is a challenge for the organization of in-service training.

Infer from the Table 4.6 the most the basic teacher in Awutu Senya East Municipal agreed 3.37 (1.25) that in-service training was poorly organized by the and those occurred out the school were not able to meet the demands of the teachers in the classroom. Average teachers in the Awutu Senya Municipal accepted that organization of INSET in the Municipal has become a serious challenge and must be properly looked at. So, it is recommended that organizers of such programmes like workshops, conferences, regular or distance courses must be well organized and the needs must be able to meet the demands of the classroom teachers. There is the problem of poor planning and organization whereby available activities for participants are in-person and unrelated to their job stings in the classroom (Osamwony, 2016). Aside that some of the teachers disagreed 10% (12) that the in-service training is poorly organized in the Municipal.

There are a lot of challenges of the organization INSET in Awutu East Municipal but average disclosed that they ready to participate in any INSET organize for them in the Municipal. Also, the statistics showed that average teachers disagreed 2.34 (1.17) that teachers own resistance was not a challenge for organization of in-service training. It is revealed that the teachers were ready to engage in any relevant training that build their teaching competencies for teaching and learning. In contrary, few teachers also with the view that teachers do make themselves available for the organized in-service training for the basic school teachers in the Municipal. It was disagreed 2.34 (1.17) that basic teachers in Awutu Senya East Municipal do not resist the in-service training organized for them.

According to the statistics, average basic teachers in Awutu Senya East Municipal agreed 3.39 (1.10) that there was inadequate time allocated for the basic school teachers to engage in in-service training programmes. The curriculum designers and Ghana Education Service have no proper provision INSET. This has make it difficult for them to utilize the abysmal time to build their teaching competencies in the classroom. Though some of the teachers were with the view that can be organized at any point in time and time cannot be challenge for the organization of in-service training programme. They see the time allocated to be normal and adequate for them. It was agreed among the basic teachers that time is one of the challenges facing in-training in the Municipal. This confirmed the research study of (Osamwony, 2016) which indicated that time factor is a major problem as contact hours for lectures and examination are inadequate.

According to the statistical Table 4.6, it was disclosed that average teachers agreed 3.44 (1.25) that they have a lot of teaching responsibilities in their various schools

which make it difficult to make themselves available for in-service training. This overloaded teaching responsibilities make it more difficult to get enough time for the in-service training. Workload of teachers is a common barrier to their participation in in-service training as evidenced from studies (OECD, 2009). Some of the teachers disagreed 7% (8) and 10% (12) that teacher teaching responsibilities is not challenging factor for in-service training within the Municipal. In all it was agreed 3.44 (1.25) among the basic school teachers in the Municipal Zone that the workload of a teacher is challenging factor in the Municipal.

Infer from the statistics in Table 4.6, it was revealed that the basic school teachers and school authorities were not having poor perception about the relevant of in-service training in Awutu Senya East Municipal. It was indicated that many teachers and education authorities have good perception on the in-training and the teachers at basic school level make themselves available for the programme.

Also, some of the basic school teachers believe poor perception about INSET is not a challenge that hinder in-service training among basic teachers in the Municipal. The statistics' indicated 2.43 (1.0) disagreed that they have good perception about INSET that is why they made themselves organize for any relevant INSET organize by them either by the school authorities or Ghana Education Service (GES) through the Municipal education directorates. It was confirmed that the basic school teachers in Awutu Senya East Municipal does not hinder in-service training programmes organized for them.

