

School-Based In-Service Training Programmes: Perceptions of Basic School Teachers and Administrators of East Mamprusi Municipality, North East Region of Ghana

Meshanu Kasimu Hamisu ^{1*} & Salifu Zibreal Sandawey ²

1. Department of Education, Gambaga College of Education, Ghana

2. Department of Education, Gambaga College of Education, Ghana

*Corresponding author's email address: hamisumeshanu76@gmail.com

Abstract

Effective teaching and learning at the basic school have often been linked to good teacher professional knowledge and skills, acquired not only through pre-service teacher education but also participation in in-service training programmes. This paper reports on a study which explored the perceptions of basic school teachers in the East Mamprusi Municipality about in-service training programmes. The concurrent triangulation research design was employed in the study, which included 17 public junior high schools in the study area. A sample size of 72 teachers was obtained using the simple random sampling method, while 17 head teachers were purposively sampled. Questionnaire and interview were used to collect data. Frequency counts and percentages were the descriptive statistical tools used for the data analysis. The study established that in-service training programmes are more effective if schools are empowered to organise such programmes for teachers. Also, the study found that participation in-service training programmes enhanced teachers' knowledge of content in their respective subject areas. The findings further revealed that in-service training programmes enhanced teachers' knowledge on pedagogy and increased their motivation at work. It was recommended that basic schools be empowered to organise in-service education and training (INSET) and take steps to institutionalise its implementation for the continuous professional development of teachers.

Keywords: In-service training; education; teacher; perception; life-long learning; Ghana

Introduction

Teachers are a critical resource for the education provision function because their level of professional knowledge and skills has a bearing on student achievement (Roberts & Sampson, 2011). Teachers are required to facilitate learning processes within the school setting and also serve as agents for creating desired change in the attitudes of learners. This calls for the need to equip teachers with the requisite knowledge and skills to enable them perform these roles as expected (Roberts & Sampson, 2011). The need for educators to continuously upgrade their professional knowledge and skills by engaging in lifelong learning has been emphasised. Fischer (2000) observes that lifelong learning promotes effective educational opportunities in the many learning settings through which people pass, including the home, school, work place and the larger political community.

Pre-service training of teachers provides participants with skills and knowledge to enable them carry on as facilitators and agents of change (Mankoe, 2002). This initial training, however, cannot fully equip the teacher with the skills, knowledge and competencies to teach for life. There is the need, therefore to update the teachers' knowledge periodically, especially in the face of knowledge explosion and curricula changes which have affected content and pedagogy (Mankoe, 2002). This call has been corroborated by the United States Agency for International Development, USAID (2009) which states that all teachers should be included in the learning opportunities through effective in-service professional development programmes, and that most of the in-service training programmes must be based at the school and cluster levels.

Statement of the Problem

In-service Education and Training has been widely recognised as one of the most effective measures for enhancing teacher quality and performance (Mankoe, 2002). As a step towards improving the performance of basic school pupils, the Ghana Education Service, GES (2007) developed a framework for the implementation of In-service Education and Training (INSET) programme at the basic education level, aimed at establishing an institutionalised structure for the continuous professional development of basic school teachers and to address the challenges teachers face with respect to pedagogy and content. Abu (2011) carried out a qualitative study to determine the

perceptions of primary school teachers in the East Mamprusi District about in-service training programmes and reported that teachers recognised the programmes as vital tools for their professional growth but expressed reservations regarding the quality of such programmes and the effective utilisation of the outcomes. The current study however employed the integrative mixed methods approach to find out the perceptions of Junior High school teachers and administrators in the East Mamprusi Municipality about in-service training programmes in terms of school-based organisation, challenges and impact on teacher quality.

Research Questions

1. What are the perceptions of basic school teachers and administrators in the East Mamprusi Municipality about in –service training?
2. To what extent has participation in in–service education and training equipped basic school teachers in the East Mamprusi Municipality to improve teaching and learning?

Literature Review

Theoretical Framework

The study was based on the human capital theory, proposed by Schultz (1961). Using the theory, Schultz introduced returns on investment which highlights the cost benefit analysis of training and education. According to the human capital theory, education or training raises the productivity of workers by imparting useful knowledge and skills. It postulates that expenditure on training and education is costly and should be considered an investment. The human capital theory is applicable to this study because it helps to highlight the sort of benefits that the human resources responsible for teaching within a school setting could derive from participation in in-service training. By encouraging teachers to attend in-service training, their professional skills and conduct are enhanced and they grow to eventually recognise the feasibility of high level of performance. The researchers, therefore, found the applicability of the human capital theory to the study appropriate to find out the perceptions of teachers about in-service training programmes; and whether such programmes have any influence on teacher quality in the East Mamprusi study area.

The Concept of In-Service Training

In-service training is believed to be one of the ways for teachers to gain knowledge and skills through direct experiences and informal interactions with colleagues (Canman, 2000; Tortop, 2005). Various organizations the world over, have adopted and embraced the concept of in-service training as a strategy for attaining organisational goals (Kennedy, 2005).

Some scholars have, however conceptualised in-service training as being synonymous with professional development and argue that the two terms could be used interchangeably. Whereas Burk (2000) describes professional development in the context of a school system, as a planned, comprehensive and systematic programme to improve the ability of personnel in the design, implementation and assessment of productive change, Saiti and Saitis (2006) maintain that professional development focuses on activities that develop an individual's knowledge and skills to enable him/her contribute to the improvement of practice through active roles. For professional development programmes to be relevant and greatly contribute to classroom practice however, such programmes must be collaborative, extended over time and connected to several elements of instruction, such as the curriculum, use of appropriate methodology and assessment procedures (Cohen & Hill, 2000). Arguing differently, Stella (2014) expresses the view that in-service training implies staff development because it is a process that is designed to positively affect knowledge, skills and attitudes of teachers in an attempt to help them improve the learning of students. Stella's (2014) view has been found to corroborate that of Mankoe (2007) as he describes in-service training as being synonymous with staff development, which educational institutions take to provide their staff a kind of preparation that enables the staff to updrage themselves and remain competent on the job. Mankoe further identifies two approaches to adopt in mounting staff development or in-service training programs in educational institutions, namely: coaching and mentoring. Coaching, according to Mankoe deals with assisting teachers to acquire skills relevant for classroom practice and focuses on the transfer of knowledge and skills gained from staff development programmes to the classroom situation while mentoring involves an experienced teacher providing assistance to a new professional for the purpose of professional growth and opening a pathway for the young professional to become established.

Teachers and Head Teachers' perceptions of INSET

In a descriptive survey of 100 rural primary schools in Kenya to find out the perceptions of teachers and head teachers regarding in-service training or staff development programmes, Frederick and Stephen (2009) report that various types of staff development programmes were engaged in by teachers and head teachers. Such programmes, according to Frederick and Stephen, include pursuing courses in higher education, participating in seminars and workshops, consulting teacher advisory centers, school based in-service facilitated by subject specialists, use of community resource persons, teacher-to-teacher assistance and head teacher-to-teacher assistance. Furthermore, Frederick and Stephen found that teachers expressed a stronger perception that getting involved in in-service training programmes will improve their teaching effectiveness as compared to their colleagues who do not participate in in-service training programmes. Again, Frederick and Stephen found that head teachers in high- performing schools had a good track record of participation in in-service training programmes and, hence, developed enhanced instructional and leadership skills as compared to their colleagues in low-performing schools in the Kenyan education system.

Bulut (2022) used the case study design and a semi-structured interview to determine the perceptions of teachers working at various levels of formal education in Turkey towards in-service training activities. The study found that, a significant percentage of the teachers did not find the in-service training activities they participate in sufficient, in terms of scope and content, and they preferred in-service training on subjects such as information technologies, special education, training coaching, developmental psychology, teaching methods and techniques, software and material preparation.

In the study conducted by Durmuş (2003) teachers' opinions about in-service training activities organized for classroom teachers were examined. In the study, teachers complained that in-service training activities were not held at appropriate times, their opinions were not taken, the scope of activities was insufficient, and the methods or techniques used were ineffective. In another study, most administrators and teachers expressed preference for INSET programmes that integrate not only ICT and other 21st century skills but also subject content knowledge, pedagogical knowledge and pedagogical content knowledge. The administrators further took the view that the facilitators

assigned in in-service training activities are not usually selected from among experts in their fields (Aslan, 2019; Karadağ, 2015).