Again, the responses from the teachers indicated that the facilitators for in-service training were well equipped to train the teachers to perform well in the classroom. The facilitators are very pivotal point for the INSET programmes. They impact into

the teachers the new trends and changes in the teaching field. The depth knowledge of the facilitators bring positive changes in the life cycle of teaching as a profession. The finding was in consistent of with the research study of Iffat, Sufiana and Malik (2014). Qualification and expertise of trainer demands a sufficient amount of knowledge and skills regarding teacher education (Kumar as cited Iffat, Sufiana & Malik 2014). The facilitators have the reasonable knowledge to support teachers on the field of teaching. The statistics depicted that average basic school teachers 2.39 (0.99) disagreed that there is less or inadequate qualified professional facilitators for in-service training in the Municipal though few of them agreed. Infer from the analysis, the basic teachers Awutu Senya East Municipal has the expert to facilitate at them organize in-service training programmes.

Lastly, motivation is a mechanism which influences most teachers to participate in training in the Municipal. They said that the educator authorities and in-service training stakeholders make provision for the relevant motivation for the teachers who engaged in the in-service training programmes. The motivation includes salary increment, promotion, and training allowances. The statistics indicated that most of the teachers disagreed 2.22(1.05) to the fact no or little motivation were given to the teachers in the Municipal. Some of the teachers attested that no or little motivation was given to the teachers after the in-service training. This prevents some of the teachers to engage in any form of in-service training organized for the teachers in Municipal.

In relation to the analysis above, it was accepted that basic school teachers in Awutu Senya East Municipal there are some problems that hinder in-service training available for them. The challenges include inadequate financial support, poor

regulation of in-service training programmes and inadequate facilities to accommodate the training. Akinbote (2007) argue that most INSET lack or have inadequate materials such as training materials, quality personnel and training facilities. Also, the training materials like learning materials, equipment were not enough and such programmes were poorly organized in the Municipal. Teacher training institutions are facing problems like teaching multi-grade classes by single teacher, overcrowded classes, lack of teaching resources, short supply of textbooks and lack of proper physical facilities (Iqbal and Kahtoon as cited Iffat, Sufiana, & Malik 2014).Others challenges includes teacher overload and inadequate time allocation for the in-service training in the Municipal.

4.5 RQ4: The strategies for improving in-service training for teachers

Table 4.7: The strategies for improving in-service training for teachers

Statement	Mean	Std. Deviation
Provision of adequate funds to support INSET	3.46	1.06
Proper regulation system to check INSET	3.37	1.05
Provision adequate facilities for INSET	3.39	1.02
Provision of adequate INSET material for the program	3.40	1.15
Provision for INSET inspectors	3.49	1.08
Allocation of time for INSET activities	3.37	1.05
The school's authorities should foster a culture of learning and development	3.45	1.09
Provision of intensive education and publicity on the relevant of in-service training	2.50	1.24
Only professionals and expert should be allowed to facilitates he in-service training	2.40	1.05
Proper organization of In-service training	3.46	1.06
Additional teachers must be employed to reduce workload	3.34	1.05
Teachers must be motivated (allowances, food, promotion, subsided the cost)	2.34	1.09

Source: Fieldwork data, (2022).

The statistics in Table 4.7 displayed the possible strategies for improving in-service training among basic school teachers in Awutu Senya East Municipal. The factors that hinders basic schools in-service training can be address when there are adequate funds to support the in-service training programmes in the Awutu Senya East Municipal. Availability of funds make it possible to procure all the necessary materials and equipment need to embarked on the training. Abubakar (2018) suggested that the MOE and GES should have plan budget for the INSET for basic school teachers in the country so that it may become compulsory for all teachers and basic schools in the country. The availability of the materials and equipment grant the programme successful and efficient and in all the goals of in-service training can be achieved. Also, due to the enough to support in-service training, many basic teachers can be sponsors to take part in the training rather than teachers' representatives. The statistics revealed that average teacher in Awutu Senya East strongly agreed that adequate funds 3.46 (1.06) helped to improved in-service training programmes. Inadequate funds make it difficult to finance the in-service training programmes which make it unattractive to the teachers. **Marrant (2003)** argued that in-service training can be improved through It was accepted that in-service training can be improve by allocating adequate funds 3.46(1.06).

Again, the Table 4.7 disclosed that one strategy for improving in-service training in Awutu Senya Municipal was proper regulation 3.37 (1.05) of the programmes. The proper control and regulation of the training helped to achieve the goals of the programme and prevent other persons to organize the training in a way that might benefit and go contrary to the purposes of the in-service training. Proper regulation and control serve as a check up on the use of the funds and materials entrusted in hands of the in-service training policy implementers'. Ensuring that there is funding

for INSET and that it is allocated fairly and transparently (Tietaah, 2011). All the activities of the in-service training will be under control of the supper authorities like the District education director in the Municipal. Average teacher in the Municipal strongly agreed that proper regulation 3.37(1.05) is a mechanism to solve in-service challenges faced by them.

Moreover, statistics in table 4.7 depicted average teacher in Awutu Senya Municipal strongly agreed that adequate facilities 3.39 (1.02) inform of accommodations, laboratories (both Information Technology and Communication and science) are the essential strategy to improve in-service training among basic school teachers. For in-service training programmes to achieve it purpose the basic necessary facilities must be provided within the Municipal. In general, in-service training cannot be taking place without the training facilities. The Ministry of Education (MoE), Ghana Education Service (GES) and Municipal must work collaboratively to secure the necessary training facilities to boost the in-service training programmes in the Municipal. Iffat, Sufiana and Malik (2014) argued that the organizer INSET faced problems like lack of teaching resources, and lack or inadequate of proper physical facilities. This indicates that provision of training facilities positive affect the organization of INSET. In all, it was accepted among the teachers in the Municipal that adequate training facilities helped to improve in-service training among basic school teachers in the Municipal.

Furthermore, statistics results in the table 4.7 disclosed that average basic school teacher in Awutu Senya East Municipal that training materials, handout , flip chart and among others are very vital for the improving the in-service training among them. The training materials' contains the necessary contents, principles' and procedures

relating to the training. Lack of training materials negatively affect the in-service activities organized for the basic school teachers in the Municipal. Akinbote (2007) argue that most INSET lack or have inadequate materials such as training materials, quality personnel and training facilities are some of the problems facing the organization of INSET. Effective in-service training also relies on the availability of materials. It was strongly agreed among that teachers available in-service training materials 3.40 (1.15) helped to make the training effective and successful.

Again, statistics indicated that the average basic school teachers strongly agreed that availability of in-service training inspectors 3.49 (1.08) play key role in improving in-service training among them in the Municipal. The inspectors helped to evaluate the in-service training programmes and make some recommendation for improvement in the future. The inspectors check if the teachers implement what they were taught at the training and they also check on the facilitators what they impact at training. They very important to the training programmes since inspectors moderate the INSET activities in the Municipal. It was concluded that INSET inspectors helped to improve in-service training programmes in the Awutu Senya East Municipal.

Besides, the time allocated for in-service training for basic school teachers in Awutu Municipal is one of the strategies for improving the training programmes organized for the teachers. Tietaah (2011) argued that there should be protected time for teachers to undertake INSET. Average basic school teacher in the Municipal was with the view that there should be time allocated 3.37 (1.05) to in-service training so that all the teachers will make themselves available for it when it is due. Curriculum experts must make time provision for in-service training and inculcate it in the curriculum so it may become compulsory in the Municipal. It was concluded that in-service training can be

improve through appropriate time allocation for it. This helped the teachers to improve upon their teaching competencies in the classroom.

Also, the environment in the teachers found themselves is a factor of installing effective in-service training among them. The head masters and other school authorities create an atmospheric culture for learning and development. This case the teachers were engaged to make themselves available for relevant training programmes organize for the teachers in Awutu Senya East Municipal. The statistics in Table 4.7 depicted that average basic school teachers in Municipal strongly agreed that school authorities ability to create atmospheric learn and development 3.45 (1.07) is a strategies for in-service training programmes in Awutu Senya East Municipal. It is concluded that school authorities' supportive to in-service training is a remedy for challenges that hinders basic school teachers in-service training in Awutu Senya East Municipal.