In-Service Education and Training in Ghana

Ghana's Education Act of 2008 established the National Teaching Council (NTC) with the responsibility for setting standards and code of practice for professional development, registration and licensing of teachers. Specifically, section 10 of the 2008 Education Act stipulates that the NTC takes responsibility for periodic review of teachers' professional practice and ethical standards through in-service education and training. Consequently, the Pre-tertiary Teacher Professional Development and Management (PTPDM) policy states that teacher education and training shall comprise pre-service and a system of in-service training for all graduating teachers from accredited tertiary institutions in Ghana. Also, teacher professional development in Ghana, as the PTPDM policy states is expected to reflect the training needs of teachers and as well recognise and reward their professional growth and achievements, which comes in the form of enhanced remuneration for those who acquire higher certificates and degrees. The PTPDM policy (2012) spells out the structure of pre-tertiary teacher development in Ghana as having the following features: initial teacher training programmes (4 years); induction and initial INSET programmes (within one year after pre-service training); In-service education and training (INSET) which is continuous for updating professional knowledge and skills and upgrading programmes including open and distance learning and sandwich programmes.

In-service Training Programmes and the Roles of School Administrators

School administrators play a key role in the achievement of educational goals and objectives (Stella, 2014). In conformity with their fundamental roles, Bush and Oduro (2006) argue that administrators are basically trained to enable them play management functions. This implies that school administrators might not have had adequate exposure regarding instructional practices of classroom teachers. However, Barrow and Boyle (2007) posit that school administrators and supervisors should participate in continuous professional development programmes as this would give them exposure to the same knowledge, skills and commitments that teachers gain through in-service training programmes. This view agrees with the Pre-Tertiary

Teacher Professional Development and Management (PTPDM) policy framework (2012) developed by the Ghana Education Service. The policy mandates head teachers, circuit supervisors and representatives of the district education office to collaborate in the organization of school and cluster-based INSETs and to observe, monitor and report on programmes they attend. It has thus become clear that head teachers are not only responsible for the implementation of INSET programmes in their respective schools, but they are also expected to participate in such programmes in order to gain better insight on classroom practices of teachers.

The impact of INSET on Teaching and Learning

Research carried out by various scholars highlight the relevance of in-service training to the professional development of teachers which in turn impacts positively on learning outcomes. The fact that education is a life-long process accounts for the reason why the teacher should continue to learn throughout his/her life.

Frederick and Stephen (2009) in a study to determine the impact of in-service training programmes on teaching and learning in the Kenyan educational system report that teachers participate in such programmes to acquire more knowledge and skills in the following areas: school management and instructional leadership, teaching methods, use of teaching resources, evaluation techniques, understanding factors which affect learning, knowledge of subject matter/content area, general knowledge on teaching as a profession and guidance and counseling. Mastery of content matter of any subject enhances teachers' effectiveness on cognitive aspects of education and facilitates pupils' academic achievement (Frederick & Stephen, 2009). Additionally, Frederick and Stephen argue that seeking more knowledge on teaching as a profession motivates teachers to take their roles seriously. With specific reference to head teachers, Frederick and Stephen state that head teachers who participate in in-service training programmes are able to provide effective instructional leadership and more often register high academic achievement on the part of their students. In the Ghanaian context, the Pre-tertiary Teacher Professional Development and Management (PTPDM) policy framework (GES, 2012) supports the issues raised by Frederick and Stephen. The policy highlights the importance of INSET by stating that the programme is designed to ensure a systematic improvement of the quality of teachers

in terms of mastery of content and better understanding and use of teaching techniques for effective lesson delivery.

Literature review has revealed that In-service Education and Training (INSET) is relevant for teacher improvement, hence, school administrators are expected to be proactive in organising such programmes for the benefit of teachers who are implementers of the curriculum. It has also come to light from literature, that the INSET programme in the Ghanaian context has a legal backing: The Pre-tertiary Teacher Professional Development and Management (PTPDM) policy framework (GES, 2012) provides for the implementation of In-service Education and Training (INSET) programmes at the pre-tertiary education level.