Moreover, it was disclosed in the Table 4.7 that the average basic teaches disagreed in Awutu Senya East Municipal that intensive education 2.50 (1.24) on the essence of in-service training has not helped to mitigate the problems that hinder in-service training. They are with the view that many of the teachers are already aware of the existence in-service training in the Municipal. Also, it was revealed that allowing expert and professional to facilitates at the in-service training will not eradicate the problems hindering in-service training at Awutu Senya East Municipal. The teachers vehemently disagreed 2.40 (1.05) that expert alone facilitating at the in-training programme would resolve the problem they are facing in the Municipal. Besides, the statistics results indicated that average teachers disagreed that motivation 2.34 (1.09) attached the in-service training has no linked to the mitigation of the programmes

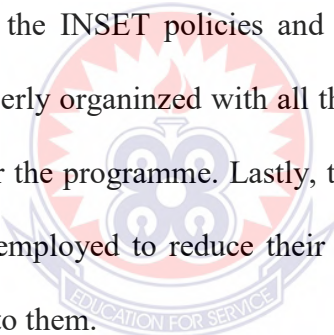
changes. The allowances, promotion and salary increment increased the teacher's participation right but they not implement it as required of them. So, at the end of the day the purpose of in-service training will not be achieved leading to wasting of time. It is finalized that intensive education, motivation and expert alone been the facilitators at the in-service training would mitigate the problems hindering the INSET among teachers in the Awutu Senya East Municipal.

Moreover, there have been some challenges that hinder in-service training among teachers in Awutu Senya East Municipal. One of the major problems was poor organization of the in-service training programmes. The statistics in Table 4.7 revealed that average teacher agreed that poor organization of the training can be mitigated by proper organization 3.34 of the in-service training in municipal. The proper organization ensured that the activities involves in the training are properly allocated to the appropriate person with reasonable time allocated for it. It the appropriate resources are provided for and make ready for the in-service training programme. It was concluded that in-service training programmes problems in Awutu Senya East Municipal were eradicated by proper organization of the programme.

Lastly, it was revealed in Table 4.7 that one of major problem that hinder teachers in-service training was teacher work overload. Workload of teachers is a common barrier to their participation in in-service training as evidenced from studies (OECD, 2009). This make teachers unwillingly to participate INSET Due to the that average teacher agreed that additional teachers 3.34 (1.09) must be engaged in order to helped the existing teachers in the classroom. The work overload of teachers increase he stress of the teachers which affect their desire to engaged in in-service training organized for

them. The teachers were with the view that more teachers must recruited to assist them to perform their responsibilities in the classroom.

In conclusion, the research findings revealed that the strategies that will helped to control the problems in relation to in-service training in Awutu Senya East Municipal include provision of adequate funds and proper regulation of the in-service training programmes. Also, there must be adequate facilities like science and I.C.T laboratories, and training and learning materials must be provided for. Moreover, the INSET inspectors must be making available at time to ensure proper organization of in-service training and quality content delivery during the programme within the Municipal. Abubakar (2018) also added that the teachers must be included in the planning and drawing of the INSET policies and guidelines. The inservice training programmes must be properly organized with all the necessary materials and human resources are available for the programme. Lastly, time must be allocated for INSET and more teachers to be employed to reduce their responsibilities so that in-service training will be attractive to them.

The logo of the University of Education, Winneba, is a circular emblem. It features a central shield with a book and a lamp, surrounded by a sunburst pattern. Below the shield is a banner with the motto "EDUCATION FOR SERVICE". The entire emblem is set against a red and white background.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter deals with the findings from the research study, conclusion and some possible recommendations. The research study aims to know the problems that hinder in-service training among basic school teachers in Awutu Senya East Municipal. Its research study was guided by these research objectives.