Methodology

The concurrent triangulation research design was used in the study. This design involves the use of more than one method to confirm, cross-validate or corroborate findings within a study (Creswell, 2003). The integrative mixed methods approach enables the researcher to collect data by the concurrent triangulation strategy and generalize to a population in order to develop a detailed view of the meaning of a phenomenon or concept (Creswell, 2003). The choice of the concurrent triangulation strategy made it possible to collect both closed ended quantitative data and open-ended qualitative data which proved advantageous to best understand the research problem. The concurrent triangulation research design has been found to have a number of advantages. First, it allows for the use of words and narratives to add meaning to numbers and to answer a broader range of research questions because the researcher is not confined to a single method or approach. Again, the use of this research design in the conduct of the study could add insights and understanding that might be missed when only a single method is used.

The simple random sampling technique was employed to obtain a sample of 72 teachers out of an entire population of 134 Junior High school teachers whilst 17 head teachers were purposively selected from the 17 Junior High schools to participate in the study. The choice of the simple random sampling technique was informed by the desire to reduce the potential human bias in the selection of cases to be included in the sample; and to provide an equal chance of selecting each unit from the population being studied (Anthonio, 2011). The head teachers

were purposively selected because they were capable of providing the information relevant for answering specific research questions in the study.

Questionnaire and semi-structured interview were used for the collection of data. The questionnaire was made up of open-ended and close-ended questions. Most of the items were, however, of the close-ended type and respondents were required to tick the most acceptable responses among the options provided; and in some cases to rank the responses where the items are of such nature. The questionnaires were administered to 72 subject teachers and 17 head teachers serving at the JHS level of education in the East Mamprusi Municipality. Interview was conducted with a sample of 10 teachers (5 males and 5 females), randomly selected from the 72 teachers who participated in the study, and the 17 head teachers. The interview was administered to the two category of respondents on separate days.

The research instruments were subjected to both validity and reliability tests. Face validity was ensured through expert judgement. Content validity of the research instruments was also ensured through expert judgment. The reliability of the research instruments was estimated using Cronbach's alpha reliability test which yielded a reliability coefficient of 0.74. George and Mallery (2003) state that a Cronbach's alpha reliability coefficient greater than or equal to 0.7 is acceptable, hence the instruments were reliable

Quantitative data that was derived from the demographic section of the questionnaire and other close-ended questions were analyzed using descriptive statistics such as percentages and frequency counts. On the other hand, qualitative data generated from open-ended questions were organized into themes and discussed in line with the research questions.

For the qualitative data derived from focus group interviews, thematic content analysis was employed where the interview data was closely examined to identify common themes i.e. topics, ideas and patterns of meaning that come up repeatedly. The semantic approach, which involves analyzing the explicit content of interviewee's stated opinions was used to create a coherent narrative in respect of the opinions expressed by the respondents.

A total of 89 questionnaires were distributed to 17 head teachers and 72 teachers, all of which were responded to and returned.

Results and Discussion

Demographic information

In order to understand the population under study, demographic information was sought of the head teachers and teachers, in terms of their gender and educational qualification.

Table 1: Gender of Respondents

Variable	Respondents	Categories	Frequency	Percentage
Gender of respondents	Head teachers	Male	11	64.7
		Female	6	35.3
		Total	17	100
Gender of respondents	Teachers	Male	48	66.7
		Female	24	33.3
		Total	72	100

As shown in Table 1, 64.7% of the head teachers were males while 35.3 percent were females. This suggested that both males and females had opportunity to occupy headship positions in basic schools within the East Mamprusi municipality. The data further revealed that there were more male teachers in the JHS sector as compared to females (66.7 percent male as against a 33.3 percent female representation).