5. To identify the types of in-service training available for basic school teachers in Awutu Senya East Municipal.
6. To determine how often in-service training activities are organized for teachers in Awutu Senya East Municipal.
7. To examine the problems hindering teacher in-service training activities in Awutu Senya East Municipal.
8. To identify strategies to improve teacher in-service training in the Awutu Senya East Municipal.

5.1 Summary of findings of the study

The following major findings were revealing by this research paper:

1. The research findings revealed that there were so many types of in-service training opportunities available for the teachers in Awutu Senya East Municipal. Findings from research study disclosed that basic school teachers engaged in in-service training to build their teaching competencies through regular courses, workshop, conferences, distance, seminars and sandwich. But

the most in-service utilized by Awutu Senya East Municipal was distance, sandwich and workshop but conference is the least used among the teachers.

2. The research analysis results revealed in-service training are organized for the basic school teachers in Awutu Senya East Municipal at least every once a year and sometimes too twice a year depending the school. Also, findings revealed that the teachers participate in in-service at end of the term.
3. The findings' from the research disclosed the problems' that hinder in-service training among basic school teachers. The problems include inadequate financial support, poor regulation of in-service training programmes and inadequate facilities to accommodate the training. Also, the training materials like learning materials, equipment were not enough and such programmes were poorly organized in the Municipal. Others problems includes teachers were overload and inadequate time allocation for the in-service training in the Municipal.
4. The research findings revealed that the strategies that will helped to control the problems in relation to in-service training in Awutu Senya East Municipal include provision of adequate funds and proper regulation of the in-service training programmes. Also, there must be adequate facilities like science and I.C.T laboratories, and training and learning materials must be provided for. Moreover, the INSET inspectors must be making available at time to ensure proper organization of in-service training and quality content delivery during the programme within the Municipal. The inservice training programmes must be properly organized with all the necessary materials and human resources are available for the programme. Lastly, time must be allocated for INSET and

more teachers to be employed to reduce their responsibilities so that in-service training will be attractive to them.

5.2 Conclusions

It was concluded that there were a lot of problems affecting the organization of in-service training among the basic school teachers in Awutu Senya East Municipal. But the research study revealed effective strategies to curb with the problems disclosed from the research findings.

It came from the study that basic teachers in Awutu Senya East Municipal build their teaching competencies through distance education, sandwich, workshop, seminars and others through regular education courses. This means having given the basic school teachers in Awutu Senya East Municipal to opportunity to engaged in life long learning whiles they still in the teaching profession. Due to the nature of the structured activities in the classroom, some teachers were less privilege to enroll in regular courses organized by the recognized education institutions in Ghana but can engaged in distance and sandwich education. There were available seminars, workshop and conferences which equally build the competences of the basic school teachers.

It was also concluded that the basic school teachers in Awutu Senya East Municipal mostly engaged in in-service training at least once a year or twice a year based on their teaching schedules. They also engaged in in-service training at the end of every term. The time frame for schools makes it flexible for teachers to at least engaged in-service training once a year. Due to the available means of basic school teachers to participate in-service training, they engaged such training at the end of every term. This helps the basic school teachers to understood the current trends in education

though there are some possible challenges that block their smooth will to engaged in the training.

The challenges affect the organization of training programmes for basic school teachers in Awutu Senya East Municipal. The challenges disclosed in the research study include inadequate funds, poor organization, inadequate materials and facilities, teacher work overload etc. the findings also indicated that the problem indicate by the research study will mitigated by provision of adequate funds and training materials and adequate training facilities. Also, the in-service programmes must be properly organized and regulated very well in order to achieve it intended goals etc. These challenges have made it impossible for some teachers to engaged in-service training in the Municipal.

5.3 Recommendations

The following are the recommendation made based on the findings and the conclusions.



1. Aside the time constraint of teachers there are other challenges facing the implementation and organization of in-service training within the Municipal. The teachers complain about poor organization, inadequate funds, inadequate training materials and among others. The researcher recommended that Municipal education director must work collaborative with the Ghana Education Service (GES) and Ministry of Education (MoE) to secure the adequate funds and training resources to support the organization of in-service training programmes for the basic school teachers. The availability of the necessary resources will make the training attractive to teachers and they will make themselves available for the programmes. It is through that in-service

training purpose can be materialized to improve the quality of teaching in the classroom. Also, right people must be engaged to train the teachers and the training must be organized to meet the current needs of teachers in the classroom not for just organizing the training. The teacher should be able to apply the theory in the classroom.

2. On the basis of the challenges facing INSET in Awutu Senya East Municipal, the researcher recommended that more INSET inspectors' must be recruited and engaged in the Municipal to supervise the in-service training programmes organized for basic school teachers in the Awutu Senya East Municipal. They will be helped to ensure that the necessary materials or resources are secure before the starting of the training programmes and such materials are utilized for its intended purposes. The inspectors will ensure the training programmes are properly planned and organized and to ensure that the purpose of the training programmes will be achieved. The cost involved in the training must be subsidized or sponsored by the state. Also, continuous professional development allowance must be increased which, where possible, will enable more teachers to participate in in-service training.

5.4 Recommendation for further study

1. The role of in-service training for improving basic school students' academic performance
2. The influence of in-service training on basic school teachers' performance
3. Comparative study on in-service training policy among different Municipalities or districts
4. Factors that hinder Senior High School teachers' in-service training programmes in Awutu Senya East Municipal.

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APPENDICES

APPENDIX A

Introductory Letter



UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF EDUCATIONAL STUDIES

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT

P. O. Box 75, Winneba, Ghana

deam@uew.edu.gh

UEW/EAM/INT/6

Date: 30TH MAY, 2022.

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION

We write to introduce **Esther Poma Amankwah**(200028824), a student on the MPhil. Educational Administration and Management programme of the Department of Educational Administration and Management.

Esther Poma Amankwah is currently working on a research project titled:

“PROBLEM HINDERING IN-SERVICE TRAINING IN THE AWUTU SENYA EAST MUNICIPAL, IN THE CENTRAL REGION”.

Please, give her the necessary assistance and co-operation.

Thank you.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Judith Bampo'.

Judith Bampo (PhD)
Ag. Head of Department

APPENDIX B

Questionnaires for Teachers

UNIVERSITY OF EDUCATION, WINNEBA

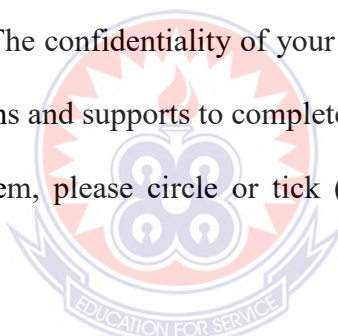
POST GRADUATE STUDIES

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND
MANAGEMENT

Dear Teachers

I am embarking on research that purports to collect your opinion on the study: Factors hindering in-service training among basic school teachers in Awutu Senya East Municipal. There is no right or wrong answer. I am interested in your personal experience and opinion. The confidentiality of your information is guaranteed. Thank you for your considerations and supports to complete these questionnaires.

Instruction: For each item, please circle or tick (✓) their preferred responses and opinion



SECTION A: BACKGROUND DATA OF THE RESPONDENTS

Please, kindly select the appropriate response.

1. **Gender/Sex:** Male [] Female []
2. **Education Qualifications:** Degree [] Master's degree [] Doctor Degree [] others (Specify) []
3. **Teaching experience:** 1-4 years [] 5-10 years [] 11-15 years [] 16 years and above []
4. **Age :** 20-30 years [] 31-40 years [] 41-50 years [] 51-60 years []

SECTION B: TYPES OF IN-SERVICE TRAINING AVAILABLE**FOR BASIC SCHOOL TEACHERS**

Please, kindly indicate your level of agreement to the statements in the table below by ticking [✓] whether you Strongly Disagree (SD), Disagree (D), Agree (A), Strongly Agree (SA).