Table 2: Educational Qualification of Respondents

Respondents' Academic Qualification	Head teacher		Teachers	
	Frequency	Percent	Frequency	Percent
Cert A.	0	0	3	4.2
Diploma	3	17.6	56	77.8
Bachelor's Degree	14	82.4	13	18
Total	17	100	72	100

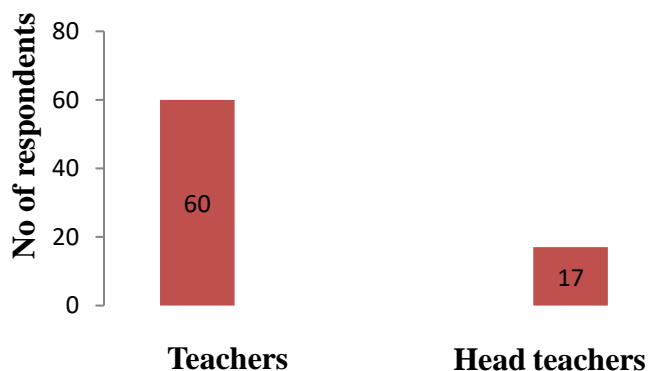
Table 2 points to the fact that the respondents had received academic and professional training at various levels. This implied that they had met the minimum qualifications to serve as teachers in their respective schools, and hence constituted potential beneficiaries of In-service Education and Training.

Data analysis based on Research Questions

Research Question 1: What are the perceptions of basic school teachers and administrators in the East Mamprusi Municipality about in-service training?

To address this question, responses were elicited from respondents in two phases. First of all, the respondents were asked to indicate whether they had attended any in-service training programmes in the past, and the frequency of attendance. The responses were analyzed as shown in figure 1.

Figure 1: Respondent attendance to in-service training programmes



From Figure 1, all 17 head teachers (representing 100%) who responded to item 7 of the questionnaire had participated in one form of school-based in-service training or the other. Sixty (60) teachers (83.3%) indicated their participation in school-based in-service training whilst the remaining eleven teachers (16.7%) said they were yet to have an opportunity to participate in INSET programmes at the school level. This confirms that INSET is not a familiar phenomenon to all teachers in the East Mamprusi Municipality. It further suggests that the In-service Training and Education (INSET) programme has a legal status in Ghana’s education system as stated in the Pre-tertiary Teacher Professional Development and Management (PTPDM) policy (2012). The policy states that teacher education and training shall comprise pre-service and a system of in-service training, starting with an induction programme into teaching for all graduating teachers from the colleges

of education, the Universities and other accredited institutions in Ghana.

Furthermore, the respondents were asked to state their level of agreement with issues related to in-service training in the areas of participation, utilisation of knowledge/skills gained, motivation for attendance, course content and effectiveness of the programmes. They were to rank their responses to items in the questionnaire where Strongly Agree (SA) was coded as (4), Agree (A) was coded as (3) while Disagree (D) and Strongly Disagree (SD) were coded as 2 and 1 respectively. Shown in Table 4.3 were the teachers' responses to the issues as enquired by the data collection instrument.

Table 3: Teachers' Perceptions and Understanding of issues on In-service training

	SA		A		D		SD		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Voluntary participation in in-service training	52	72.2	15	20.8	4	5.6	1	1.4	72	100
Shorten duration of in-service training	40	55.6	17	23.6	5	6.9	10	13.9	72	100
Eager to apply knowledge gained from in-service	37	51.4	5	6.9	10	13.9	20	27.8	72	100
INSET forms part of Professional development for teachers	62	86	4	5.6	3	4.2	3	4.2	72	100
Incorporate instructional leadership in INSET programmes	32	44.5	25	34.7	8	11.1	7	9.7	72	100
Emphasize pedagogy & content knowledge in INSET programmes	45	62.5	20	27.8	6	8.3	1	1.4	72	100
Promote teachers based on INSET attendance	33	45.8	20	27.8	10	13.9	9	12.5	72	100

Table 3 above shows that a good number of the respondents (86%) recognised that in-service training forms part of the professional development programmes for teachers while 72.2% indicated their willingness to voluntarily participate in in-service training programmes

for teachers. Frederick and Stephen (2009) elaborate that teachers engage in various types of staff development programmes. Such programmes, according to Frederick and Stephen, include pursuing courses in higher education, participating in seminars and workshops, consulting teacher advisory centers and school based in-service facilitated by subject specialists. However, few of the participants (1.4%) stated that they would participate in in-service training only if such programmes are mandatory. Furthermore, 27.8% of the respondents indicated that they were not eager to apply the knowledge and skills they had gained from in-service training in their classroom practice. Contrary to these views, the Pre-Tertiary Teacher Professional Development and Management (PTPDM) policy (GES, 2012) stipulates that In-service Education and Training (INSET) has been institutionalised in all basic schools in Ghana, and has therefore become mandatory for teachers. The respondents also expressed stronger perception regarding the content of in-service training programmes. A reasonable number of the teachers (62.5%) stated that in-service training programmes should emphasise both pedagogical and subject content knowledge, 1.4% of them were however opposed to this view. Stella (2014) however emphasised that staff professional development should include those processes that improve job-related knowledge, skills and attitudes of teachers.

Research question 2: To what extent has participation in In-Service Education and Training equipped basic school teachers in the East Mamprusi Municipality to improve teaching and learning?

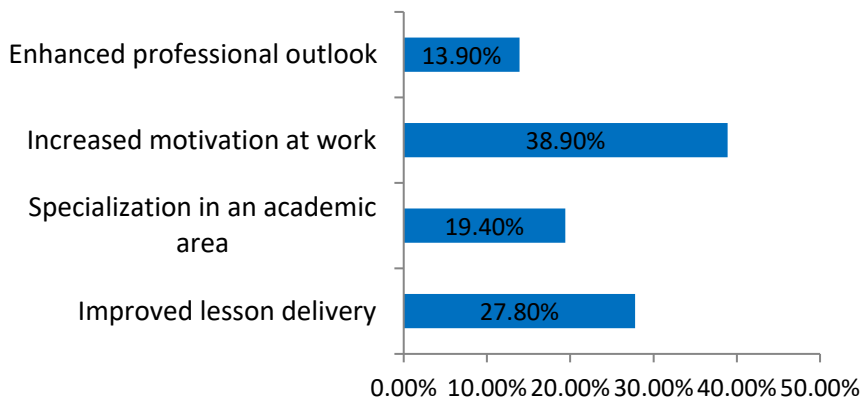
To address this, a number of questions were posed to the two categories of respondents who participated in the study (head teachers and teachers) to determine the various ways in which in-service training had impacted on them to improve teaching and learning. The responses were analysed as shown in Table 4 and Figure 2 respectively.

Table 4: Perceived effect of In-service training on Basic School Administrators (Head teachers)

Variable	Responses	Percent
Enhanced managerial skills	4	23.4
Increased subject content knowledge	2	11.8
Increased knowledge on pedagogy	3	17.6
Higher professional qualification	2	11.8
Increased motivation at work	2	11.8
Integration of ICT and other 21st century skills	2	11.8
Exposure to pedagogical content knowledge	2	11.8
Total	17	100

From Table 4, the administrators perceived enhanced managerial skills and increased knowledge on pedagogy as the greatest impacts in-service training had made on the professional performance of head teachers (23.4% and 17.6% respectively). This finding concurs with the view expressed by Barrow and Boyle (2007) who posit that school administrators and supervisors should necessarily participate in continuous professional development programmes as this would give them exposure to the same knowledge, skills and commitments that teachers gain through in-service training programmes. Barrow and Boyle add that, such participation in INSET consequently enables school administrators and supervisors to exercise instructional leadership by way of professional guidance and pedagogical support to improve practice in schools. It was also inquired from teachers the various ways in which in-service training had impacted on them to improve pupils' learning outcomes. Their responses were analyzed as shown Figure 2.

Figure 2: Ways in which in-service training programmes impact on teachers.



From Figure 2, it can be seen that improved lesson delivery (27.8%) and increased motivation at work (38.9%) stood out as the greatest impact in-service training programmes have had on teachers' professional performance. The implication of this finding is that participation in in-service training by teachers motivates them well enough at the work place as compared to other benefits of such programmes. This could arise from the fact that certain in-service training programmes, such as further studies usually result in the award of certificates to participants. It is also shown from Figure 2 that, 10 teachers (13.9%) stated that participation in in-service training programmes enhanced their professional outlook while 14 teachers (19.4%) indicated that participation in in-service training programmes created opportunity for them to specialize in an academic area in terms of content knowledge. This corroborates the findings of Douglas and Tim (2008) who state that content-focused teacher professional development is positively associated with teacher productivity and by extension, enhanced pupil performance.