S/N	Statement	SD	D	A	SA
5	I develop and build my teaching competencies through regular education courses				
6	I develop and build my teaching competencies through workshop				
7	I develop and build my teaching competencies through attending educative conferences				
8	I develop my teaching skills through distance educational courses				
9	I develop and build the teaching competencies through seminars organized in the district and within the school				
10	I build my teaching through sandwich programmes organized by recognize institutions' in Ghana				

11. Specify other INSERT activities participated (if any)

.....

**SECTION C: IN-SERVICE TRAINING AVAILABLE FOR BASIC
SCHOOL
TEACHERS**

Please, kindly indicate your level of agreement to the statements in the table below by ticking [✓] whether you Strongly Disagree (SD), Disagree (D), Agree (A), Strongly Agree (SA).

S/N	Statement	SD	D	A	SA
12	I engaged in in-service training every year				
13	I participated in in-service training for every three months				
14	As a teacher, I participated in in-service training twice a year				
15	I have been involved in-service training at the end of every term				
16	I participated in in-service training for every month				
17	I participated in in-service training twice a month				
18	I have been participated in-service training for every week				

**SECTION D: PROBLEMS HINDERING TEACHER IN-SERVICE TRAINING
ACTIVITIES**

Please, kindly indicate your level of agreement to the statements in the table below by ticking [✓] whether you Strongly Disagree (SD), Disagree (D), Agree (A), Strongly Agree (SA).

SN	Statement	SD	D	A	SA
19	There is always shortage of funds to support INSET				
20	There is no proper regulation system to check INSET organize for basics school teachers				
21	There are inadequate or lack of facilities for INSET in the schools				
22	The INSET materials are not adequate for the program				
23	The INSET inspectors are very few with negative focus on the activities				
24	The teachers are not ready to make themselves available for the INSET activities organize for the school.				

25	There is inadequate time for INSET activities in the Municipal				
26	Poor perception of teachers towards in-service training				
27	There is inadequate or less qualified professionals and experts who facilitates the in-service training organize for teachers				
28	The inservice training are poorly organized in my school and the district				
29	I am overloaded which make it difficult to participate in such in-service training organize for us				
30	It is very expensive and there teachers are not motivated after engagement in such training				
31	The in-service training organize for us do not address their needs in the classroom				
32	There is no time must be allocated for in-service training which makes it difficult for our participation				

SECTION E: STRATEGIES FOR IMPROVING IN-SERVICE TRAINING IN BASIC SCHOOLS

Please, kindly indicate your level of agreement to the statements in the table below by ticking [✓] whether you Strongly Disagree (SD), Disagree (D), Agree (A), Strongly Agree (SA)

SN	Statement	SD	D	A	SA
33	There should be adequate funds to support INSET				
34	Proper regulation system to check INSET organize for basics school teachers				
35	There must be adequate facilities for INSET in the schools				
36	There must be enough INSET material for the program				
37	The must be INSET inspectors who are ready to work to achieve the quality service				
38	There must be allocation of time for INSET activities				

39	The schools authorities should foster a culture of learning and development in the various schools in Municipal.				
40	There must be adequate funds allocated to support the implementation of in-service training for teachers				
41	There must be intensive education and publicity on the relevant of in-service training for teachers				
42	Only professionals and expert should be allowed to facilitates he in-service training				
43	The in-service training must be well and properly organized to include all the relevant materials, facilitates etc				
44	Additional teachers must be engaged to support the existence teachers in order to reduce their workload				
45	The training content must be able to adres the needs of teachers in the classroom				
46	The teachers must be motivated (allowances, food, promotion, subsized the cost) at the end of the in-service training.				