Results of interview of respondents

In all, a sample of 10 out of 72 teachers, and 17 head teachers at the Junior High School level in the East Mamprusi Municipality were taken through a focus group interview using the same interview guide. Key themes generated from the interview data focused on Compulsory

participation in INSET, Impression on INSET Implementation at the JHS level and impact of INSET on teacher quality.

Qualitative Data Analysis:

Result of Interview of Head teachers

Interview with the 17 head teachers who participated in the study showed that they were in full support of compulsory attendance of INSET by JHS teachers

Theme 1: Compulsory attendance of INSET by JHS teachers in the East Mamprusi Municipal.

When the headteachers were asked about their views in respect of making INSET compulsory or voluntary for teachers, some of them remarked:

Headteacher: *“Look, teachers should not be given any option to choose whether to attend INSET or not. The fact is that, teachers can only be effective in their classroom activities if they update their professional knowledge through INSET. The programme (INSET) must be compulsory for teachers and headteachers alike, not optional for any reason”* (Interview data, 2022)

Theme 2: Impression on INSET Implementation at the JHS level

Interview questions under this theme sought to solicit the views of respondents as to whether the district education office should serve as the implementing body or the schools. The respondents' expressed varied views related to the implementation of INSET at the JHS. While 7 head teachers (41.2%) were of the view that the District Education Office should take up the responsibility of organising INSET in the schools, the remaining 10 head teachers (58.8%) took the view that the implementation of INSET at the JHS is vital and that the organisation of same should be left to the schools.

Result of Interview of Teachers

Theme 1: Compulsory attendance of INSET by JHS teachers in the East Mamprusi Municipal.

On the theme of compulsory attendance of INSET, the teachers who were interviewed unanimously held a common view as remarked by one teacher *“...if attendance to in-service training is made compulsory, we may be present but not take anything serious”*.

Theme 2: Impression on INSET Implementation at the JHS level

When asked about their impression regarding the implementation of INSET at the JHS, all the 10 respondents expressed the view that it is a welcome idea, and that head teachers should be charged with the responsibility of organising the programmes at the school level. This position corroborates the views expressed by the majority of head teachers (58.8%) who responded to the same interview question, that organisation of INSET should be left in the hands of school management

Theme 2: Impact of INSET on teacher quality

When asked whether participation in INSET programmes has any benefits for teachers, all the 10 respondents held a unanimous view in respect of participation in INSET and teacher quality. They stated that participation in INSET has a potential to enhance teacher quality, in terms of knowledge of subject content and pedagogy.

Conclusion

Based on the findings of the study, it was concluded INSET is a well-known phenomenon among and school administrators. This came to light when all the headteachers who took part in the study indicated they had participated in some forms of INSET programmes. The findings of the study also show that in-service training forms part of the professional development programmes for teachers, and could take a variety of forms, such as engaging in further studies and participating in seminars and workshops

The findings of the study further show that attending in-service training programmes positively affect the quality of teachers and head teachers to improve teaching and learning at the basic school level. This came to the fore when participants of the study responded to the interview question that solicited their views on the impact of INSET on teacher quality. It also emerged from the study that organisation of INSET programmes at the school level, if left in the hands of head teachers, will be more effective.

Recommendations

Based on the results of this study, the following recommendations were made: The Ministry of Education (MOE) and Ghana Education Service (GES) should take steps to institutionalise INSET at the basic school level and put measures in place to ensure effective implementation of same. The researchers also recommend that

tertiary education curriculum developers take steps to include In-Service Education and Training (INSET) courses in the curricula of teacher training institutions to provide pre-service teachers an opportunity to study about INSET as part of the official curriculum. Further, it is recommended that outstanding participation of teachers in INSET is recognized by way of citations. This would serve as a motivational package and would eliminate the incidence of apathy on the part of teachers towards INSET.

References

- Abu, Z. I. (2011). *Teacher's perceptions of in-service training programmes in the East Mamprusi District of Ghana*. [Unpublished master's thesis, University of Education, Winneba].
- Anthonio, N. M. (2011). *Research procedures in education*, (1st ed.). Pumark Educational Publishers.
- Aslan, H. (2019). *Evaluation of in-service training organized by the manager of education administrators and teachers*. [Unpublished master's thesis, Kırıkkale University].
- Burke, K. (2000). Results-based professional development. *NASSP Buletting*, 84, 29-37.
- Barrow, K., & Boyle, H. (2007). *Professional development and implementing active- learning, student-centered pedagogies*. EQUIPI/American Institutes for Research.
- Bush, T., & Oduro, G., K., T. (2006). New principals in Africa: preparation, induction and Practice. *Journal of Educational Administration*.
- Bulut, A. (2022). Perceptions of teachers towards in-service training activities. *International Journal on Social and Education Sciences (IJonSES)*, 4(2), 275-289. <https://doi.org/10.46328/ijonsec.387>
- Canman, D. (2000). *Human resources management*. Yargi Yayini Publishing.
- Cohen, D. K., & Hill, H. C. (2000). Instructional policy and classroom performance: The mathematics reform in California. *Teachers College Record*, 102(2), 294-343.

- Creswell, J. W. (2003). *Research design: qualitative, quantitative and mixed methods approaches*. (2nd ed.). Sage Publications.
- Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into Practice*, 39(3), 124-131.
- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1).
<http://www.epaa.asu.edu/epaa/v8n1>, on 16-05-2016.
- Douglas, N. H., & Tim, R. S. (2008). Teacher training, teacher quality and student achievement. <http://www.eric.ed.gov/fulltext>, on 03-05-2016.
- Durmuş, E (2003). *Teachers' views on in-service training activities organized for classroom teachers (Ankara province example)*. [Unpublished master's thesis, Ankara University, Turkey].
- Frederick, B. J. A. N., & Stephen, O. O. (2009). *Teachers' perceptions of staff development programmes as it relates to teacher effectiveness: A study of rural primary schools in Kenya*. www.academicjournals.org, on 9/8/2016.
- George, D., & Mallery, P. (2003). *SPSS for windows step-by-step: A simple guide and reference 11.0 update (4th ed.)*. Allyn & Bacon.
- GES. (2007). *INSET Source book: (2nd edn). District guidelines and operational manual for district level INSET (2nd edn.)*. MOE Publication.
- GES. (2012) *INSET implementation guidelines (3rd ed.)*. <http://www.jica.go.jp>, on 12/06/2016.
- Kennedy, A. (2005). Models of continuing professional development: A framework for analysis. *Journal of In-service Education* 31(2), 235-250.
- Karadağ, R. (2015). Primary school teachers' views on and needs for in-service teacher training regarding Turkish teaching. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 16(3), 33-50.
<https://doi.org/10.17679/iuefd.16380134>
- Mankoe, J. O. (2002). The role of staff development programs in effective school supervision. *Ghana Journal of Education and Teaching*, 1(2).
- Oduro, G. K. T. (2003). *Perspectives of Ghanaian head teachers on their role and Professional development: The case of KEEA*

- District primary schools'* [Unpublished doctoral thesis, University of Cambridge].
- Roberts, K. L., & Sampson, P. (2011). School board member professional development and effect on student achievement. *International Journal of Educational Management*, 25(7), 701-713.
- Saiti, A., & Saitis C. (2006). In-service training for teachers who work in full-day schools. *European Journal of Teacher Education* 29(4), 455-470
- Stella, A. W. (2014). *The influence of in-service training on public secondary school principals' management of finances and human resources in Busia County, Kenya*. [Unpublished master's project, University of Nairobi].
- Shultz, T. W. (1961). *Investment in human capita*. Ontario Institute for Studies in Education, University of Toronto.
- Tortop, N. (2005). *Public Staff Administration*. Yargi Yayinevi Publishing.
- USAID, (2009). Designing 'effective education programmes for in-service teacher professional Development.
www.equip123.net/docs/-FP-In-svc-TPD.cor, on 10/06/20